

Southwest High School

School Accountability Report Card

Reported for School Year 2008-09

Published During 2009-10

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) [SARC Web page](#). For additional information about the school, parents and community members should contact the principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool located on the CDE [DataQuest](#) Web page that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP]), test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

II. About This School

Contact Information (School Year 2009-10)

Southwest High School Information		Central Union High School District Information	
Principal	Danette Morrell	Superintendent	Dr. Thomas Budde
Address	2001 Ocotillo Dr., El Centro, CA 92243	Address	351 West Ross Ave., El Centro, CA
Phone Number	760-336-4100 FAX: 760-353-0467	Phone Number	760-336-4500 FAX: 760-353-3606
Web Site	www.eaglesnet.net	Web Site	www.cuhsd.net
Email Address	dmorrell@cuhsd.net	Email Address	tbudde@cuhsd.net
CDS Code	13-63115-1330133	SARC Contact	Mrs. Danette Morrell

School Description and Mission Statement (School Year 2008-09)

The **Mission** of Southwest High School, in partnership with the home and our richly diverse community, is to educate students to become life-long learners, to assist them in understanding their social responsibility, and to help them develop a mastery of basic life-related skills which foster resiliency and economic independence throughout their lives. To this end we are dedicated to provide an educational environment where students are challenged, excellence is expected and differences are valued.

Southwest High School is located in the Imperial Valley in the city of El Centro, a community of 40,000 residents. It is situated in the southeast corner of California and is bordered by Baja California, Mexico, to the south, Riverside County to the north, Yuma County, Arizona, to the east and San Diego County to the west. Imperial County is the ninth largest county in California covering 4,200+ square miles of desert sand, rugged mountains and 600,000 acres of high quality farmland. Agriculture is the second largest employer while government comprises the greatest percentage of the county's work force. The nearest urban United States city is San Diego which is 120 miles to the west with a population of over 1,000,000. The border city of Mexicali is twelve miles away with a population of over 1,000,000. The two Imperial County ports of entry are among the busiest in the nation.

Between the years 1990-2000, Imperial County population increased 30.2% compared to the state population growth of 13.6%. The 2000 census information indicates that almost 25% of the county residents live below the poverty level as compared to a statewide level of 13.4%. November 2009 statistics indicate Imperial County's unemployment rate to be 33.3%, the highest in the nation. The Latino population represents more than 81% of the residents in the county. Seventy-one percent of the families speak a language other than English in the home.

Southwest represents an increasing variety of ethnic groups with an enrollment of 2279 students in grades nine through twelve. The ethnic breakdown includes 87% Hispanic, 9% White, 1.10% African-American, 1.76% Asian-American and <1% Filipino-American. Over 25% of the students are identified as English Language Learners (ELL). Fifty-nine percent of our students are eligible for free or reduced lunches. Sixty-three percent of our students are considered low-income. The campus reflects the cultural and socioeconomic makeup of the community.

Opportunities for Parental Involvement (School Year 2008-09)

Contact Person	Fernando O'Campo (Assistant Principal)	Contact Number	760-336-4296
Eagles Booster Club	GATE Parents' Night	English Learners Advisory Council	
Eagles Band Booster	Freshman Orientation/Title1 Night	Migrant Parents' Advisory Group	
Senior College Day	Back-To-School Night	Sophomore Conferences	
AVID Parents Night	Title 1 Parents' Night	School Site Council Monthly Meetings	

Parental involvement is critical for students to achieve academic success. We believe that parents, teachers, counselors, students, staff and administrators can assist in a more effective manner in our school if we work together. For that reason Southwest High School is committed to create an environment where students are seen as individuals in regard to their academic, social and emotional needs.

Parents are actively involved in the School Site Council meetings, an advisory group of parents, students and staff that meets monthly with the principal. The School Board meets monthly at the District Office. The Migrant Parent and Bilingual Advisory Committees meet on a monthly basis. Additionally, the Booster clubs for music and athletic programs provide supplemental funding and support to enhance the total school program. We also have freshman and Senior Parent Nights in which parents receive academic and activities information. Parents and community members are welcome in our school to help us continue keeping the positive commitment that we have toward our students to help them feel supported and assisted in their academic endeavors.

Southwest communicates with all stakeholders through the regular scheduled meetings of these groups: School Site Council, the School Board, Migrant Parents, ELAC and Special/Title 1 Parent Meetings.

Parents have the opportunity to meet the teachers and understand the content and standards of the courses their children will be studying during "Back-to-School Night" held in September.

Student progress is shared with parents every nine weeks with reports being mailed to each home. It is very important that parents are informed when their child is not performing at a satisfactory level, therefore in the middle of the quarter, teachers send out notices to the parents of any student who is at-risk of earning a D or an F. Southwest also mails home a newsletter four times a year. The Imperial Valley Press provides more communication with the home and community. Parents and students have access to a parent portal (website) that allows parents and students to view their student's attendance, grades, transcripts and homework assignments in some classes.

