

Southwest High School

Executive Summary School Accountability Report Card, 2009-10 Published During 2010-11

Address: 2001 Ocotillo Dr. , El Centro CA 92243
Principal: Danette Morrell

Phone: 760-336-4100
Grade Span: 9 - 12

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2009-10 school year, except the School Finances and School Completion data that are reported for the 2008-09 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

Southwest High School is located in El Centro, California, in Imperial County (referred to as the *Imperial Valley* by residents), a community of 45,000 residents. It is located 120 miles east of San Diego and 60 miles west of Yuma, Arizona. Southwest opened in 1996, the third high school in the district. The county is situated in the southeast corner of California on the United States-Mexico border. This location contributes to a richly mixed school ethnicity. The county is predominately a rural agricultural area, geographically isolated from any large metropolitan city. The local economy is based primarily on agriculture, with 31 percent of parents and community stakeholders being involved in agriculture related jobs. However, in recent years geothermal, government, retail trade and service industry occupations have increased. The county also houses two California State prisons employing a staff of 2,400 to supervise 9,000 Level III/IV inmates. The county unemployment rate hovers around 23 percent. Southwest is a schoolwide Title 1 School. Between the years 1990-2000, Imperial County population increased 30.2% compared to the state population growth of 13.6%.

Student Enrollment

Group	Percent
African American	00.8%
American Indian or Alaska Native	00.4%
Asian	02.0%
Filipino	00.0%
Hispanic or Latino	87.0%
Pacific Islander	00.1%
White (not Hispanic)	08.0%
Two or More Races	00.8%
Socioeconomically Disadvantaged	60.4%
English Learners	25.4%
Students with Disabilities	07.1%
Total Number of Students	2157

Teachers

Indicator	Teachers
Teachers with full credential	90
Teachers without full credential	7
Teachers Teaching Outside Subject Area of Competence	3
Misassignments of Teachers of English Learners	2
Total Teacher Misassignments	3

Student Performance

Subject	Students Proficient and Above on STAR Program Results
English-Language Arts	41%
Mathematics	20%
Science	38%
History-Social Science	34%

Academic Progress

Indicator	Result
2010 Growth API Score (from 2010 Growth API Report)	723
Statewide Rank (from 2009 Base API Report)	4
Met All 2010 AYP Requirements	No
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	Met 17 of 18
2010-11 Program Improvement Status (PI Year)	PI Year 1

School Facilities

Summary of Most Recent Site Inspection

The most recent site inspection was conducted during the 2010-11 school year. The school is in good condition with minor paint, detailed cleaning, and repairs scheduled for this school year and during the summer of 2011.

Curriculum and Instructional Materials

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%
Visual and Performing Arts	0%
Science Laboratory Equipment (grades 9-12)	0%

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$5,925.80
District	\$8,507.61
State	\$5,681.00

School Completion

Indicator	Result
Graduation Rate 2008-09	91.2%

Postsecondary Preparation

Measures	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	44.81%
Graduates Who Completed All Courses Required for University of California or California State University Admission 2009-10	30%

Southwest High School

School Accountability Report Card Reported for School Year 2009-10

Published During 2010-11

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 at <http://dq.cde.ca.gov/dataquest/> 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. state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school 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 2010-11)

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 2009-10)

The **Mission** of Southwest High School, with the support of families and the surrounding community, is dedicated to providing 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 2040 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 Learners (ELs). Sixty-four percent of our students are eligible for free or reduced lunches. Sixty-seven 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 2009-10)

Contact Person	Fernando O'Campo (Assistant Principal)	Contact Number	760-336-4296
Eagles Booster Club	Higher Education Week	English Learners Advisory Council	
Eagles Band Booster	Freshman Orientation/Title1 Services	Migrant Parents' Advisory Group	
Senior College Day	Back-To-School Night	Sophomore Conferences	
AVID Parents Night	Parent Education / Title 1 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, District Program Improvement Committee, District Improvement Team (DIT), 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 2009-10)

The percentage of students is the number of students in a racial/ethnic category divided by the school's enrollment. The majority of students at Southwest identify themselves as Hispanic/Latino.

