

Southwest High School

School Accountability Report Card

Reported Using Data from the 2013-14 School Year

Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Southwest High School
Street	2001 Ocotillo Drive
City, State, Zip	El Centro, CA 92243
Phone Number	760-336-4100
Principal	Danette Morrell
E-mail Address	dmorrell@cuhsd.net
Web Site	
CDS Code	13-63115-1330133

District Contact Information	
District Name	Central Union High School District
Phone Number	760-336-4500
Superintendent	Bryan Thomason
E-mail Address	bthomason@cuhsd.net
Web Site	www.cuhsd.net

School Description and Mission Statement (Most Recent Year)

Welcome to Southwest High School SARC Report 2014-15! As you read the 2014-15 SARC Report you will see the commitment to all learners reflected in the variety of programs we offer. The Career Technical Education department grew this year with the addition of Technical Theater to our SAVAPA Academy and the expansion of the student professional organization, ProStart for Culinary students. Advanced Placement classes were added in a number of departments to expand that learning experience to all interested students in eleventh and twelfth grade and Honors classes in English were added to grades nine and ten. As technology grows we strive to keep up and this year all twelfth grade students use Kindles in English. This year we will add Chrome Book carts to core departments to better prepare for the upcoming state testing, SBAC and explore computer applications to ready our students for college.

We host a number of community meetings throughout the year and invite you to attend to share our work with you in person. We look forward to your participation!

Danette Morrell
Principal

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.

As students at Southwest High School, we will:

- Exhibit social and personal responsibility
- Apply a variety of research skills
- Generate goals, set priorities, and create products
- Listen, read, write, and speak effectively in English
- Evaluate, analyze, and interpret information
- Set goals and achieve high academic standards

Southwest High School is located in the Imperial Valley in the city of El Centro, a community of 43,363 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 1,300,000. The border city of Mexicali, Mexico, is fourteen miles south with a population of over 1,000,000. The two Imperial County ports of entry are among the busiest in the nation.

The 2013 census information indicates that almost 26.3% of the city residents live below the poverty level as compared to a statewide level of 23.5%. August 2014 statistics indicate the city's unemployment rate to be 23.7% and that of the Imperial County to be 33.3%, the highest in the nation. The Latino population represents more than 83% of the residents in the county. Seventy-one percent of the families speak a language other than English at home.

Southwest represents an increasing variety of ethnic groups with an enrollment (2013-14) of 2,005 students in grades nine through twelve. The ethnic breakdown includes 90.2% Hispanic, 5.9% White, 0.7% African-American, 2.3% Asian-American, 0.25% American Indian or Alaska Native and 0.2% Native Hawaiian/Pacific Islander. Over 24% of the students are identified as English Learners (ELs) and 8.87% are students identified with a disability. Over sixty-seven percent of our students are eligible for free or reduced lunches and their families are considered low-income. The campus reflects the cultural and socioeconomic makeup of the community.

Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Grade 9	585
Grade 10	517
Grade 11	469
Grade 12	433
Total Enrollment	2,005

Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	0.7
American Indian or Alaska Native	0.2
Asian	2.3
Filipino	0.0
Hispanic or Latino	90.2
Native Hawaiian or Pacific Islander	0.2
White	5.9
Two or More Races	0.1
Socioeconomically Disadvantaged	72.8
English Learners	24.3
Students with Disabilities	8.9

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	98	95	95	189
Without Full Credential	0	1	2	3
Teaching Outside Subject Area of Competence (with full credential)	3	3	3	5

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	0	3	0
Total Teacher Misassignments *	0	3	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	86.49	13.51
All Schools in District	88.33	11.67
High-Poverty Schools in District	88.33	11.67
Low-Poverty Schools in District	0.00	0.00

Note: 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 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

