

## Southwest High

# School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). 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 and 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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., 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 may 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.



### Mr. Matt Phillips, Principal

Principal, Southwest High

### About Our School

Dedicated to preparing all students for college and career, Southwest High School offers rich and varied courses and pathways. In 2015 Southwest became part of the International Baccalaureate Organization. International Baccalaureate (IB) courses are offered in 11th and 12th grade across the curriculum. Expanding the IB program is currently an area of focus for the school. Advanced Placement (AP) courses Southwest High School represent rigorous pathways to college and career readiness consisting of the following industry sectors: Career Technical Education offerings include Agriculture, Welding, Food service, Patient Care, Design Visual & Media Arts and Financial Services. The Southwest Academy of Visual and Performing Arts (SAVAPA) includes courses in theater, theatre tech, dance, art and music. Southwest high school offers performance choir, band, and string orchestra. Music classes, stage production, and art classes round out the fine arts department. World languages include Spanish and French. Other course offerings include AVID, journalism, yearbook, online learning, and others. Advanced Placement classes are offered to 11th and 12th graders in English, Social Science, Mathematics, Science and Spanish. Honors classes are available to 9th and 10th graders under open enrollment. These classes are designed to prepare students for the rigor of AP and IB coursework. All freshman take health and Success 101, which are graduation requirements. Students plan for college and career by creating a 10 year plan during their freshman year, and continuing to mark their progress through the Get Focused, Stay Focused curriculum.

Our teachers continue to develop and expand upon their craft by attending various Professional Development opportunities throughout the year. This allows them to better serve our students which is the ultimate goal of Southwest High School. We are committed to preparing our students to meet the challenges of tomorrow's global economy to make our students college or career ready upon graduation. Here at Southwest High School, we encourage parental involvement. We host several community events throughout the year and we invite you to come and see for yourself what our school has to offer. We look forward to meeting you!

Matt Phillips,  
Principal Southwest High  
2001 Ocotillo Dr. El Centro, CA 92243-9451  
Phone: 769-336-4290  
E-mail: [mphillips@cuhisd.net](mailto:mphillips@cuhisd.net)

### Contact

Southwest High  
2001 Ocotillo Dr.  
El Centro, CA 92243-9451

Phone: 769-336-4290  
E-mail: [mphillips@cuhsd.net](mailto:mphillips@cuhsd.net)

## About This School

### Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
<b>District Name</b>	Central Union High
<b>Phone Number</b>	(760) 336-4500
<b>Superintendent</b>	Renato Montano
<b>E-mail Address</b>	<a href="mailto:rmontano@cuhsd.net">rmontano@cuhsd.net</a>
<b>Web Site</b>	<a href="http://www.cuhsd.net">www.cuhsd.net</a>

School Contact Information (School Year 2018—19)	
<b>School Name</b>	Southwest High
<b>Street</b>	2001 Ocotillo Dr.
<b>City, State, Zip</b>	El Centro, Ca, 92243-9451
<b>Phone Number</b>	769-336-4290
<b>Principal</b>	Mr. Matt Phillips, Principal
<b>E-mail Address</b>	<a href="mailto:mphillips@cuhsd.net">mphillips@cuhsd.net</a>
<b>County-District-School (CDS) Code</b>	13631151330133

*Last updated: 1/7/2019*

### School Description and Mission Statement (School Year 2018—19)

#### SHS Mission Statement and Student Goals

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.

**EAGLES will exhibit PRIDE:** 1.) Personal responsibility 2.) Respect 3.) Integrity 4.) Determination 5.) Excellence

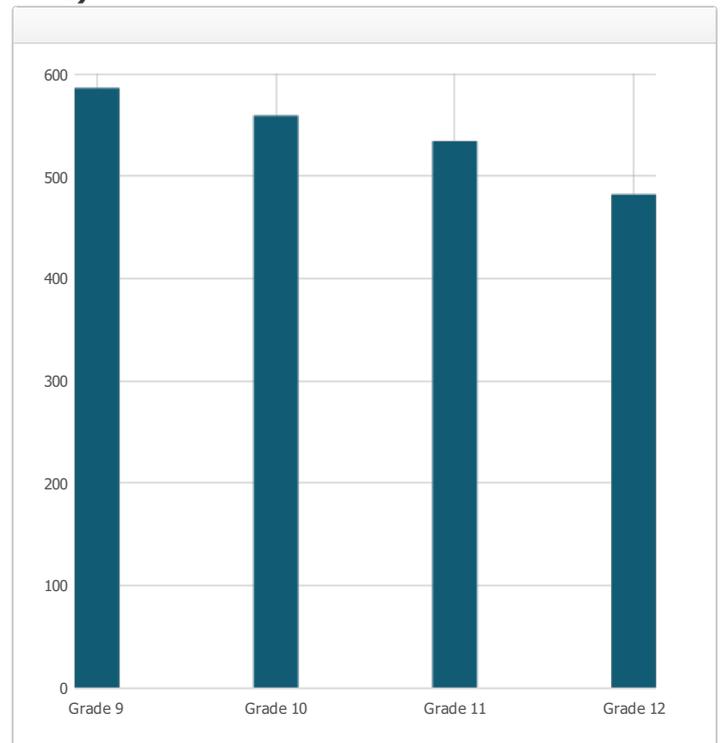
**School Description:** Southwest High School is located in the Imperial Valley in the city of El Centro, a community of 44,364 residents. It is situated in the southeast corner of California and is bordered by Baja California, Mexico, to the south, Riverside County to the north, Yuma County, Arizona, 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 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.