Parents of freshmen students are invited to an informational meeting that is held before school begins in the fall. Counselors also make presentations to 8th graders at their schools. These meetings provide incoming freshmen and their parents with valuable information about high school. Parents of seniors are invited to an informational meeting regarding senior activities and programs.

We encourage parents to get involved at Southwest, and we depend upon their assistance to maintain our standards of excellence. Under the guidance of the Booster Clubs and the El Centro Education Foundation, more than 100 parents volunteer to help at events and on campus. Many more help with special fund-raising events. Many of our programs would not be possible without the support of the El Centro Education Foundation, which raises funds and in-kind donations annually to enhance educational and developmental opportunities in visual and performing arts.

Student Enrollment, by Group and Grade Level (School Year 2008-09)

The percentage of students is the number of students in a racial/ethnic category divided by the school's enrollment. Most students at Southwest identify themselves as Hispanic/Latino. In fact, there are about seven times as many Hispanic/Latino students as White (Not Hispanic), the second largest ethnic group at Southwest. Enrollment is 2279.

Racial/Ethnic/Grade Category	Students	Percentage	Racial/Ethnic/Grade Category	Students	Percentage
African-American	22	0.99	White (Not Hispanic)	202	9.06
American Indian or Alaska Native	3	0.13	Multiple or No Response	14	0.63
Asian-American	38	1.7	Socio-Economically Disadvantaged	1303	58.4
Filipino-American	3	0.13	English Learners	624	27.7
Hispanic or Latino	1946	87.3	Students with Disabilities	172	7.7
Pacific Islander	1	0.04	Migrant Education	364	16.3
Racial/Ethnic/Grade Category	Students	Percentage	Racial/Ethnic/Grade Category	Students	Percentage
Grade 9	697	31%	Grade 10	552	24%
Grade 11	522	23%	Grade 12	508	22%

Average Class Size and Class Size Distribution (Secondary)

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by subject area. Class sizes at Southwest vary with the majority of classes being taught in classes of 23 or more students. Our average class size is 30 students in the major core courses shown in the chart below. The chart below reports the average class size and the number of classrooms that fall into each size category (i.e., number of students), by subject area.

Subject	Avg. Class Size	2006-07			Avg. Class Size	2007-08			Avg. Class Size	2008-09		
		Number of Classrooms				Number of Classrooms				Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	25.8	29	53	14	26.6	16	73		26.1	15	74	2
Math	30.3	10	24	36	30.7	7	25	36	29.6	5	35	27
Science	30.4	7	19	25	28.2	7	52	4	27.0	12	42	8
Social Science	28.3	14	17	27	31.4	3	18	33	30.3	3	27	24

III. School Climate

School Safety Plan (School Year 2008-09)

Southwest is committed to providing a safe, attractive and orderly environment, which promotes learning. To achieve this, the Safe School Plan and Crisis Prevention Plan are reviewed and updated yearly with the staff and approved by the school board. The school conducts regularly scheduled fire drills and simulated crisis interventions. These are conducted in coordination with the Fire Marshal, Police Department and the Red Cross. These departments meet with the administration quarterly to review drills and improve safety for our students. There are four full-time administrators, 90 teachers, one police officer and three security guards who share in supervision of the campus.

Southwest High School provides all students and their families with discipline guidelines that are aligned with District policy and the California State Education Code. Both parents and students acknowledge that we are partners by signing and supporting our Student Compact. The district strictly enforces an anti-discrimination policy that prohibits harassment of students or staff based on race, gender, disability, religion, sexual orientation, age, ethnic group identification, ancestry, national origin, color or mental or physical disability. In addition all 9th graders receive a special orientation, which outlines our expectations for student behavior. We have a fulltime officer on campus, two

fulltime and two part-time security guards who supervise the closed campus. We believe that successful discipline is based on mutual respect, with a focus on positive guidance. Our recent student survey shows that 88% of students feel safe on campus.

The principal's leadership team meets regularly to establish a safe and positive school climate. Students also receive additional help from student support groups and students are involved with the County Peer Court Program.