Year and month in which data were collected: 10/14/2014

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	<p>Elements of literature Third course Holt, Rinehart and Winston 2000 Holt Literature & Language Arts: Third Course Holt, Rinehart and Winston 2003 Holt Literature & Language Art: Third Course Handbook Holt, Rinehart and Winston 2003</p> <p>Elements of literature Fourth course Holt, Rinehart and Winston 2000 Holt Literature & Language Arts: Fourth Course Holt, Rinehart and Winston 2003 Holt Literature & Language Arts: Fourth Course Handbook Holt, Rinehart and Winston 2003</p> <p>Adventures in English Literature Harcourt Brace 1985</p> <p>Elements of literature Fifth course Holt, Rinehart and Winston 2000 Holt Literature & Language Arts: Fifth Course Holt, Rinehart and Winston 2003 Holt Literature & Language Arts: Fifth Course Handbook Holt, Rinehart and Winston 2003</p> <p>Elements of literature Sixth course Holt, Rinehart and Winston 2000 Holt Literature & Language Arts: Sixth Course Holt, Rinehart and Winston 2003 Holt Literature & Language Arts: sixth Course Handbook 99</p> <p>Kindle Paperwhite Amazon 2013</p> <p>Literature: An introduction to fiction, poetry, and Drama 9th edition Pearson Longman 2005 Literature: An introduction to fiction, poetry, drama, and writing 5th edition Pearson Longman 2009</p> <p>Everyday Use: Rhetoric at work in reading and writing</p>	Yes	0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	<p>AP ED. Pearson Longman 2005 Reading Rhetorically: brief edition 2nd Edition Pearson Longman 2007 50 Essays: A Portable Anthology Bedford/St.Martins 2004 50 Essays: A Portable Anthology 3rd edition Bedford/St.Martins 2011 50 Essays: A Portable Anthology 4th edition Bedford/St.Martins 2014 Everything's an argument: with readings 3rd edition Bedford/St.Martins 2004 Everything's an argument: with readings 6th edition Bedford/St.Martins 2013</p> <p>Texts and Contexts: A contemn approach to college writing Thompson Wadsworth 2006</p> <p>Edge: Reading, Writing & Language Level A NAT'L Geographic School 2008 Edge: a Grammar & Writing Practice Book Level A NAT'L Geographic School 2008 Edge: Interactive Practice Workbook Level A NAT'L Geographic School 2008 Edge: Student Book eEdition CD-ROM Level A NAT'L Geographic School 2008</p> <p>Edge: Reading, Writing & Language Level B NAT'L Geographic School 2008 Edge: a Grammar & Writing Practice Book Level B NAT'L Geographic School 2008 Edge: Interactive Practice Workbook Level B NAT'L Geographic School 2008 Edge: Student Book eEdition CD-ROM Level B NAT'L Geographic School 2008</p> <p>Edge: Reading, Writing & Language NAT'L Geographic School 2008 Edge: Grammar & Writing Practice Book NAT'L Geographic School 2008 Edge: Interactive Practice Book NAT'L Geographic School 2008 Edge Fundamentals Student Book eEdition CD-ROM NAT'L Geographic School 2008</p> <p>English 3D: Issue Scholastic 2011 English 3D: Issue course II Scholastic 2014 English 3D: Language & Writing Portfolio Scholastic 2011 English 3D: Language & Writing Portfolio Course II Scholastic 2014</p> <p>Academic Vocabulary Toolkit 1 Cengage Learning/National Geographic 2013</p>		

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Mathematics	<p>Algebra 1 California Edition (Prentice Hall 2009) Student Edition Prentice Hall 2009 Algebra 1 California Ed. (P. H. 2009) Student Center CD-ROM Prentice Hall 2009 Algebra 1 California ed. Math Standards Review and Practice Workbook Prentice Hall 2009 Explorations in Core Math - Algebra I Holt McDougal 2013</p> <p>Algebra 1 California Ed. (P. H. 2009) Student Spanish Text Prentice Hall 2009 Algebra 1 Ca. Ed. (P. H. 2009) Spanish Practice Workbook Prentice Hall 2009</p> <p>Algebra 2 California Edition 2007 Student Edition McDougal Littell 2007 Algebra 2 California Edition 2007 E-edition DVD-Rom McDougal Littell 2007 Explorations in Core Math - Algebra 2 Holt McDougal 2013</p> <p>Geometry California Edition 2007 Student Edition McDougal Littell 2007 Geometry California Edition 2007 E-edition DVD-ROM McDougal Littell 2007 Geometry California Edition 2007 @home tutor CD- Rom McDougal Littell 2007 Explorations in Core Math - Geometry Holt McDougal 2013</p> <p>Geometry: Concepts and Skill McDougal Littell 2005 Geometry: Concepts and Skill McDougal Littell 2003 Geometry: Concepts and Skill McDougal Littell 2005</p> <p>Pre-calculus Graphical, Numerical, Algebraic 7th Ed. (2007) Pearson Prentice Hall 2007</p> <p>AP Calculus Graphical, Numerical, Algebraic 2007 3rd Ed. Pearson Prentice Hall 2007</p> <p>The practice of statistics 5th Edition Bedford/St. Martins Press 2015 The practice of statistics 2nd Edition Freeman 2003 The Practice of Statistics : Prep for the AP Exam Guide 2nd Ed. Freeman 2003 Activity and Projects for High school Statistics course workbook Freeman 2003 Student CD to accompany the Practice of Statistics Freeman 2003</p>	Yes	0
Science	<p>CA Holt Ciencias Físicas student ed. Holt, Rinehart and Winston 2007 CA Holt Ciencias Físicas Workbook. Holt, Rinehart and</p>	Yes	0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	<p>Winston 2007</p> <p>Earth Science Glencoe 1997 Earth Science Glencoe 2005</p> <p>Biology: Dynamics of life (2005) Glencoe 2005 Biology Dynamics of life student CA ed. works 3 Discs McGraw/Hill 2005</p> <p>Biologia la Dinamica de la vide 2004 McGraw/Hill 2005</p> <p>Campbell Biology AP 9th edition Addison/Wesley 2011 Campbell Biology 4th edition Addison/Wesley 1996 Campbell Biology Fourth edition student study guide Addison/Wesley 1996 The College Board AP Biology lab manual for student College Board AP program 2001 Biology 9th Edition (Mader) McGraw/Hill 2007 Student Study guide for use with Biology Mader 9th ed. McGraw/Hill 2007 Biology 8th Edition (Mader) McGraw/Hill 2004 Student Study guide for use with Biology Mader 8th ed. McGraw/Hill 2004 Laboratory Manual Biology Mader 8th ed. McGraw/Hill 2004 Biology 7th Edition (Mader) McGraw/Hill 2001 Laboratory Manual Biology Mader 7th ed. McGraw/Hill 2001</p> <p>Prentice Hall Chemistry Pearson/ Prentice Hall 2005 Prentice Hall Chemistry Student Express 2CD-ROM set Textbook on CD-ROM Pearson/ Prentice Hall 2005</p> <p>Chemistry in the community 5th Edition Freeman 2006</p> <p>Chemistry 5th Edition (Zumdahl) Houghton-Mifflin 2000 Chemistry: The Central Science 13th Edition Pearson/ Prentice Hall 2015</p> <p>Physics: Principle and problems 2nd ed Glencoe/McGraw 2002 Physics: Principle and problems Glencoe/McGraw 1995</p> <p>College Physics 10th Edition (includes web assign) Cengage Learning 2015 College Physics Enhanced 7th edition (includes web assign) Thomson 2006 Contemporary College physics 2nd Ed. Addison- Wesley Publishing 1993</p> <p>Essentials of Anatomy & Physiology Fifth Edition Pearson 2010</p>		