The United Census Bureau information indicates that almost 24.9% of the city residents live below the poverty level as compared to a state-wide level of 13.3%. In May 2018 statistics from the Bureau of Labor Statistics indicate the city's unemployment rate to be 11.8% and that of the Imperial County to be 15.8%. The Latino population represents more than 82.7% of the residents in the county and 75.7% of the families speak a language other than English at home. Southwest represents an increasing variety of ethnic groups with an enrollment (2017-2018) of 2,161 students in grades nine through twelve. The ethnic breakdown includes 91.9% Hispanic, 4.4 % White, .6% African-American, 1.2% Asian-American, .0% American Indian or Alaska Native and .0% Native Hawaiian/Pacific Islander. Over 25.3% of the students are identified as English Learners (ELs) and 7.4% are students identified with a disability. Over 73.8% 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.

*Last updated: 1/24/2019*

**Student Enrollment by Grade Level (School Year 2017–18)**

Grade Level	Number of Students
Grade 9	586
Grade 10	559
Grade 11	534
Grade 12	482
Total Enrollment	2161



Last updated: 12/17/2018

**Student Enrollment by Student Group (School Year 2017–18)**

Student Group	Percent of Total Enrollment
Black or African American	0.6 %
American Indian or Alaska Native	%
Asian	1.2 %
Filipino	0.0 %
Hispanic or Latino	91.9 %
Native Hawaiian or Pacific Islander	0.0 %
White	4.4 %
Two or More Races	0.1 %
Other	1.8 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	73.8 %
English Learners	25.3 %
Students with Disabilities	7.4 %
Foster Youth	0.5 %

## A. Conditions of Learning

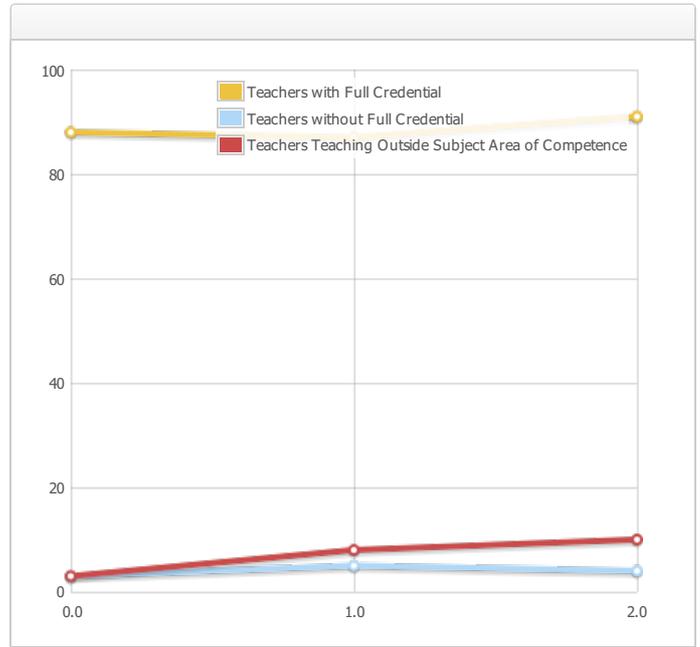
### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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

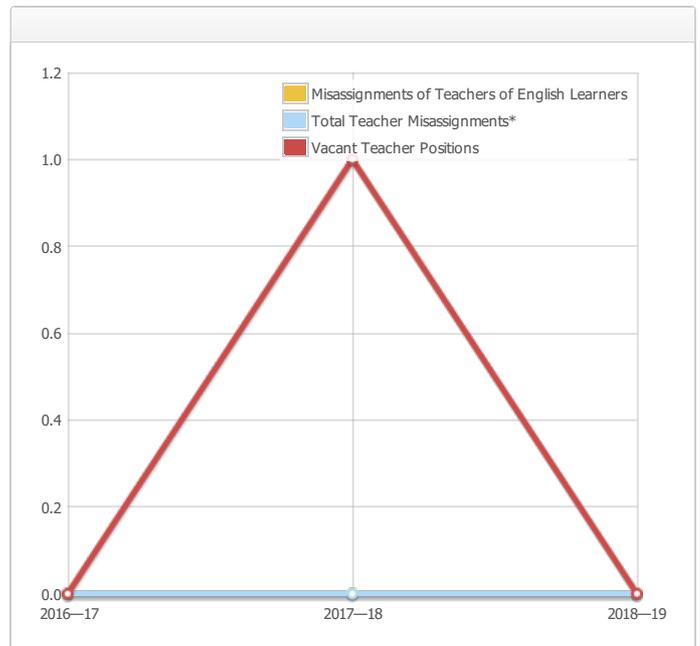
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	88	87	91	186
Without Full Credential	3	5	4	10
Teachers Teaching Outside Subject Area of Competence (with full credential)	3	8	10	26



Last updated: 1/14/2019

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	1	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.