Suspensions and Expulsions

At times we find it necessary to suspend students who break certain rules. We report suspensions in which students are sent home for a day or longer. We do keep a record of in-school suspensions, in which students are removed from one or more classes during a single school day. According to the Consolidated Application we suspended 113 students and sent them home last year. Expulsion is the most serious consequence we can impose. Expelled students are removed from the school for that semester and one semester following the offense. We provide a copy of the discipline policy to all students and their parents. The principal and three assistant principals enforce schoolwide discipline policies. Schoolwide discipline is consistent. Most students are proud of their school, and show their pride by respecting each other and the school facilities. This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Out-of-School	School			District		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Rate of Suspensions	14.8	8.3	5.0	15.5	9.1	6.5
Rate of Expulsions	0.0	0.0	0.0	0.2	0.1	0.1

IV. School Facilities

Facility Conditions and Planned Improvements (School Year 2009-10)

Southwest is a fairly new school, opened in 1995. The learning environment is safe, state-of-the art, attractive and free from disruption for our students. The campus is kept clean and is free from graffiti. The school facility is in good repair, maintained and no major repairs are needed at this time. Of particular note are the following facilities: a centrally located media center, the 1130 seat Performing Arts Theatre, the gymnasium, a 1750 seat athletic stadium and an integrated data system that uses fiber-optic cabling. Classrooms are equipped with; telephones, TV/VCRs, Internet Access, e-mail and ceiling mounted LCDs. Our school includes 92 classrooms. They accommodate approximately 3000 people. Enrollment during the past ten years has grown by more than 1,000 students. The physical quality of our school buildings influences learning and teaching. All students and teachers need a reasonable amount of classroom and open space. We strive to meet the needs of our growing population. We welcome your suggestions for improvements.

School Facility Conditions and Improvements (School Year 2009-10)

This table displays the results of the most recent completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X			
Interior: Interior Surfaces		X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X			
Electrical: Electrical		X			
Restrooms/Fountains: Restrooms, Sinks/Fountains		X			
Safety: Fire Safety, Hazardous Materials		X			

Structural: Structural Damage, Roofs		X			
External: Playgrounds/School Grounds, Windows/Doors/Gates/Fences		X			
<i>Overall Rating</i>	GOOD				

V. Teachers

Teacher Credentials

This displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE [DataQuest](#) Web page.

Teachers	School			District
	2006-07	2007-08	2008-09	2008-09
Total Teachers	90	95	94	187
Teachers with Full Credential	75	86	88	168
Teachers without a full credential	15	9	6	19
Teachers Teaching Outside Subject Area Competence	5	6	2	N/A

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

	2007-08	2008-09	2009-10
Misassignments of Teachers of English Learners	6	4	2
Total Teacher Misassignments	11	7	5
Vacant Teacher Positions	1	0	1

Core Academic Classes Taught by No Child Left Behind Compliant Teachers

The *No Child Left Behind Act* (NCLB) requires that all teachers teaching in core academic subjects are to be "highly qualified" not later than June 2006. The NCLB requires that each teacher must have: (1) a bachelor's degree, (2) a state credential or an Intern Certificate/Credential for no more than three years, and (3) demonstrated subject matter competence for each core subject to be taught by the teacher. More information on teacher qualifications required under NCLB can be found at the California Department of Education's Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes - In Core Academic Subjects 2008-09	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	93.3	6.7
All Schools in District	87.0	13.0

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2008-09)

Southwest has six full-time counselors working with a ratio of 380 students per counselor and a part-time Migrant counselor. Other staffs, working half-time are: a psychologist, social worker and nurse. Also on our campus we have

other support staff which includes resource teachers, special education aides, and teachers for the severely handicapped students and severely emotionally disturbed students.

Title (2008-09)	Full-Time Equivalent	Title (2008-09)	Full-Time Equivalent
Academic Counselor	6.00	Nurse	0.40
Librarian/AR Resource	1.00	Speech/Language/Hearing Specialist	0.40
Psychologist	0.40	Resource Specialist (non-teaching)	1.00
Psychologist	1.00	Migrant Counselor	0.40
English Learner Resource Teacher	0.40	Academic Coach	1.00

VII. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2009-10)