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	Martini's Atlas of the Human Body Pearson 2009 Get ready for A& P with student access kit (online access) Pearson 2010 Interactive Physiology: 10 system suite CD-ROM Pearson 2008		
History-Social Science	Modern World History: Patterns of interactions McDougal Littell 2003 Historia Del Mundo: El mundo Moderno (California Edition) 07 Pearson/Prentics Hall 2007 Comprende Tu Mundo: Su Historia, Sus Culturas Jarrett Publishing Co. 1991 A History of Western Society Since 1300 11th Ed. Bedford/St. Martins Press 2015 A History of Western society 7th Edition Houghton Mifflin 2003 A History of Western Society II 7th edition: Study Guide (From the renaissance) Houghton Mifflin 2003 Discovering the Western Past a look at the evidence Volume II: since 1500 5th ed. Houghton Mifflin 2004 The Americans: Reconstruction to the 21st Century McDougal Littell 2003 Los Estados Unidos: Su Historia, Su Gobierno 2nd ed. Jarrett Publishing Co. 1993 The American Pageant 15th ed. Cengage Learning 2013 The American Pageant 12th Edition Houghton Mifflin 2002 Magruder's American Government (2003 Revised) Prentice Hall 2003 Magruder's American Government (1990) Prentice Hall 1990 The American Democracy (Seventh Edition) AP McGraw Hill 2005 Economics: Principles and Practices(2003) Glencoe/McGraw Hill 2003 Economics: Principles, Problems, and Policies (Sixteenth ed) McGraw Hill 2005	Yes	0
Foreign Language	Allez, Viens! Level 1 HRW 2006 Allez, Viens! Level 1 workbook HRW 2006 Allez, Viens! Level 2 HRW 2006 Allez, Viens! Level 2 workbook HRW 2006	Yes	0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	<p>Allez Viens! Level 3 HRW 2003 French for Fluency: Grammaire Active D.C Heath Company 1990</p> <p>El español para nosotros Level 1 McGraw-Hill 2006 El español para nosotros Level 1 Stu. Wk.book McGraw Hill 2006</p> <p>El español para nosotros Level 2 McGraw Hill 2006 El español para nosotros Level 2 Stu. Wk.book McGraw Hill 2006</p> <p>Dos Mundos: Fourth edition McGraw Hill 1997 Dos Mundos fourth ed. Cuaderno de trabajo Dos Mundos: Fifth edition McGrall Hill 202</p> <p>Spanish for Mastery 3: Situaciones D.C. Heath Company 1988 Spanish for Mastery 3: Situaciones D.C. Heath Company 1994 Spanish for Mastery 3: Situaciones Workbook D.C. Heath Company 1988 Aproximaciones: Al estudio de la literatura hispanica D.C. Heath Company 1988</p> <p>Temas: AP Spanish Language and Culture Visata Higher Learning 2014 AP Spanish Language and Culture Exam Preparation Visata Higher Learning 2014 Galeria de arte y vida McGraw Hill 1989 Galeria de arte y vida McGraw Hill 1997</p> <p>Espanol Escrito Prentice Hall 1993 Espanol Escrito Cuaderno de Actividades Prentice Hall 1993 Spanish Three Years Amsco School Publications 1988 Cuentame Folklore Y Fabulas (Lori Langer de Ramirez Anaxi School Publication 1999</p>		
Health	Glencoe Health McGraw Hill 2004	Yes	0
Visual and Performing Arts	<p>Music! : Its role and importance in our lives Glencoe/McGraw 2006</p> <p>Musician's Guide to Theory and Analysis Norton 2005 The musician's guide to theory and analysis: Workbook Norton 2006</p> <p>First Year Guitar Class Guitar Resources 2007</p> <p>Theatrical Design and Production 6th edition McGraw Hill 2008 The Manga Guide to Electricity No Scratch Press 2009</p>	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Southwest opened in 1996. The learning environment is safe, 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 by regular interior and exterior painting as needed. Some minor interior roof repair completed during the summer of 2014. 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, with some wireless. Classrooms are equipped with; telephones, TV/VCRs, Internet Access, e-mail and ceiling mounted LCD projectors. Our school includes 92 classrooms. They accommodate approximately 3000 people. The physical quality of our school buildings influences learning and teaching. We strive to meet the needs of our population. We welcome your suggestions for improvements. The results of the most recent completed school site inspection have determined the school facility is in excellent condition.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected:				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]			
Interior: Interior Surfaces	[X]			Interior Walls in various classrooms scheduled to be painted.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		[X]		Maintenance cleaned up pigeons' infestation in the gymnasium and the theater roofs. Maintenance will continue to monitor the nesting.
Electrical: Electrical	[X]			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]			Maintenance added two refrigerated drinking fountains.
Safety: Fire Safety, Hazardous Materials	[X]			
Structural: Structural Damage, Roofs	[X]			Maintenance repaired some leaks around the roof drains in various buildings and the theater.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]			