Last updated: 1/14/2019

# Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: January 2019

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p style="text-align: center;"><b>English 9</b></p> <p>My Perspectives English Language Arts grade 9 - Pearson (2017) Volume 1 &amp; 2 Consumable Workbook</p> <p style="text-align: center;"><b>English 9 Honors</b></p> <p>Springboard English Language Arts Consumable Workbook Grade 9 (2017) College Board</p> <p style="text-align: center;"><b>English 10</b></p> <p>My Perspectives English Language Arts grade 10 - Pearson (2017) Volume 1 &amp; 2 Consumable Workbook</p> <p style="text-align: center;"><b>English 10 Honors</b></p> <p>SpringBoard English Language Arts Consumable Workbook Grade 10 (2017) College Board</p> <p style="text-align: center;"><b>English 11</b></p> <p>My Perspectives English Language Arts grade 10 - Pearson (2017) Volume 1 &amp; 2 Consumable Workbook</p> <p style="text-align: center;"><b>ERWC</b></p> <p>Kindle Paperwhite - Amazon (2013) Expository Reading and Writing Course 2nd Ed. - California State University (2013)</p> <p style="text-align: center;"><b>AP English 11 grade</b></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 style="text-align: center;"><b>AP English 12 grade</b></p> <p>Everyday Use: Rhetoric at work in reading and writing 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 (2006)</p> <p style="text-align: center;"><b>Creative writing</b></p> <p>Texts and Contexts: A contemn approach to college writing - Thompson Wadsworth (2006)</p> <p style="text-align: center;"><b>IB English</b></p> <p>50 Essays: A Portable Anthology 4th edition - Bedford/St. Martins (2014) 50 Essays: A Portable Anthology 5th Edition - Bedford/St Martins (2012) English A: Language &amp; Literature Course Companion - Oxford University Press (2012) English A: Language and Literature Skills and Practice - Oxford University Press (2012) English B: Course book - Oxford University Press (2012) English B: Skills and Practice - Oxford University Press (2012) Kindle Paperwhite - Amazon (2013)</p> <p style="text-align: center;"><b>IB TOK New</b></p> <p>Theory of Knowledge for IB Diploma Programme - Oxford University Press (2013)</p> <p style="text-align: center;"><b>ELD</b></p> <p>Edge Interactive Practice Book ( Fundamentals) - NAT'L Geographic School (2008) EDGE Reading, Writing &amp; Language Level A (New) - NAT'L Geographic School (2014) EDGE Reading Writing &amp; Language Level (B New) - AT'L Geographic School (2014)</p>	Yes	0.0 %
Mathematics	<p style="text-align: center;"><b>Algebra 1 and 2:</b></p> <p>Algebra 1 Common Core Edition ©2014 Algebra 1 Common Core Edition ©2014 Online book Algebra 1 Spanish Ed Algebra 1 Common Core Edition ©2014 Algebra 1 Common Core Edition ©2014 Online book Algebra 2 Common Core Edition ©2014</p>	Yes	0.0 %

Algebra 2 Common Core Edition ©2014 Online book

**Geometry**

Geometry Common Core Edition ©2014

Geometry Common Core Edition ©2014 Online book

Applied Geometry

Geometry: Concepts and Skill (2005)

Geometry: Concepts and Skill (2003)

Geometry: Concepts and Skill (2005)

**Pre-calculus, AP Calculus and AP Statistics**

Pre-calculus Graphical, Numerical, Algebraic 7th Ed. (2007)

AP Calculus Graphical, Numerical, Algebraic 2007 3rd Ed.

AP Statistics - The practice of statistics 5th Edition (2015)

**IB Mathematical Studies**

HAESE Mathematics for the International student Math SL (2012)

Science

Yes

0.0 %

**Integrated Science**

CA. Holt Integrated Physical Science - Holt, Rinehart and Winston (2007)

**Earth Science, Biology, Chemistry**

Biology: Dynamics of life - Glencoe (2005)

Biology Dynamics of life student CA ed. works 3 Discs - McGraw/Hill (2005)

Biology Spanish ed. - Biología la Dinámica de la vida - McGraw/Hill (2004)

AP Biology - Campbell Biology AP 9th edition - Addison/Wesley (2011)

Chemistry - Prentice Hall Chemistry - Pearson/ Prentice Hall (2005)

Prentice Hall Chemistry Student Express 2CD-ROM set Textbook on CD-ROM -

Pearson/ Prentice Hall (2005)

AP Chemistry - Chemistry: The Central Science 13th Edition - Pearson/

Prentice Hall (2015)

Chemistry 5th Edition (Zumdahl) - Houghton-Mifflin (2000)

**IB Chemistry**

Chemistry HL Pearson 2nd Edition - Pearson (2014)

Physics , AP Physics

Physics: Principle and problems 2nd ed - Glencoe/McGraw (2002)

Physics: Principle and problems - Glencoe/McGraw (1995)

AP Physics - College Physics 10th Edition (includes webassign) - Cengage

Learning (2015)

College Physics Enhanced 7th edition (includes webassign)- Thomson (2006)

**IB Physics**

Physics Standard Level IB program 2nd Edition - Pearson (2014)

**Anatomy & Physiology**

Essentials of Anatomy &amp; Physiology Fifth Edition - Pearson (2010)

Martin's Atlas of the Human Body - Pearson (2009)

Get ready for A&amp;P with student access kit (online access) - Pearson (2010)

Interactive Physiology: 10 system suite CD-ROM - Pearson (2008)

History-Social Science

Yes

0.0 %

**World History**

World History: The Modern World (CA Edition) - Pearson (2019)

World History Spanish - Historia Del Mundo: El mundo Moderno (California

Edición) 07 - Pearson/Prentice Hall (2007)

**AP European History**

A History of Western Society Since 1300 11th Ed. - Bedford/St. Martin's Press

(2015)

**U.S. History**

United States History: The 20th Century (CA Edition) - Pearson (2019)

**AP. U.S. History**

The American Pageant 15th ed. - Cengage Learning (2013)

The American Pageant 12th Edition - Houghton Mifflin (2002)

**IB History of the Americas New**

Authoritarian States - Oxford (2015)

Rights and Protest - Oxford (2015)

The cold War: Superpowers Tensions and Rivalries - Oxford (2015)

The Second World war and the Americas 1933-1945 - Hodder ed. (2016)

History for IB paper 1: Rights and Protest 2nd ed - Cambridge (2015)

History for IB paper 2: Authoritarian states 2nd ed - Cambridge (2015)