Racial/Ethnic/Grade Category	Students	Percentage	Racial/Ethnic/Grade Category	Students	Percentage
African-American	18	0.8%	White (Not Hispanic)	178	8.0%
American Indian or Alaska Native	9	0.4%	Two or more races not Hispanic	18	0.8%
Asian-American	47	2.0%	Socio-Economically Disadvantaged	1303	60.4%
Filipino-American	0	0%	English Learners	548	25.4%
Hispanic or Latino	1883	87.0%	Students with Disabilities	155	7.1%
Pacific Islander	4	0.1%	Migrant Education	405	18.8%
Racial/Ethnic/Grade Category	Students	Percentage	Racial/Ethnic/Grade Category	Students	Percentage
Grade 9	647	30%	Grade 10	543	25%
Grade 11	482	22%	Grade 12	485	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	2007-08			Avg. Class Size	2008-09			Avg. Class Size	2009-10		
		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	26.6	16	73	0	26.1	15	74	2	23.8	32	57	0
Math	30.7	7	25	36	29.6	5	35	27	26.1	11	57	2
Science	28.2	7	52	4	27.0	12	42	8	24.5	17	46	1
Social Science	31.4	3	18	33	30.3	3	27	24	27.2	4	14	45

III. School Climate

School Safety Plan (School Year 2009-10)

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 103 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		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Rate of Suspensions	8.3	5.0	4.0	9.1	6.5	7.1
Rate of Expulsions	0.0	0.0	0.0	0.1	0.1	0.1

IV. School Facilities

Facility Conditions and Planned Improvements (School Year 2010-11)

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 2010-11)

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		Custodial staff has been reorganized to work on this area.
Electrical: Electrical		X			
Restrooms/Fountains: Restrooms, Sinks/Fountains		X			
Safety: Fire Safety, Hazardous Materials		X			Fire alarm system needs maintenance.
Structural: Structural Damage, Roofs	X				
External: Playgrounds/School Grounds, Windows/Doors/Gates/Fences		X			
Overall Rating	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
	2007-08	2007-08	2009-10	2009-10
Total Teachers	95	94	97	188
Teachers with Full Credential	86	88	90	172
Teachers without a full credential	9	6	7	16
Teachers Teaching Outside Subject Area Competence	6	2	3	4

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.

	2008-09	2009-10	2010-11
Misassignments of Teachers of English Learners	4	2	2
Total Teacher Misassignments	7	5	2
Vacant Teacher Positions	0	1	1

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2009-10)

This table displays the percent of classes in core academic subjects taught by Highly Qualified Teachers as defined in the Elementary and Secondary Act (ESEA), in a school, in all schools in the district, in high-poverty schools in the district, and in low poverty schools in the district. High poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under the ESEA can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes - In Core Academic Subjects 2009-10	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	98%	2%
All Schools in District	92%	8%
High-Poverty Schools in the District	92%	8%
Low-Poverty Schools in District	N/A	N/A

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2009-10)

Southwest has six full-time counselors working with a ratio of 343 students per counselor and a part-time Migrant counselor. Here are the other members of our staff that works half-time: 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. This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to

the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title (2008-09)	Number of FTE Assigned to School	Title (2009-10)	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	0.50

VII. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2010-11)

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

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008-09)

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 school expenditures can be found on the CDE Current Expense of Education & Per-Pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs>.

Level 2008-09	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site (ADA 2106)	\$5925.80	\$1114.17	\$4811.63	\$60,307.60
District	\$8507.61	\$2133.75	\$6373.86	\$68,514.00
% Difference - School Site & District	-30.34%	-47.78%	-24.50%	-11.98%
State	N/A	N/A	\$5681.00	\$70,728.00
% Difference - School Site and State	N/A	N/A	-15.30%	-14.73%

Types of Services Funded (Fiscal Year 2009-10)

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:

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 2009-10, we offered courses in English, biology, physics, chemistry, Spanish, French, U.S. history, government, European 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.