Overall Facility Rating (Most Recent Year)

Overall Rating	Exemplary	Good	Fair	Poor
	[X]			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	45	46	45	43	42	43	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	43
All Student at the School	45
Male	50
Female	41
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	42
Native Hawaiian or Pacific Islander	
White	87
Two or More Races	
Socioeconomically Disadvantaged	39
English Learners	11
Students with Disabilities	14
Students Receiving Migrant Education Services	27

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

Standardized Testing and Reporting Results for All Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	44	46	50	43	45	47	54	56	55
Mathematics	25	29	26	28	31	26	49	50	50
History-Social Science	36	40	40	35	38	37	48	49	49

Note: STAR Program was last administered in 2012-13. Percentages are not calculated 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.

Academic Performance Index Ranks (Three-Year Comparison)

API Rank	2010-11	2011-12	2012-13
Statewide	5	5	5
Similar Schools	4	4	6

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Academic Performance Index Growth by Student Group (Three-Year Comparison)

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	17	12	-4
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	19	14	-5
Native Hawaiian/Pacific Islander			
White	12	6	
Two or More Races			
Socioeconomically Disadvantaged	20	10	0
English Learners	2	-11	-30
Students with Disabilities		24	-36

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Career Technical Education Programs (School Year 2013-14)

The Career Technical Education (CTE) department at Southwest High School is, and has always been, a champion for college and career readiness. In supporting the concept that there are many pathways to post-high school graduation success, SHS takes great pride in the CTE courses that it offers; this being in addition to the core curriculum the school has in place which supports and prepares its university and college bound students. The CTE courses offered at SHS are meant and designed to build foundational skills in a number of career areas in addition to providing students with a paths of success in both readiness for college entrance and the acquisition of business work skills needed in the 21st century.

The faculty within the CTE Department at SHS is comprised of seven full-time certificated employees who bring many years of hands-on, real-world experience to their classrooms on a daily basis. This group of professional educators prides themselves on having the background, work experience and knowledge needed in each of their respective positions. The professional expertise that the department carries as a group is then imparted and promoted to their students, ultimately having the effect of preparing them for the world of work.

Courses taught within the CTE Department include the following: Intro to Computers; Tech Exploration; Health Professional; Health Science; Yearbook; Agriculture 1 thru 4; Intro to Foods. The following courses pertain to the Imperial Valley Regional Occupational Program (IVROP): Computerized Accounting; Computerized Office Systems; Web Design; Graphic Design; Animation; Dental Assistant; Welding Fabrication; Culinary Arts. Due to the myriad of courses offered, students at SHS are given multiple pathways and opportunities to grow and learn about subjects that teach job readiness skills that can land students an immediate career right out of high school. All of SHS's ROP courses follow a program of study that encourages growth, demands rigor and facilitates in-depth knowledge of the subject areas being taught. Students exit SHS's ROP programs with a solid base in the field of study they have chosen to pursue. The CTE classes at SHS also include pathways to career fields such as SACH academy, Animation with Toon Boom and AG/FFA. Some of SHS's capstone classes articulate with the local community college, IVC, or are A thru G approved. All students participating in SHS's IVROP classes must prepare a professional portfolio and receive a certificate of proficiency upon successful completion of the course.