History for IB paper 3: The Cold war and the Americas 1945- Cambridge

(2015)

History for IB paper 3: Civil Rights and Social Movements in the Americas Post -

1945 - Cambridge (2016)

**Government**

Magruder's American Government ©2019 - Pearson (2019)

**AP Government**

American Government: Roots and Reform ©2018 AP Ed. - Pearson (2018)

Test Prep Series for AP United States Government &amp; Politics - Pearson (2019)

**Economics**

Economics Principles in action ©2019 CA edition - Pearson (2019)

**AP Economics**

Krugman's Economics for AP 2nd edition ©2015 - BFW (2015)  
Economic by examples 2nd edition - BFW (2016)

Foreign Language	<p><b>French 1</b> Allez, Viens! Level 1 - HRW (2006) Allez, Viens! Level 1 workbook - HRW (2006)</p> <p><b>French 2</b> Allez, Viens! Level 2 - HRW (2006) Allez, Viens! Level 2 workbook - HRW (2006)</p> <p><b>French 3 / AP French</b> Allez Viens! Level 3 - HRW (2003) French for Fluency: Grammaire Active - D.C Heath Company (1990)</p> <p><b>Spanish 1</b> Espanol Santillana Level 1 -Santillana (2018)</p> <p><b>Spanish 2</b> Espanol Santillana level 2 - Santillana (2018)</p> <p><b>Spanish 3</b> Espanol Level 3 Santillana - Santillana (2014) Espanol Santillana Practice workbook Level 3 - Santillana (2014)</p> <p><b>Spanish 4</b> En Español Libro de texto - Santillana (2017)</p> <p><b>AP Spanish</b> Temas: AP Spanish Language and Culture - Vista Higher Learning (2014) AP Spanish Language and Culture Exam Preparation - Vista Higher Learning (2014)</p> <p><b>IB Spanish</b> Spanish B Course Companion: Oxford IB Diploma Programme - Oxford University Press (2011) Spanish B Skills and Practice for the IB Diploma - Oxford University Press (2011)</p>	Yes	0.0 %
Health	Pearson Health - Pearson (2014)	Yes	0.0 %
Visual and Performing Arts	<p><b>Music appreciation</b> Music! : Its role and importance in our lives - Glencoe/McGraw (2006)</p> <p><b>IB Music</b> Techniques and Materials of Music Enhanced 7th ed. - Cengage (2015) The Enjoyment of Music 12th ed. - Norton (2015) Music for Analysis: Examples from the common practice period - Oxford University Press (2010)</p> <p><b>Guitar</b> First Year Guitar 4th Ed. - Class Guitar Resources (2007) First year Guitar 5th Ed. - Class Guitar Resources (2015)</p>	Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

Last updated: 1/24/2019

## School Facility Conditions and Planned Improvements

### School Facility Conditions and Planned Improvements – Most Recent Year

Southwest High School 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 condition, repairs are made as needed and maintained with regular interior and exterior painting. This past summer we repainted areas in the school's exterior if they were in need of cosmetic work. We have 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 all of our facilities providing wireless connections. We continue to make progress with our technology plan and now have 100% wireless connectivity throughout our entire school. We continue to replace classroom instructional devices, teacher computer stations, and other devices. Classrooms are equipped with telephones, TV/VCRs, wireless 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. The results of the most recent completed school site inspection have determined the school facility is in good condition.

*Last updated: 1/14/2019*

## School Facility Good Repair Status

Year and month of the most recent FIT report: October 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	Electrical and gaslines are inspected and replaced when deemed necessary.
<b>Interior:</b> Interior Surfaces	Good	Carpeting has been replaced; however, lobby stairs have loose carpeting. Some classrooms need ceiling tiles replaced. Maintenance will be scheduled to inspect and fix any damaged areas as needed.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	Maintenance will continue to monitor pigeons' nesting in the gymnasium, multipurpose room, and the theater roofs.
<b>Electrical:</b> Electrical	Good	Need to add more outlets in some classrooms. Maintenance will continue to inspect and replace when necessary.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Poor	A couple of restrooms have loose sink faucets. Some sinks are not working. Some toilets in women's restroom are leaking. Maintenance will continue to inspect and replace when necessary.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

## Overall Facility Rate

Year and month of the most recent FIT report: October 2018

Overall Rating	Good
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*Last updated: 1/7/2019*

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students 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.

#### CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	61.0%	58.0%	61.0%	57.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	28.0%	20.0%	26.0%	18.0%	37.0%	38.0%

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.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

*Last updated: 12/19/2018*

## CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	522	511	97.89%	57.65%
Male	252	249	98.81%	54.84%
Female	270	262	97.04%	60.31%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	--	--	--	
Filipino				
Hispanic or Latino	493	482	97.77%	56.96%
Native Hawaiian or Pacific Islander	--	--	--	
White	19	19	100.00%	68.42%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	359	351	97.77%	52.29%
English Learners	175	168	96.00%	32.93%
Students with Disabilities	44	41	93.18%	7.32%
Students Receiving Migrant Education Services	52	52	100.00%	50.00%
Foster Youth	--	--	--	

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 12/19/2018*

## CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	522	512	98.08%	19.73%
Male	252	248	98.41%	20.97%
Female	270	264	97.78%	18.56%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	--	--	--	
Filipino				
Hispanic or Latino	493	483	97.97%	18.84%
Native Hawaiian or Pacific Islander	--	--	--	
White	19	19	100.00%	36.84%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	359	352	98.05%	16.19%
English Learners	175	170	97.14%	7.06%
Students with Disabilities	44	42	95.45%	
Students Receiving Migrant Education Services	52	52	100.00%	11.54%
Foster Youth	--	--	--	