We offer a challenging curriculum founded upon educational standards set by the state of California. Our standards-aligned textbooks and other instructional materials are provided for each pupil, including English learners, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, and history-social science; foreign language and health; and science laboratory equipment. Southwest places a high priority on providing current textbooks and excellent supplementary materials in all curricular areas. Departments regularly examine these materials, paying particular attention to changes that may have occurred in state frameworks and education requirements. Any changes to the curriculum are made after careful consideration of the needs of our students. All textbooks meet state standards and have been adopted by the State Board of Education and Central Union High School District. Southwest students have access to a variety of instructional materials and classrooms are supported with an Internet connected computer. This table displays information about the textbooks and other instructional materials used at the school.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/ Language	2003-Holt Literature & Language Arts 9-10-Class sets	0
	2004-Holt Literature & Language Arts 11-Class sets	0
	2000-Holt Elements of Literature 9-12 -Take Home Books	0
	2005-Bedford-AP Literature -50 Essays: a portable anthology-Take Home Books	0
	2005-Pearson-Everyday Use: Rhetoric At Work in Reading & Writing Class Set	0
	2004-Bedford-Everything's an Argument with Reading-Take Home	0
	2005-Pearson AP 11 th Grade Literature: Introduction to Fiction, Poetry & Drama-Take Home Books	0
		0
Mathematics	2009-PH-Algebra 1 CA ED- Class Set & Take Home Books	0
	2009-PH-Algebra1 PH CA-ED CD ROM Text on CD-Class Set	0
	2009-PH-Algebra1 CA ED Student Spanish ED-Class& Home	0
	2007-PH-Algebra 2 CA ED Text Class& Take Home	0
	2007-PH-Algebra 2 CA ED Text on DVD Class Set &Take Home	0
	2007-PH-Algebra 2 Student ED online access to text -Home	0
	2007-PH-Geometry CA Ed DVD-Class Set &Take Home	0
	2007-PH-Geometry CA Ed Student Ed-Take Home & Class Set	0
	2005-PH-Geometry CA Ed access online-Class Set & Home	0
	2005-McDougal-Geometry Concepts and Skills-Class Set	0
	2007-PH 3 rd Ed APCalculus: Graphical, Numerical, Algebraic-Class Set & Take Home	0
2007-PH Pre Calculus: Graphical, Numerical, Algebraic 7 th ED-Class Set & Take Home	0	
Science	1997-2005-Earth Science, Glencoe/McGraw Hill- Take Home	0
	2007-CA Holt Physical Science-Class Set, Take Home	0
	2007-CA Holt Physical Science online access -Take Home	0
	2007-CA Holt Physical science (Spanish ED)- Class Set	0
	2005-Glencoe Biology: The Dynamics of Life) -Class Set & Take Home	0
	2005-Biology: The Dynamics of Life w/access online-Take Home	0
	2005-Glencoe-Biologia: Dynamicos de la Vida - Class Set	0
	1996-Addison Wesley-Biology: 4 th ED Campbell- Take Home	0

	2007-Glencoe-Biology: Ninth ED -Take Home 1998-McGraw Hill AP Biology: Eighth ED -Take Home 2002-Glencoe-Physics: Principles & Problems-Class Set 1995-Glencoe-Physics: Principles & Problems -Take Home 2000-AP -Chemistry: Zumdahl's 5 th ED -Take Home 2006-Freeman-Chemistry in the Community -Take Home 2005-Prentice Hall-Chemistry: -Take Home 2005-PH-Chemistry: Student Express 2 CD-ROM set -Home 2010-Pearson-Anatomy & Physiology: Student ED w/CD-ROM Take Home & Class Set 2009-Pearson-Atlas of the Human Body Take Home & Class Set 2010-Pearson-Get Ready For A&P to accompany textbook)-Home 2009-Saunders-Modern Dental Assisting-Take Home & Class Set 2009-Del Mar Cengage Learning-Introduction To Medical Terminology Second ED-Take Home, Class Set	0 0 0 0 0 0 0 0 0 0 0 0 0 0
History- Social Science	2003-McDougal Littell-Modern World History: Patterns of Interaction Take Home, Class Set 2003-MDL-Modern World History: Patternsw/online access Take Home 2003-McDougal-The Americans: Reconstruction to the 21 st Century Take Home, Class Set 2003-McDougal-The Americans: Reconstruction to the 21 st Century with online access Take Home 2003-Glencoe-Econ: Principles & Practices-Take Home & Class Set 2005-Econ: Principles & Practices (with online access)-Take Home 2003-Prentice Hall-Macgruder's American Government-Take Home, Class Set 2003-ML-A History of Western Society: AP World History- Take Home, Class Set 2005-MH-The American Democracy 7 th Edition AP-Take Home, Class Set 2002-ML-The American Pageant-Take Home And Class Set 2005-MH-Economics: Principles, Problems, & Policies-Take Home, Class Set	0 0 0 0 0 0 0 0 0 0 0 0 0
Foreign Language	1990-DC Heath-French for Mastery I & II -Take Home and Class Set 2006-Holt-Allez Viens!: Level 1 & 2-Take Home and Class Set 2002-MH-Dos Mundos, Fifth Edition -Class Set 2006-MH-Espanol para nosotros: curso para hispano hablante Level 1 & 2 -Take Home, Class Set 2006-Espanol Para Nosotros: cursos para hispano hablante Level 1&2 online access-Take Home 1988,1994-DC Heath-Spanish for Mastery III -Take Home, class set 1990-DC Heath-French for Fluency-Take Home, Class Set 1989,1997-MH-Galeria de Arte y Vida-Take Home	0 0 0 0 0 0 0 0
Health	2004-Glencoe Health, McGraw/Hill -Class Set, Take Home 2004-Glencoe Health, McGraw/Hill (with online access) -Take Home	0 0
Visual and Performing Arts	2006-Glencoe-Music!: It's role and importance in our lives-Class Set 1994-Art in Focus: Third Edition-Class Set	0 0
Science Laboratory Equipment	Science Department Inventory of all materials and equipment completed October 2009 indicates labs are well equipped and complete.	0