Many former students have contacted the CTE teachers at Southwest High School years later and have expressed their gratitude for the skills and knowledge they attained while taking these classes that SHS provides. Additionally, several former students have let it be known that had it not been for ROP and CTE courses, they would not have been able to pursue their dreams. The skills and knowledge that students at SHS have received, and will continue to receive, are what make the CTE Department an integral part of Southwest High School.

Career Technical Education Participation (School Year 2013-14)

Measure	CTE Program Participation
Number of pupils participating in CTE	468
% of pupils completing a CTE program and earning a high school diploma	12.39
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	21.05

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2013-14 Students Enrolled in Courses Required for UC/CSU Admission	68.59
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	36.05

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California High School Exit Examination Results for All Grade Ten Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
English-Language Arts	52	55	56	54	53	53	56	57	56
Mathematics	59	60	62	59	59	59	58	60	62

Note: Percentages are not calculated 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.

California High School Exit Examination Grade Ten Results by Student Group (School Year 2013-14)

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	47	28	25	41	41	18
All Students at the School	44	25	31	38	39	22
Male	50	25	26	38	40	22
Female	38	26	36	39	39	23
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino	47	25	28	41	39	21
Native Hawaiian or Pacific Islander						
White	20	17	63	17	53	30
Two or More Races						
Socioeconomically Disadvantaged	48	28	24	43	39	18
English Learners	91	7	2	83	15	3
Students with Disabilities	95	5		93	7	
Students Receiving Migrant Education Services	63	21	16	46	37	18

Note: Percentages are not calculated 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.

California Physical Fitness Test Results (School Year 2013-14)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	19.3	27.3	26.0

Note: Percentages are not calculated 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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (Most Recent Year)

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.

Southwest High School communicates with all stakeholders through the regular scheduled meetings of these groups: School Site Council, the School Board, District Program Improvement Committee, District Leadership Team (DLT), Migrant Parents, ELAC and Special/Title 1 Parent Meetings.

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 are supportive of our students and 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 freshmen and Senior Parent Nights in which parents receive academic and activities information.

This year, Southwest parents of English Learners were invited to biannual meetings to learn more about how to help their students to be more successful in school. 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.

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 early September. Student progress is shared with parents through the Aeries Parent Portal daily and every nine weeks hard-copy reports are mailed to each home. Parents and students have access to the parent portal (Aeries website) that allows parents to view their student’s attendance, grades, transcripts and homework assignments in most classes. 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.

Since last year, Southwest has been using Blackboard Connect 5, a communication system that allows for more opportunities to communicate with parents. This system increases parents’ engagement in their children’s education by sending messages about events, workshops, curriculum changes, and student performance; these messages are delivered in the languages parents speak and on the device they prefer. Blackboard Connect transforms school-parent communication by allowing teachers to directly notify parents on a daily basis. Southwest also communicates with parents via a monthly newsletter that is posted on the school website (a hard copy is also available at the school).

Counselors make presentations to incoming 9th graders at their middle schools in the spring. Freshmen students are also invited to an informational assembly that is held before school begins in August. These meetings provide incoming freshmen and their parents with valuable information about high school. Throughout the year parents of seniors are invited to attend several informational meetings regarding senior activities, financial aid, college/career plans 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.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Dropout Rate	7.4	4.1	5.2	9.2	6.5	6.4	14.7	13.1	11.4
Graduation Rate	89.87	89.36	90.20	84.49	84.38	85.99	77.14	78.87	80.44

Completion of High School Graduation Requirements (Graduating Class of 2013)

Group	Graduating Class of 2013		
	School	District	State
All Students	98.22	96.69	84.56
Black or African American	100.00	100.00	75.90
American Indian or Alaska Native	100.00	50.00	77.82
Asian	109.09	106.67	92.94
Filipino	0.00	0.00	92.20
Hispanic or Latino	97.67	96.79	80.83
Native Hawaiian/Pacific Islander	100.00	100.00	84.06
White	100.00	93.22	90.15
Two or More Races	100.00	100.00	89.03
Socioeconomically Disadvantaged	105.42	104.40	82.58
English Learners	45.12	48.80	53.68
Students with Disabilities	83.87	80.00	60.31

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	25.8	29.1	4.3	29.7	29.0	5.1	5.7	5.1	4.4
Expulsions	0.0	0.0	0.0	0.2	0.0	0.0	0.1	0.1	0.1

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

School Safety Plan (Most Recent Year)

Southwest is committed to providing a safe, attractive and orderly environment, which promotes student learning. To achieve this, the SHS School Safety 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 three full-time administrators, 90 full-time teachers, one school resource officer, two full-time and three part-time security personnel who share in supervision of the campus. Southwest High School maintains a closed campus. All visitors must sign in at the west gate and sign out upon leaving.