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 12/19/2018*

## CAASPP Test Results in Science for All Students Grades Five, Eight and High School Percentage of Students Meeting or Exceeding the State Standard

Html.RenderAction("SarcDescription", new { sectionID = 80, cdscode = ViewBag.Cdscode });

Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

*Last updated: 12/19/2018*

## Career Technical Education (CTE) Programs (School Year 2017–18)

### Career Technical Education Programs

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 10 full-time certificated employees and 2 Preliminary credentialed, 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: Singleton courses: Success 101 (9th grade only), Tech Exploration, Plant & Soil Science, Computer Office Applications and ROP Career Readiness. All the following pathways: Ag Science: Agriculture Business: Ag. Integrated Science, Agriculture Leadership, Agriculture Business; Agriscience: Ag. Integrated Science, Animal Science, Veterinary Medical Application, Welding: Welding & Fabrication 1 and Welding & Fabrication 2. Food Service and Hospitality: Culinary Arts 1, Culinary Arts 2, Advanced Culinary Arts, Health Science: Medical Terminology, Dental Assistant, Sports Medicine, First Responder, Community Health Worker. Design, Visual & Media Arts: Graphic Design, Computer Animation & Design. Financial Services: Financial Services & Banking, Computerized Accounting.

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 CTE courses encourage growth, demand rigor and facilitate in-depth knowledge of the subject areas being taught. Students exit SHS/ IVROP programs with a solid base in the field of study they have chosen to pursue. Some of SHS capstone classes are articulated with the local community college, IVC, and most are A thru G approved.

All students participating in SHS/IVROP capstone classes must prepare a professional portfolio and they receive a certificate of proficiency upon successful completion of the course. Courses offer instructional units based on industry standard certifications such as California Food Handlers Certification and Basic Life Support for the Healthcare Provider. 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 at SHS.. 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.

The CTE Department also integrates many Career Technical Student Organizations such as Future Farmers of America and HOSA: Future Health Professionals. These intra-curricular organizations provide leadership skill development, competitive events and community service opportunities. Students compete at local, state and national levels to demonstrate their CTE skills attainment. SHS CTSO students have a history of earning local, state and national recognition and medals at the annual leadership conferences. In addition, community and industry partnerships are utilized to enhance student opportunities.

*Last updated: 1/8/2019*

## Career Technical Education (CTE) Participation (School Year 2017–18)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	810
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	66.0%

*Last updated: 1/29/2019***Courses for University of California (UC) and/or California State University (CSU) Admission**

<b>UC/CSU Course Measure</b>	<b>Percent</b>
2017—18 Pupils Enrolled in Courses Required for UC/CSU Admission	98.4%
2016—17 Graduates Who Completed All Courses Required for UC/CSU Admission	39.3%

# State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

## California Physical Fitness Test Results (School Year 2017—18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
9	20.0%	20.4%	27.7%

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.

Last updated: 1/23/2019

## C. Engagement

# State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement (School Year 2018—19)

#### Opportunities for Parental Involvement

Contact Person Mickaelle Bonfils-Roncal (Assistant Principal) Contact Number: 760-336-4296

**Parent Meetings:** Eagles Booster Club Monthly Meetings, Biannual Higher Education Week, English Learners Advisory Council, Eagles Band Booster, Freshman Orientation Assembly, Title 1 Parent Night, Migrant Parents Advisory Committee, Senior College Day, 1st semester and 2nd semester Back-To-School Nights, Sophomore Conferences, AVID Parents Night Parent Education, SACHS Academy Parent Night, SACHS Academy Healthy Habits Night, International Baccalaureate and Advanced Placement Courses Parent Night, Financial Aid Parent Workshop, LCAP Parent Meetings, School Site Council Monthly Meetings, ELD Quarterly Parent Meetings, Agriculture/FFA Program Parent Meeting, SAVAPA Dance Parent Meeting, Monthly School Board Meetings, District Program Improvement Committee.

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 regular scheduled 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. LCAP parent meetings are scheduled 3 times a year and are open to all parents.

The Southwest Academy for Careers in Health Sciences provides a biannual opportunity for parents and students to participate in program awareness events. The SACHS Student/Parent meeting focuses on providing students and parents with an overview of SACHS including meeting teachers, course descriptions and pathway course sequencing. Students and parents are also provided college and career information with an opportunity to meet with SHS counselors. The SACHS Spring event is Health Habits Family Night where student presentations focusing on healthy lifestyle behavior are showcased. Community and industry partners also provide resource tables to assist community awareness. Parent involvement is also demonstrated at our three blood drives hosted by SHS HOSA. Parents have the opportunity to donate on behalf of their SHS student and students receive recognition from our industry partner San Diego Blood Bank with a Red Cord for graduation. To increase parental awareness of the SHS HOSA "Soaring Above Stigma" initiative to increase awareness of mental health, an Early Bird session was conducted featuring SHS HOSA students, Imperial Valley Regional Occupational Program Career Specialists and Imperial County Behavioral Health staff. Parent communication is facilitated with the Remind app, parent notices and auto dialer which allows parents and students to be informed of SACHS activities, pathway updates, deadlines, assignments, etc. Pathway activities are also shared by using Twitter and Instagram to increase parent involvement and participation.

The SAVAPA Academy holds multiple meetings for parents throughout the school year. They start off the year with an annual informational/recruitment meeting for parents. Each of the courses in this academy offers informational meetings for parents in addition to their annual parent night. Parents are welcome to participate in their fundraising efforts and usually host team building events to support the academy students.