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2007-08)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level 2007-08	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site (ADA 2051)	\$5919.06	\$1120.20	\$4798.86	\$60,250.57
District	N/A	N/A	\$7071.82	\$68,126.00
% Difference - School Site & District	N/A	N/A	-32.1%	-11.56
State	N/A	N/A	\$5,512.	\$66,335.00
% Difference - School Site and State	N/A	N/A	-12.9%	-9.1723%

Types of Services Funded (Fiscal Year 2008-09)

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

STATE PROGRAMS:

SCHOOL SUPPLEMENTAL GRANT (formerly known as SIP) promotes school improvement in a variety of ways to benefit students. Through a collaborative decision-making process within the school community, expenditures are approved to better meet the educational, personal and career needs of the students. Department Chairs, through their Site Plans, and community through the School Site Council, make priority decisions about how best to improve the campus. Funds are currently being used to support stipends for the AVID coordinator as well as AVID, English and Math tutors. Southwest contributes to the salary of a Police Officer stationed on campus with SIP funds. This makes a tremendous impact in the area of school security and student safety. He is also an excellent resource for classes dealing with law issues in their curriculum. Also SIP supports one half of the library clerk's salary. In addition to personnel to improve the site, funds are also being used to purchase supplementary instructional materials and equipment and to help improve teacher skills and knowledge through participation in staff development activities, conferences and workshops.

ACHIEVEMENT VIA INDIVIDUAL DETERMINATION (AVID) is a program to help prepare under-represented students for college. The three main parts of the program are academic instruction, tutorial support and motivational activities. The goal of AVID is to educate the "whole student". Unifying six important elements of education does this: students, faculty, curriculum, tutors, parents and community.

GIFTED AND TALENTED EDUCATION (GATE) is designed to find and serve those students who because of general intellectual ability and potential can benefit from specifically planned and differentiated educational services beyond those normally provided in the regular classroom. Students in GATE classes are expected to excel in general academic achievement, demonstrate superior intellectual abilities and exhibit superior progress in the disciplines of English and Social Sciences. Program goals include providing differentiated opportunities for learning core curriculum, using advanced ideological and creative strategies appropriate with the maturity of the student, promoting sensitive and responsible behavior in relationships with peers and adults, laying foundations for commitment to high ethical standards and demographic ideals, using critical thinking to solve problems and developing a positive sense of accomplishment in activities relating to home, school and community. Our school has 116 students who are enrolled in this program. Southwest also has a strong honors and Advanced Placement (A.P.) program. In 2008-09, we offered courses in English, biology, physics, chemistry, Spanish, French, U.S. history, government, world history, economics, and calculus,

CALIFORNIA SCHOOL AGE FAMILIES EDUCATION (Cal-SAFE) Program. It is designed to increase the availability of support services necessary for enrolled pregnant/parenting students to improve academic achievement and parenting skills and to provide a quality child care/development program for their children. This is a comprehensive, continuous and community-linked school-based program.

ECONOMIC IMPACT AID/ENGLISH LEARNER PROGRAM is designed to support programs and activities to assist English learners to achieve proficiency in the English language as rapidly as practicable and to support programs and activities to improve the academic achievement of English learners.

ECONOMIC IMPACT AID/SCHOOL COMPENSATORY EDUCATION these funds are used to support programs and activities designed to assist educationally disadvantaged students achieve state standard proficiency.

10th GRADE COUNSELING ensures that each sophomore receives a systematic review of his/her academic progress necessary for satisfactory completion of high school and counseling regarding the pupil's options for postsecondary education or careers.

SOUTHWEST ACADEMY FOR THE VISUAL AND PERFORMING ARTS PROGRAM (SAVAPA) is a grant that establishes an academy for students to participate in a specialized curriculum including integrated core and technical classes taught by SAVAPA staff.

The Imperial Valley Regional Occupational Program (IVROP) is a public education service which provides free, practical hands-on training, career guidance, job placement assistance and other supportive services to youth and adults. IVROP, one of 74 ROPs in California, is a joint powers entity formed by the Brawley Union, Calexico Unified, Calipatria Unified, Central Union, Holtville Unified, Imperial Unified and San Pasqual Valley Unified School Districts, and the Imperial County Office of Education.

Southwest Academy for Careers in Health Science (SACHS) is a grant that establishes an academy for students to participate in a specialized curriculum in the field of Health Science.

CAHSEE Intensive Instruction is a program that provides support for students that are at risk of not passing the California High School Exit Exam.