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. Southwest ASB has also implemented an Annual "Social Awareness Week" that promotes positive change on campus and empowers our students to be the positive change by providing inspiration and guidance. In addition all 9th graders receive an invitation to a special orientation, which outlines our expectations for student behavior with our junior and senior Link Crew members.

Southwest High School believes that successful discipline is based on mutual respect, with a focus on positive guidance. A recent student survey shows that SHS students feel safe on campus.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met Graduation Rate (if applicable)	Yes	Yes

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2010-2011	2010-2011
Year in Program Improvement*	Year 5	Year 3
Number of Schools Currently in Program Improvement	---	3
Percent of Schools Currently in Program Improvement	---	100.0

Note: Cells with "----" do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution (Secondary)

Subject	2011-12				2012-13				2013-14			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	25.9	22	64	1	26	26	57	8	24	38	63	
Mathematics	28.7	12	27	26	31	10	12	41	27	12	38	18
Science	27.9	8	42	4	28	11	42	5	26	12	49	1
Social Science	32.4	3	11	32	30	12	8	33	30	5	22	25

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	6	334
Counselor (Social/Behavioral or Career Development)		---
Library Media Teacher (Librarian)	1	---
Library Media Services Staff (Paraprofessional)	2	---
Psychologist	1.40	---
Social Worker		---
Nurse	0.40	---
Speech/Language/Hearing Specialist	0.40	---
Resource Specialist	1	---
Other	0.40	---

Note: Cells with "---" do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$8,306.62	\$1,920.39	\$6,386.23	\$74,185.69
District	---	---	\$6,422.64	\$72,674
Percent Difference: School Site and District	---	---	-0.6	2.1
State	---	---	\$4,690	\$70,245
Percent Difference: School Site and State	---	---	36.2	5.6

Note: Cells with "---" do not require data.

Types of Services Funded (Fiscal Year 2013-14)
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.

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.

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.

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 / 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.

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.

Types of Supplemental Services Funded:

- Tutoring is provided after school by the Title I Grant with certificated teachers and tutors. Tutoring is also available through the Migrant Program with certificated teachers.
- Intervention in ninth grade Algebra I with certificated teachers and college-aged tutors.
- Tutors in AVID classes.
- Computer labs manned by a technology aide are open for student use before and after school in addition to the normal school day and are provided and staffed by categorical funding.
- The Instructional Coach position is funded by categorical funding to work with teachers and offer additional teaching strategies.
- English/math support classes are offered for juniors and seniors still needing assistance in meeting graduation requirements.
- English and math support classes for "at-risk" sophomore English Learners.
- TIPS classes provide additional tutoring for students who qualify for special education designations.
- Library Services are available not only during class time but before school and after school during tutoring hours.
- Migrant Services provide additional help for students through counseling and contracts utilizing the PASS program. MAPS (a TIPS and AVID-like class is offered for Migrant students to assist them in making progress toward graduation requirements and GPA improvement).
- Accelerated Reading, Accelerated Math, Study Island, and Rosetta Stone programs are being utilized to provide individualized programs for students.
- Teacher participation in Student Support Team (SST)/ Individualized Learning Intervention meetings are held with students recommended for interventions. The parents and student are invited to attend. SST members, parents, student work together to determine resources available to ensure student success.
- Teachers attending various professional development workshops to learn effective teaching strategies (i.e. Expository Reading and Writing, Common Core, Flipping the Classroom, etc.).
- Services of a librarian.
- Computers and printers available in classrooms for student use and to provide supplemental instructional opportunities.
- Books are available for diverse reading levels to provide all students an opportunity to read at their own level.
- Services of a school nurse.
- Services of a full time Student Resource Officer on campus to assist in establishing a safe learning environment.
- CALSAFE program for pregnant and parenting students
- Supplemental materials and equipment above the departmental budgets are provided for classrooms to increase student engagement.
- Field trips for motivation (i.e. trips to universities, work sites, team building activities)
- Supplemental Education Services (SES Tutoring) provided for qualified students; served on a first come, first served basis until funding is depleted.
- READ 180 classes offered for English Learners.
- Accelerated Language 1 and 2 classes offered for English Learners utilizing Kate Kinsella's English 3D and Academic Vocabulary Toolkit.
- Credit Recovery (through E2020) is offered for students needing to make up credits toward graduation.