This year, Southwest parents of English Learners were invited to attend two District English Learner Advisory Council (DELAC) meetings in August and May as well as three site based English Learner Advisory Council (ELAC) meetings in October, January, and April at 5:30 pm 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. The teachers of the Southwest ELD Department also offer four parent meetings throughout the school year during school hours to offer parents another opportunity to learn more about the school. 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 the Aeries Communication System; a communication tool that allows for more opportunities to communicate with parents connecting our Aeries program with text messages, emails, and phone calls. 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. Loop 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. At the end of the first semester all 9th grade students were invited to an assembly to receive information on resources

and programs that our school has to offer. This same information is available to our parents via our new Counseling Website. These resources provide incoming freshmen and their parents with valuable information about high school. 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 50 parents volunteer to help at events and on campus. Many more help with special fundraising 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

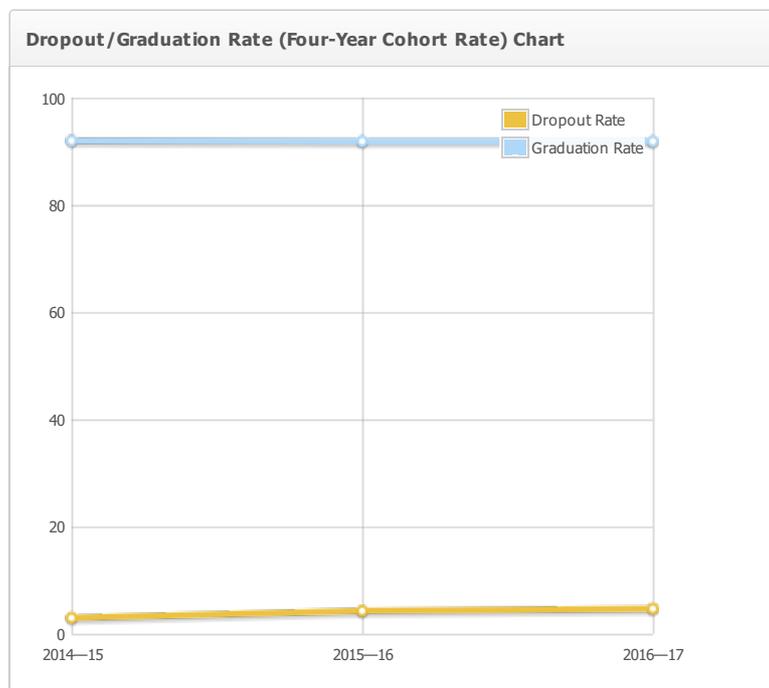
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	3.0%	4.3%	4.6%	4.6%	10.7%	9.7%
Graduation Rate	92.0%	91.9%	87.1%	89.3%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	4.7%	5.2%	9.1%
Graduation Rate	91.9%	88.4%	82.7%



For the formula to calculate the 2016—17 adjusted cohort graduation rate, see the 2017—18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 1/29/2019

## Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

<b>Student Group</b>	<b>School</b>	<b>District</b>	<b>State</b>
All Students	96.3%	97.3%	88.7%
Black or African American	100.0%	100.0%	82.2%
American Indian or Alaska Native	100.0%	100.0%	82.8%
Asian	100.0%	100.0%	94.9%
Filipino	0.0%	0.0%	93.5%
Hispanic or Latino	96.7%	97.7%	86.5%
Native Hawaiian or Pacific Islander	0.0%	100.0%	88.6%
White	86.4%	90.0%	92.1%
Two or More Races	100.0%	50.0%	91.2%
Socioeconomically Disadvantaged	100.0%	100.0%	88.6%
English Learners	81.8%	78.2%	56.7%
Students with Disabilities	90.0%	96.2%	67.1%
Foster Youth	50.0%	50.0%	74.1%

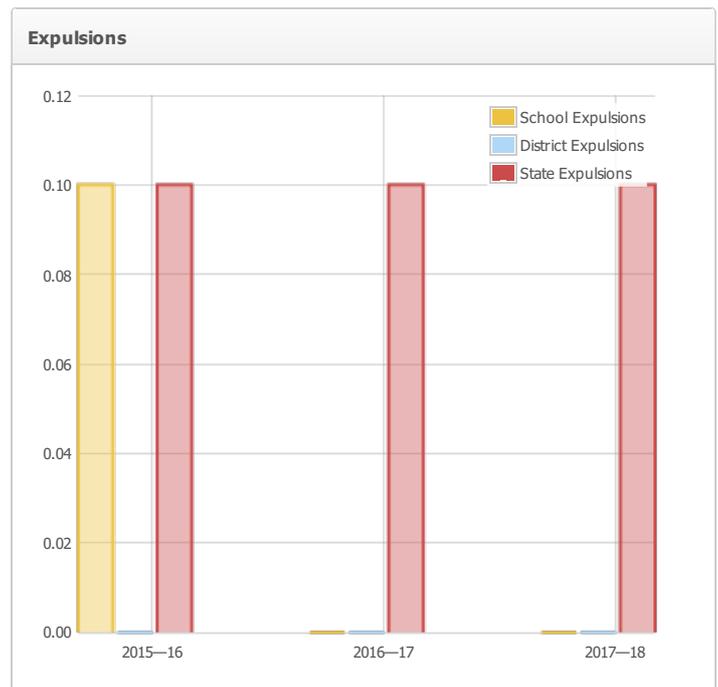
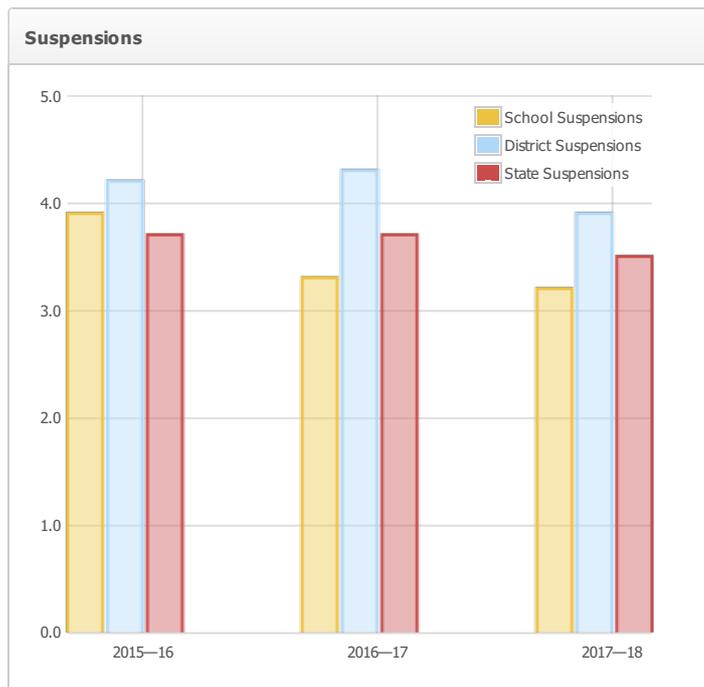
# State Priority: School Climate