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.

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 2008-09)

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](http://www.cde.ca.gov/ds/fd/cs/) Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category 2008-09	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary Offered	\$42,325.	\$41782.
Mid-Range Teacher Salary Offered	\$71,390.	\$65939.
Highest Teacher Salary Offered	\$97,454.	\$85680.
Average Principal Salary (High School)	\$109,392.	\$116,780.
Superintendent Salary	\$140,000.	\$147,560.
Percent of Budget for Teacher Salaries	39.60%	36.40%
Percent of Budget for Administrative Salaries	5.90%	6.20%

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 assessments under the STAR program show 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 is an alternative assessment that is based on modified achievement standards in ELA for grades three through nine, mathematics for grades three through seven and Algebra 1 and science in grades five, eight, and ten. 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. On each of these assessments, 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 at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2008 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.pdf>. *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		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	36	40	41	36	38	38	46	50	52
Mathematics	12	17	20	13	17	22	43	46	48
Science	32	38	38	31	38	36	46	50	54
History-Social Science	29	28	34	28	27	30	36	41	44

Standardized Testing and Reporting Results by Student Group – (School Year 2009-10)

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
All Students in the District	38	32	34	28
All Students at this School	40	27	33	33
African American	57	21	*	*

Asian	90	74	93	90
Hispanic or Latino	36	18	33	31
White (Not Hispanic)	73	31	65	54
Male	37	20	41	37
Female	44	20	35	31
Socioeconomically Disadvantaged	30	14	29	28
English Learners	9	8	14	12
Students with Disabilities	19	15	3	9
Students Receiving Migrant Education Services	26	14	20	23

An asterisk (*) appears on the reports to protect student privacy when ten or fewer students had valid test scores.

Girls outperformed boys in the language area by seven percent, but boys outperformed girls in science and history. 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 three areas.

California High School Exit Examination Results (CAHSEE)

The 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](http://cahsee.cde.ca.gov/) Web site <http://cahsee.cde.ca.gov/>. *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		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English Language Arts	50.4	50.4	54.9	46.6	46.6	49.0	52.9	52.9	54.0
Mathematics	51.8	51.8	58.5	46.8	46.8	50.9	51.3	51.3	53.4

CAHSEE Results by Performance Level for Student Groups –Combined 2010 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.

CAHSEE 2010 Group	English			Mathematics		
	Number Tested	Number Passed	Percent Passed	Number Tested	Number Passed	Percent Passed
All Students	502	400	80%	500	423	85%
Male	249	193	78%	248	215	87%
Female	253	207	82%	252	208	83%
Asian	14	14	100%	*		
Hispanic or Latino	445	345	78%	442	367	83%
White (not Hispanic)	35	33	94%	36	34	94%
English Learners	157	78	50%	156	105	67%
Socio-Economically Disadvantaged	292	213	73%	287	230	80%
Students with Disabilities	32	10	31%	30	7	23%
Migrant	108	76	70%	104	85	82%

CAHSEE Results by Performance Level for Student Groups – Most Recent Year 2010

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.

CAHSEE 2010 Group	ENGLISH-LANGUAGE ARTS		MATHEMATICS	
	Not Proficient	Proficient & Advanced	Not Proficient	Proficient & Advanced
All Students in the District	54%	46%	51%	49%
All Students in the School	48%	52%	42%	58%
Male	53%	47%	42%	58%
Female	42%	58%	43%	57%
Asian	7%	93%	0%	100%
Hispanic or Latino	51%	49%	45%	55%
White (not Hispanic)	26%	74%	28%	72%
English Learners	85%	15%	63%	37%
Socioeconomically Disadvantaged	58%	42%	47%	53%
Receiving Migrant Education Services	60%	40%	47%	53%
Students with Disabilities	91%	9%	97%	3%

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 2009-10)

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 Web page at <http://www.cde.ca.gov/ta/tg/pf/>. *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	14.0	25.1	27.9

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 at <http://www.cde.ca.gov/ta/ac/ap/>.