Agriculture Incentive Grant is a grant that provides resources for agriculture education programs, including classroom instruction, leadership, and supervised agricultural experience programs that prepare students for college or entrance into agricultural careers.

Library

Morgan Hart Class Size Reduction is a program that provides for class size reduction in English and math classes for 9th graders.

FEDERAL PROGRAMS:

TITLE 1 is a program designed to expand and improve the educational opportunities of all students to succeed in the regular program. These services are intended to supplement, not take the place of, the regular education program for all students. The major goal of the program is to provide services, which improve all student achievement, especially disadvantaged students.

TITLE II, Part A: Teacher and Principal Training and Recruiting is a program that supports and improves professional development for teachers and principals. Also to improve and increase the number of highly qualified teachers and principals.

TITLE II, Part D: Enhancing Education Through Technology supports professional development and the use of technology.

TITLE III, Part A: Language Instruction for Limited English Proficient (LEP) Students. The purpose of this program is to supplement language instruction to help English learners attain English proficiency and meet academic performance standards.

TITLE IV, Part A: Safe and Drug-Free Schools and Communities helps to create a learning environment that is free of violence and drugs that promote academic achievement.

TEAM GEAR-UP-Together Expect and Achieve More, Gaining Early Awareness and Readiness for Undergraduate Programs, a grant, was awarded to the Imperial County Office of Education (ICOE) in the fall of 2006. The grant is collaboration between Imperial County's P-16 Council, eleven Imperial County school districts, and ICOE. TEAM GEAR UP prepares Imperial County students for post-secondary education. The mission is not only to prepare students for college, but also to increase the number of students who participate in post-secondary education opportunities. In addition, TEAM GEAR UP works with students and parents to increase their knowledge of post-secondary education options, preparation and financing.

MIGRANT EDUCATION: Our Migrant students are served according to the annual service agreement. Migrant students are offered after-school tutoring Monday through Thursday. This program helps ensure the success of our

migrant students.

Carl Perkins- Career Technical Education is a program that ensures all students have access to CTE courses, pathways, and programs of interest, workplace opportunities, highly skilled instructors, and facilities, and technologies that make all CTE options available regardless of location and enrollments limits.

American Recovery and Reinvestment Act is special funding used to assist the programs most impacted by the recession.

Teacher and Administrative Salaries (Fiscal Year 2007-08)

This table reports the salaries of teachers and administrators in our district. It compares our average salaries to districts similar to ours in terms of enrollment and type. In addition, we report the percent of our district's total budget dedicated to teachers' and administrators' salaries. The cost of health insurance, pensions, and other indirect forms of compensation is not included. Detailed information regarding salaries may be found on the CDE [Certificated Salaries & Benefits](#) Web page.

Category 2007-08	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary Offered	\$42,325.	\$41,427.
Mid-Range Teacher Salary Offered	\$71,390.	\$76,510.
Highest Teacher Salary Offered	\$97,454.	\$85,310.
Average Principal Salary (High School)	\$109,392.	\$114,010.
Superintendent Salary	\$140,000.	\$145,785.
Percent of Budget for Teacher Salaries	38.10%	36.70%
Percent of Budget for Administrative Salaries	5.60%	6.30%

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Test (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs demonstrates how well students are doing in relation to the state content standards. The CST tests include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics, and science in grades two through eleven, and for science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA and mathematics for grades three through eight and science in grade five and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding STAR Program results for each grade and performance level, including percent of students not tested, can be found on the CDE [Standardized Testing and Reporting \(STAR\) Results](#) Web site. Program information regarding the STAR Program can be found in the [Explaining 2008 STAR Program Summary Results to the Public](#) guide. Note: Scores are not shown when the number of students tested is ten or less, to protect student privacy or statistical accuracy. In no case shall any group score be reported that would deliberately or inadvertently make a public the score or performance of an individual student.

Standardized Testing and Reporting for All Students -- Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	37	36	40	35	36	38	43	46	50
Mathematics	13	12	17	16	13	17	40	43	46
Science	31	32	38	27	31	38	38	46	50
History-Social Science	25	29	28	24	28	27	33	36	41

Standardized Testing and Reporting Results by Student Group – (School Year 2008-09)

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	58	11	*	54
Asian	80	63	*	78
Hispanic or Latino	36	14	34	24
White (Not Hispanic)	68	28	64	51
Male	37	17	43	31
Female	42	16	33	24
Economically Disadvantaged	30	13	31	20
English Learners	6	7	10	6
Students with Disabilities	8	6	18	6
Students Receiving Migrant Education Services	22	11	28	14

Girls outperformed boys in the language area by five percent, but boys outperformed girls in the other three areas. English learners scored lower on the CST than students whose native language is English. Because this test is given in English, English learners tend to be at a disadvantage. Students from economically disadvantaged income families scored better than the other subgroups in all four areas.