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

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

## Suspensions and Expulsions

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	3.9%	3.3%	3.2%	4.2%	4.3%	3.9%	3.7%	3.7%	3.5%
Expulsions	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 12/19/2018

## School Safety Plan (School Year 2018—19)

### School Safety Plan- School Year 2018-2019:

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 Site Council and our 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 with the use of our new Catapult Emergency Management System. These departments meet with the administration quarterly to review drills and improve safety for our students. There are three full-time administrators, 94 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. We are committed to secure a positive and safe learning environment for all students.

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. Our School Safety Plan was last revised on January 09, 2019 and our School Site Council review is pending for February 04, 2019.

Last updated: 1/8/2019

## **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.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes * 1-20</b>	<b>Number of Classes * 21-32</b>	<b>Number of Classes * 33+</b>
English	25.0	22	67	4
Mathematics	29.0	12	34	22
Science	27.0	6	53	3
Social Science	29.0	10	19	24

\* 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.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes * 1-20</b>	<b>Number of Classes * 21-32</b>	<b>Number of Classes * 33+</b>
English	27.0	20	66	2
Mathematics	29.0	9	29	28
Science	26.0	11	45	2
Social Science	29.0	11	19	28

\* 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.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes * 1-20</b>	<b>Number of Classes * 21-32</b>	<b>Number of Classes * 33+</b>
English	27.0	18	73	
Mathematics	29.0	10	29	32
Science	27.0	11	44	4
Social Science	28.0	14	13	38

\* 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.

*Last updated: 12/19/2018*

**Academic Counselors and Other Support Staff (School Year 2017—18)**

<b>Title</b>	<b>Number of FTE* Assigned to School</b>	<b>Average Number of Students per Academic Counselor</b>
Academic Counselor	6.0	360.0
Counselor (Social/Behavioral or Career Development)	1.0	N/A
Library Media Teacher (Librarian)	1.0	N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	1.0	N/A
Social Worker	0.4	N/A
Nurse	0.4	N/A
Speech/Language/Hearing Specialist	0.4	N/A
Resource Specialist (non-teaching)	1.0	N/A
Other	1.0	N/A

Note: Cells with N/A values 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.

*Last updated: 1/14/2019*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)**

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Restricted)</b>	<b>Expenditures Per Pupil (Unrestricted)</b>	<b>Average Teacher Salary</b>
School Site	\$12572.6	\$2379.8	\$10192.8	\$85390.6
District	N/A	N/A	\$10453.5	\$87485.0
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$6574.0	\$79496.0
Percent Difference – School Site and State	N/A	N/A	--	--

Note: Cells with N/A values do not require data.

*Last updated: 1/29/2019*

## Types of Services Funded (Fiscal Year 2017—18)

### 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" focusing on the following six important elements of education: students, faculty, curriculum, tutors, parents and community.

**CALIFORNIA SCHOOL AGE FAMILIES EDUCATION (Cal-SAFE)** Program, 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. These funds are also used to support supplemental educational services related to the school's federal Program Improvement (PI) status. This program supports after school tutoring and transportation.

**TITLE II, Part A: Teacher / Administrator Training and Recruiting** is a program that supports and improves professional development for teachers and administrators. 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, it also provides summer sessions for those students that need to make up credits.

**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 for English and Math via certificated teachers and college age tutors. The Migrant Program and the ELD program also offer tutoring with certificated teachers.

**Interventions for at risk students:** We offer a Supplemental Academic Support Class as an 8th period. Students are identified as being at risk of failing, are behind in credits, or have a low gpa. Parents are given an option to enroll students in this course where they receive additional support with all of their courses, they also learn organization skills as well as basic study skills to become successful in their classes.

**Tutors** in AVID classes provide targeted tutoring to all students enrolled 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 and math support classes** for "at-risk" sophomore English Learners (ALAS) and math support class for 9th grade students who have failed one year of Algebra I (AMAS).

**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 Cyber High 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 Math and Rosetta Stone (ELD)** 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, AP/IB workshops, ELL Institute, etc.).

Services of a **librarian** is a year round position, offering resources for students and staff.

Computers and printers available in classrooms, Chromebook-carts available to core contents 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 part-time (.04) **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)

**Credit Recovery** (through Edgenuity) is offered afterschool and during regular school hours for students needing to make up credits toward graduation.