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 1 to 10. 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	2007	2008	2009
Statewide	5	4	4
Similar Schools	5	3	2

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.

API Numerically Significant Groups	Actual API Change			API Score
	2007-08	2008-09	2009-10	2010
All Students at the School	1	11	25	723
Hispanic or Latino	3	10	23	684
White (not Hispanic)	-22	20	46	781
Socioeconomically Disadvantaged	-5	8	32	655
English Learners	5	11	23	663
Students with Disabilities	25	23	N/A	467

Academic Performance Index Growth by Student Group – 2010 Growth API Comparison

This table displays, by student group, the 2010 Growth API at the school, LEA, and state level.

Group	2010 Growth API		
	School	LEA	State
All Students at the School	723	717	729
Black or African American	N/A	N/A	638
American Indian or Alaska Native	N/A	N/A	703
Asian	N/A	N/A	857
Filipino	N/A	N/A	812
Hispanic or Latino	707	705	672
Native Hawaiian/Pacific Islander	N/A	N/A	706
White	827	821	801
Two or More Races	N/A	N/A	747
Socioeconomically Disadvantaged	687	688	669
English Learners	686	682	626
Students with Disabilities	N/A	494	494

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 (for secondary schools)

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 at <http://www.cde.ca.gov/ta/ac/ay/>. *Groups that are not numerically significant are not listed.

Adequate Yearly Progress Overall and by Criteria (School Year 2009-10)

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	No
API	Yes	Yes
Graduation Rate	Yes	No

Federal Intervention Program (School Year 2010-11)

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 at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year Program Improvement	2010-11	2010-11
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	100%

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 at <http://www.universityofcalifornia.edu/admissions/general.html>. (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 at <http://www.calstate.edu/SAS/admreq.shtml>. (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 at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Dropout Rate (1-year)	1.4	2.1	3.3	2.2	3.4	4.6	5.5	4.9	5.7
Graduation Rate	94.5	95.1	91.2	88.9	88.8	85.8	80.6	80.2	78.5

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2009-10 school year in grade twelve and were a part of the school's most recent graduating class who met all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2010		
	School	District	State
All Students	94.21%	92.33%	N/A
African American	100%	91.30%	N/A
American Indian or Alaska Native	60%	75%	N/A
Asian Indian/Korean/Japanese	100%	100%	N/A
Filipino	N/A	N/A	N/A
Hispanic or Latino	95%	93.10%	N/A
Pacific Islander	100%	66.67%	N/A
White (not Hispanic)	86%	90.54%	N/A
Two or More Races	N/A	N/A	N/A
Socioeconomically Disadvantaged	96.57%	93.03%	N/A
English Learners	87.33%	85.13%	N/A
Students with Disabilities	92.68%	91.11%	N/A

Career Technical Education Programs (School Year 2009-10)

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 2009-10)

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 90% that completed a program or classes that focused on career preparation or preparation for work.

Measure	CTE Program Participation (Southwest)
Number of pupils participating in CTE	210(12 th graders)
Percent of pupils completing a CTE program and earning a high school diploma	90% (189 completed CTE and earned a diploma)
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	9 (1courses out of 11)

Courses for University of California and/or California State University Admission (School Year 2009-10)

The percent of Southwest students taking courses required for admission to the University of California (UC) or the California State University (CSU) system was 67.3 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 2009-10	Percent
Students Enrolled in Courses Required for UC/CSU Admission	67.3
Graduates Who Completed All Courses Required for UC/CSU Admission	30.0

Advanced Placement Courses (School Year 2009-10)

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	2	N/A
Science	3	N/A
Social Science	4	N/A
All courses	13	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 fourteen 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.