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,325	\$42,325
Mid-Range Teacher Salary	\$71,390	\$66,555
Highest Teacher Salary	\$97,454	\$86,253
Average Principal Salary (Elementary)	\$0	
Average Principal Salary (Middle)	\$0	
Average Principal Salary (High)	\$112,136	\$117,349
Superintendent Salary	\$146,342	\$154,891
Percent of Budget for Teacher Salaries	41	36
Percent of Budget for Administrative Salaries	6	6

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Advanced Placement Courses (School Year 2013-14)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		---
English	6	---
Fine and Performing Arts		---
Foreign Language	3	---
Mathematics	3	---
Science	6	---
Social Science	8	---
All courses	26	0.6

Note: Cells with "----" do not require data.

* Where there are student course enrollments.

Professional Development

Every year, prior to the return of students, the district holds staff development opportunities for the teachers. One day is set aside for new staff members and two are utilized for whole staff training. In addition, there is one day set aside in March for staff development.

The district has also dedicated time for staff development on our Collaborative Wednesdays (CW). Thirteen Wednesdays out of the year, students are released at 12:05 PM. Teachers report at 1:00 and work collaboratively with their content teams on curriculum, assessments, best/teaching strategies, etc. Sometimes, these minimum Wednesdays are also used for presentations or professional development (PD) provided by our Instructional Coaches or other staff members. In total, approximately eight school days are set aside for school or district-wide professional development. In addition to these district and site sponsored days, teachers are released from their duties during the school day to attend trainings on or off campus.

2014-15 Professional Development Opportunities

Back to School PD

Based on feedback from teachers, the district leadership team opted not to invite any outside guest speakers to present new information, but decided instead to use the resources within the district to design our own PD. Topics included:

- 1) An introduction to our district-wide book study of Building a Culture of Hope by Robert D. Barr & Emily L. Gibson.
- 2) A common overview of our district-wide Common Language of Effective Instruction.
- 3) An introduction to the newly revised Teacher Evaluation System, which designed and delivered by a representative committee of teachers and administrators.

Building a Culture of Hope (District-wide)

All teachers and administrators in the district were provided a copy of this inspiring book. In light of the major funding shift in California - which allocates additional resources to school serving high concentrations of English Learners (ELs), students from Low Income (LI) families, and Foster Youth (FY) - this book highlights measures that schools can take to improve the likelihood of success in high school and beyond for these high risk populations. The staff at CUHSD is reading assigned chapters before each site designated CW and lead through a reflective discussion with colleagues. Teachers and students are also participating in a survey to get a sense of the hopefulness of our schools. Building a Culture of Hope has been included in our district-wide Common Language of Effective Instruction.

Common Language of Effective Instruction (District-wide)

Beginning last school year with the input of several stakeholders, the Instructional Coaches developed a set of high impact strategies that should be present in most, if not all lessons. Those strategies are described below in the 2013-14 PD opportunities.

Learning Walks (Site-based)

Based on the success and positive feedback from both teachers and students, Learning Walks remain a central strategy for promoting the Common Language of Effective Instruction, as well as providing job-embedded professional development for participating teacher.

Focus on Checking For Understanding (Site-based)

Based on administrative walk-through observation data, a special emphasis is being placed on our piece of our Common Language regarding Checking for Understanding. Additional site PD is being provided for all staff and administrators will be collecting and reporting Checking for Understanding throughout the year. The goal is to increase the instances of teachers stopping to check for student understanding during lessons, in order to make instructional decisions.

Common Learning Opportunities, by Department (Site-Based)

Because our district office has worked diligently to increase the amount of available substitute teachers and provide compensation for Saturday/after hour training, we have the opportunity to send entire departments to local opportunities learn together from experts in their field. Those opportunities include:

- 1) Dan Meyer: Intellectual Need in the Math Classroom at Imperial County Office of Education
- 2) Paul Anderson: Effective Classroom Design to Future Proof Your Science Classroom at Imperial County Office of Education
- 3) Getting to the Core of the Common Core for English Language Arts – Designed and presented by Imperial County Office of Education

2013-14 Professional Development Opportunities

Back to School PD

Back to school PD included an address by the Superintendent reporting on the most current district and school-wide data from California Standardized Tests (CST) and the California High School Exit Exam (CAHSEE).

In a presentation by our district Supervisor of Instruction and English Learners, a plan was articulated for a placement of ELs at each proficiency level. Teachers were requested to focus on increasing the following:

- 1) Student Talk - Increasing the amount of structured student interaction focused on academic content,
- 2) Checking for Understanding- Increasing the quantity and the quality of teacher checks for student understanding to make instructional decisions during lessons, and
- 3) Close Reading of Expository Text- Increasing the amount and complexity of texts that students encounter throughout the school day.

Guest Presenter, Regina Melrose, presented her method of self-regulation called the 60-Second Fix. Information was shared about physiological effects of a stressed brain and its effect on learning. We also learned a breathing technique to teach students to distress and prepare the brain to learn.

New Instructional Coaches (District-wide)

In this school year a significant structural change was implemented. The Instructional Coach positions went from a site-based position filled by literacy experts, to district-wide positions filled by one literacy expert and one science/math expert. This allowed new kinds of opportunity for PD.