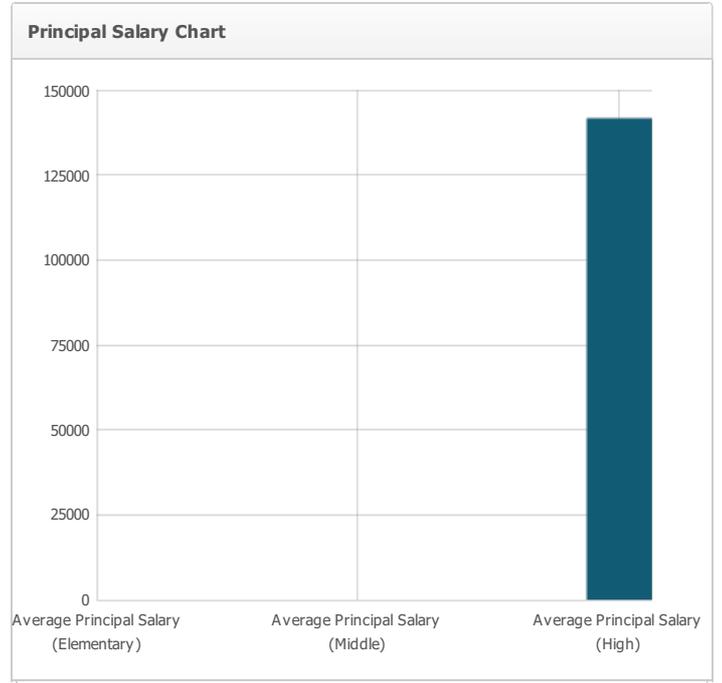
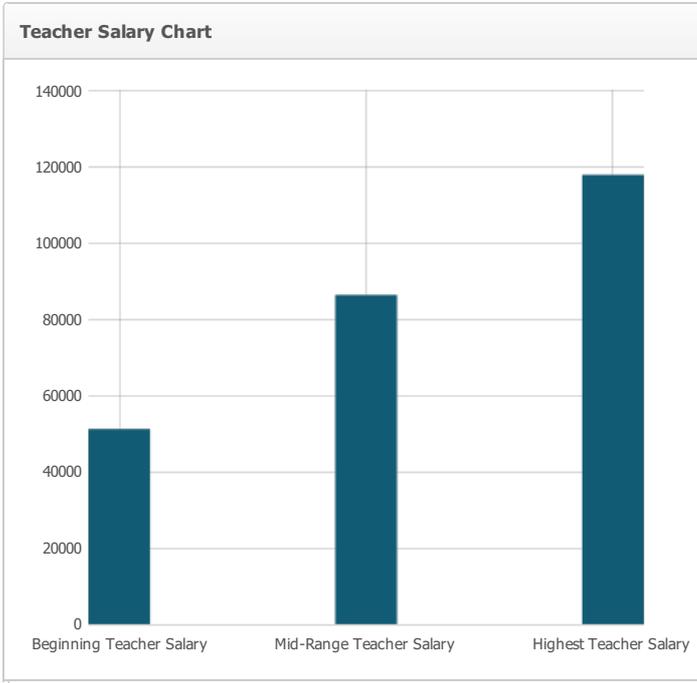
*Last updated: 1/24/2019*

## Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$51,143	\$48,783
Mid-Range Teacher Salary	\$86,264	\$80,177
Highest Teacher Salary	\$117,756	\$104,535
Average Principal Salary (Elementary)	\$	\$128,506
Average Principal Salary (Middle)	\$	\$154,350

Average Principal Salary (High)	\$141,683	\$133,486
Superintendent Salary	\$179,112	\$181,868
Percent of Budget for Teacher Salaries	34.0%	32.0%
Percent of Budget for Administrative Salaries	4.0%	6.0%

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



Last updated: 12/19/2018

**Advanced Placement (AP) Courses (School Year 2017–18)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	5	N/A
Fine and Performing Arts	0	N/A
Foreign Language	2	N/A
Mathematics	3	N/A
Science	6	N/A
Social Science	8	N/A
All Courses	24	18.8%

Note: Cells with N/A values do not require data.

\*Where there are student course enrollments of at least one student.

*Last updated: 12/19/2018*

**Professional Development****2018-19 Professional Development**

Based on WASC recommendations, CAASPP scores, and educational research, Professional Development at Southwest High School during the 2018-2019 school year has focused on the effect-size work of John Hattie in Visible Learning by placing an emphasis on the formative assessment process, specifically teacher clarity in the form of development and use of learning targets and success criteria. The school year started with a district-wide training with Steve Ventura centered around the development of learning targets, learning progressions, and success criteria. In late October, a team of teachers and administrators continued working with Mr. Ventura in the area of the development of school achievement teams to support student learning. The instructional coaching team has continued to provide training for department chairs and the full staff via faculty meetings, a site-based collaboration day, administrator calibration, and a pull-out session for department chairs to discuss the development of learning targets and success criteria.

State CAASPP scores have led the administration and instructional coaching team to work together to provide Professional Learning opportunities regarding the use of speaking and listening strategies for use in all classrooms. These training sessions have been provided through faculty meetings, both full group, and prep-period sessions.

The instructional coaching team has also provided learning walks to the staff to develop an understanding of the district's Common Language of Instruction. Monthly CUHSD Teacher Academy Professional Learning opportunities are offered to further develop that understanding for teachers new to the school and district. Prep period training sessions have been provided by the team in the areas of learning targets and success criteria, writing strategies, the Aeries Student Information System, and GoGuardian. Additional department-specific training sessions have also been provided. Furthermore, a website that hosts multiple resources for district-wide professional development was made available to the faculty in September 2018.

*Last updated: 1/24/2019*