California High School Exit Examination Results (CAHSEE)

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics in order to compute Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the CDE [California High School Exit Examination \(CAHSEE\)](#) Web site. Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

CAHSEE Results by Performance Level for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level in ELA and mathematics.

Subject	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English	49.7	50.4	49.7	45.8	46.6	46.0	48.6	52.9	52.0
Mathematics	49.7	51.8	53.5	46.6	46.8	49.9	49.9	51.3	53.3

CAHSEE Results by Performance Level for Student Groups –Combined 2009 for Grade 10

This table displays the percent of students, by group, **passing** the CAHSEE in English language-arts and mathematics for the most recent testing period.

Group	English			Mathematics		
	Number Tested	Number Passed	Percent Passed	Number Tested	Number Passed	Percent Passed
All Students	516	418	81%	513	422	82%
Male	243	194	80%	242	202	83%
Female	273	224	82%	271	220	81%
Asian	*			*		
Hispanic or Latino	449	358	80%	447	363	81%
White (not Hispanic)	49	44	90%	48	43	90%
English Learners	171	99	58%	170	117	69%
Socio-Economically Disadvantaged	273	203	74%	269	212	79%
Students with Disabilities	31	15	48%	32	7	22%

CAHSEE Results by Performance Level for Student Groups – Most Recent Year

This table displays the percent of students, by group, achieving at each performance level in English language-arts and mathematics for the most recent testing period. 350 is the passing rate with 380 and above as the proficient and advanced rate.

Group	ENGLISH			MATHEMATICS		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	50.5	28.4	21.1	46.5	45.1	8.4
Male	55.7	29.4	14.9	43.3	46.8	9.9
Female	45.7	27.5	26.7	49.4	43.5	7.1
African American	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Hispanic or Latino	55.2	28.9	16.0	49.8	44.1	6.2
Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	20.4	26.5	53.1	25.0	54.2	20.8
English Learners	64.3	23.2	12.5	54.6	40.9	4.5
Socioeconomically Disadvantaged	63.8	26.0	10.2	53.1	42.3	4.6
Students Receiving Migrant Education Services	65.4	34.6	0.0	55.6	39.5	4.9
Students with Disabilities	93.5	0.0	6.5	93.8	3.1	3.1

Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California Physical Fitness Test Results (School Year 2008-09)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE [Physical Fitness Testing \(PFT\)](#) Web page. Note: Scores are not shown when the number of students tested is ten or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Grade Level	Percent of Students Meeting Healthy Fitness Zones		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	17.3	25.8	32.7

X. Accountability

Academic Performance Index (API)

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1000, with a statewide target of 800. Detailed information about the API can be found at the [CDE Academic Performance Index \(API\) Web page](#).

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from one to ten. A statewide rank of one means that the school has an API in the lowest ten percent of all schools in the state, while a statewide rank of ten means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of one means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of ten means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2006	2007	2008
Statewide	5	5	4
Similar Schools	10	5	3

Academic Performance Index Growth by Student Group—Three Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. Note: If a group is not listed it means that the student group is not numerically significant.

Numerically Significant Groups	Actual API Change			API Score
	2006-07	2007-08	2008-09	2009
All Students at the School	-11	1	12	697
Hispanic or Latino	-11	3	10	681
White (not Hispanic)	10	-22	20	788
Socio-Economically Disadvantaged	-1	-5	9	654
English Learners	-13	5	11	662
Students with Disabilities	0	25	23	462

Adequate Yearly Progress (AYP)

In addition to California's accountability system, which measures student achievement using the API, schools must also meet new requirements set by the federal education law known as No Child Left Behind (NCLB). This law requires all schools to report how well students are achieving based on Adequate Yearly Progress (AYP). To meet AYP, high schools must meet four criteria:

- Percent proficient levels on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Participation rate on the state's standards-based assessments in ELA and mathematics
- Graduation rate

If schools fail to meet even one of the criteria, it fails to meet AYP. While all schools must report their progress towards meeting their AYP, only schools getting federal funding to help economically disadvantaged students are actually penalized if they fail to make the mark. If these schools fail to meet AYP for two consecutive years or more, they must provide special services to students, such as transfer to a different school or tutoring. Southwest did not

meet all annual objectives for all students and all student subgroups as indicated in the following table. Detailed information about AYP can be found at the CDE [Adequate Yearly Progress \(AYP\) Web page](#). *Groups that are not numerically significant are not listed.

Adequate Yearly Progress Overall and by Criteria (School Year 2008-09)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	No	No
Participation Rate – English – Language Arts	Yes	Yes
Participation Rate –Mathematics	Yes	Yes
Percent Proficient - English – Language Arts	No	No
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	Yes	Yes

Federal Intervention Program (School Year 2009-10)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found on the CDE [Adequate Yearly Progress \(AYP\) Web page](#).