Revising Curriculum Guides to Reflect Incorporation of the Common Core (District-wide)

The district and the sites made a concerted effort to protect the Collaborative Wednesday time in order to maximize the time content teams had together.

Content Team Lead Training (District-wide)

In light of the unprecedented demands of transitioning to the CA CCSS, the district leadership team recognized that building teacher leadership was an essential component of the transition. Each grade level/content area team appointed a lead person from each site to act as a liaison between schools and a point of contact for the Instructional Coaches. In the fall these content lead representatives were invited for PD at the district office. In that training, the role of the content lead was defined and participants were introduced to the essential coaching skills of listening, paraphrasing, and asking empowering questions. They also reviewed the essential components of a Professional Learning Communities (PLCs) and the importance of high-functioning teams in those PLCs. Finally, expectations for work to be completed throughout the year were delineated.

Content Team Pullout Days (District-wide English and Math Teams)

English and Math teams were tasked with redesigning their Curriculum Guides to reflect a transition to the CA CCSS. In addition to the district-wide CWs, individual teams were provided release time in order to realign curriculum. All English and Math teams were provided 1 (in some cases 2) days, facilitated by the Instructional Coach, to reorganize curriculum as a district team.

Common Language of Effective Instruction (District-wide)

In an attempt to articulate and focus on the instructional practices that yield the most desirable student outcomes and to develop a common understanding of these practices, the leadership team worked together to develop the CUHSD Common Language of Effective Instruction. The Common Language has become the focus of the Learning walks described below. The elements of our common language include:

- 1) Learning Targets- What all students should be able to do, successfully and independently, by the end of the lesson. (DataWorks)
- 2) Gradual Release Model- I do, We do, You do together, You do alone (Doug Fisher and Nancy Frey)
- 3) Checking for Understanding- Continuous monitoring during the lesson to ensure that students are learning what is being taught while it is being taught. (DataWorks)
- 4) Structuring Time, Content, and Student Talk- Procedures and routines that help maximize class time, organize instruction and increase the amount of academic talk between and among students (Rick Morris, Lisa Delpit, Kate Kinsella)
- 5) Close Reading- The purposeful re-reading of complex text. (Doug Fisher and Nancy Frey)
- 6) 21st Century Skills - Communication, Collaboration, Critical Thinking, and Creativity (BUCK Institute of Education, Catalina Foothills School District)

Learning Walks (Site-based)

This year marked a shift from an observation protocol called Data-in-a-Day, to a PD opportunity called a Learning Walk (LW). Learning Walks are classroom visitations in small groups of 6-8 teachers that are expertly facilitated to ensure a positive, nonjudgmental experience, focused on the learning of the walkers, rather than the teachers we see. The first hour and a half of the LW day is used to provide common definitions and examples of the elements of the Common Language of Effective Instruction. After the overview, the whole group walks into classrooms together, observes for 8-12 minutes, then comes out to debrief evidence of the Common Language and to reflect on their own practice using statements framed in the first-person called "I" Statements. At the end of the walk, teachers fill out an electronic feedback form and do one last reflection with the whole group about the most important take-away from the day. Based on that feedback and reflection, we consider this job-embedded, reflective learning opportunity to be one of our most successful endeavors of the year.

Model Lessons Incorporating the Common Language of Instruction (Site-based)

The Instructional Coaches modeled lessons in both math and social studies classrooms. Teachers cycled through on their preparation period to observe the lesson and see the Common Language of Instruction in action. At the end of the day, teachers met to debrief the lesson they observed in a similar fashion to the Learning Walks.

Training Camp- Evening PD Series (district-wide)

Instructional Coaches provided evening training (4-7pm) on topics including:
Project-Based Learning, Improving Writing Instruction w/ Step Up to Writing Strategies.

Google Drive and Edmodo - Prep Period PD (Site-based)

Instructional Coaches provided two technology-based trainings to teachers who elected to attend during their preparation period. Teachers learned the basic features and capabilities of Google Drive and Edmodo.

2012-13 Professional Development Opportunities

Common Core State Standards - Roll-out (District-wide)

Our main push in 2012-13 was to acquaint ourselves with the Common Core State Standards (CCSS).

Understanding by Design (UbD) (Site-Based)

Staff worked to get to know the components of the unit design model by Grant Wiggins, Understanding by Design (UbD). Several CWs were devoted to assisting teachers in becoming familiar with these topics.

Focus on Literacy Instruction (School-wide)

Professional development opportunities headed by our Academic Coach (in 2012-13) on campus focused on literacy strategies in preparation for the Common Core and all that it requires of students. Strategies that were being taught included IVF statements (Identify, Verb, Finish the Thought) and four corner questioning. Once a month during prep periods, teachers met with the Academic Coach to learn next steps for implementation.