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	33.3

XI. School Completion and Postsecondary Preparation

Admission Requirements for California Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements please visit the [General Admissions Information](#) Web page (Outside Source).

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all

applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the [Undergraduate Admission & Requirements](#) Web page (Outside Source).

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data is available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the [DataQuest](#) Web site.

Indicator	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Dropout Rate (1-year)	1.1	1.4	2.1	2.8	2.2	3.4	3.5	4.4	3.9
Graduation Rate	96.1	94.5	95.1	91.9	88.9	88.8	83.4	80.6	80.2

Completion of High School Graduation Requirements

Students in California public schools must pass both the ELA and mathematics portions of the CAHSEE to receive a high school diploma. For students that began the 2008-09 school year in grade twelve this table displays by student group the percent who met all state and local graduation requirements for grade twelve completion.

Group	Graduating Class of 2009		
	School	District	State
All Students 12 th Grade	87%	92%	N/A
African American	75%	76%	N/A
American Indian or Alaska Native	100%	100%	N/A
Asian Indian/Korean/Japanese	100%	100%	N/A
Filipino	33%	100%	N/A
Hispanic or Latino	87%	91%	N/A
Other / or Pacific Islander	71%	91%	N/A
White (not Hispanic)	91%	100%	N/A
Socioeconomically Disadvantaged	89%	91%	N/A
English Learners	66%	78%	N/A
Students with Disabilities	81%	98%	N/A

Career Technical Education Programs (School Year 2008-09)

In order to help students transition to careers of the 21st Century, SHS has provided students opportunities for career exploration activities in many of their regular courses and through the Career Center. During grades 9 and 10 all students complete career and aptitude assessments, do career research and select a program path, designed to help them plan for future education and training in high school and beyond. Students interested in beginning specific job training while in high school may enroll in one of the 30 Regional Occupational Programs (ROP) offered within the county. These courses focus on applied mathematics and science courses, work experience, school/community partnerships, job shadowing, internships and a strong district emphasis on reading and writing skills across the curriculum in all subject areas.

Career Technical Education Participation (School Year 2008-09)

Our high school offers courses intended to help students prepare for the world of work. These courses are open to all students. SHS offers five career technical programs of study consisting of two or more sequenced courses: Agricultural Science and Business, Agricultural Fabrication, Engineering Design, Computer Graphics & Design, Business, Dental Assistant, and Food Technology. From last years' graduates our school had 69.5% that completed a program or classes that focused on career preparation or preparation for work.

Measure	CTE Program Participation (Southwest)
Number of school's pupils participating in CTE	171 (12 th graders)
Percent of the school's pupils completing a CTE program and earning a high school diploma	69.5% (119 completed CTE and earned diploma)
Percent of school's CTE courses sequenced or articulated between the school and institutions of postsecondary education	22% (2courses out of 9)

Courses for University of California and/or California State University Admission (School Year 2007-08)

The percent of Southwest students taking courses required for admission to the University of California (UC) or the California State University (CSU) system was 72.4 percent. This is an indicator of whether the school is offering, and students are taking, the classes required for admission to the UC or CSU systems. College attendance data is limited to public colleges in California. This table displays for the most recent year, two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in, and completion, of courses required for UC/CSU admission can be found on the CDE DataQuest Web page.

UC/CSU Course Measure Year 2007-08	Percent
Students Enrolled in Courses Required for UC/CSU Admission	72.4
Graduates Who Completed All Courses Required for UC/CSU Admission	43.6

Advanced Placement Courses (School Year 2008-09)

Southwest students are given the opportunity to participate in the Advanced Placement (AP) program in English, Math, Social Science and Science. The AP program is designed to provide high school students with exposure to college level instruction. Students in this program may take the AP Examination. Students who are successful on these exams may earn college credit for these subjects. This table displays for the most recent year the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found at the CDE [DataQuest](#) Web page.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science	---	---
English	2	N/A
Fine and Performing Arts	---	N/A
Foreign Language	2	N/A
Mathematics	1	N/A
Science	3	N/A
Social Science	4	N/A
All courses	12	4.1

XII. Instructional Planning and Scheduling

Professional Development

Professional development cannot be confined to a few specific days in the school calendar, but must be viewed as an ongoing, job-embedded examination and development of new methods. This process ensures that the curriculum is current and matches the state frameworks and standards. Each year a variety of professional improvement activities are provided for all staff in the areas of instructional strategies, cultural awareness, special needs, technology, ESL/Bilingual, reading, students at risk, curriculum development and communication. These activities reflect the district's vision and the school's goals. Southwest utilized thirteen early release days to provide collaboration time for our staff to work on professional development and also used three staff development days for the purposes listed above.