

# Southwest High

## California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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](#) 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.



### 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, Foodservice, 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

#### 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 2017-18)

District Contact Information (School Year 2017-18)	
<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 2017-18)	
<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>	Matt Phillips, Principal
<b>E-mail Address</b>	<a href="mailto:mphillips@cuhsd.net">mphillips@cuhsd.net</a>
<b>Web Site</b>	<a href="http://www.eaglesne.net">www.eaglesne.net</a>
<b>County-District-School (CDS) Code</b>	13631151330133

*Last updated: 1/31/2018*

## School Description and Mission Statement (School Year 2017-18)

### 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:** 1.) Exhibit social and personal responsibility 2.) Apply a variety of research skills, Generate goals, set priorities, and create products 3.) Listen, read, write, and speak effectively in English 4.) Evaluate, analyze, and interpret information 5.) Set and achieve high academic standards

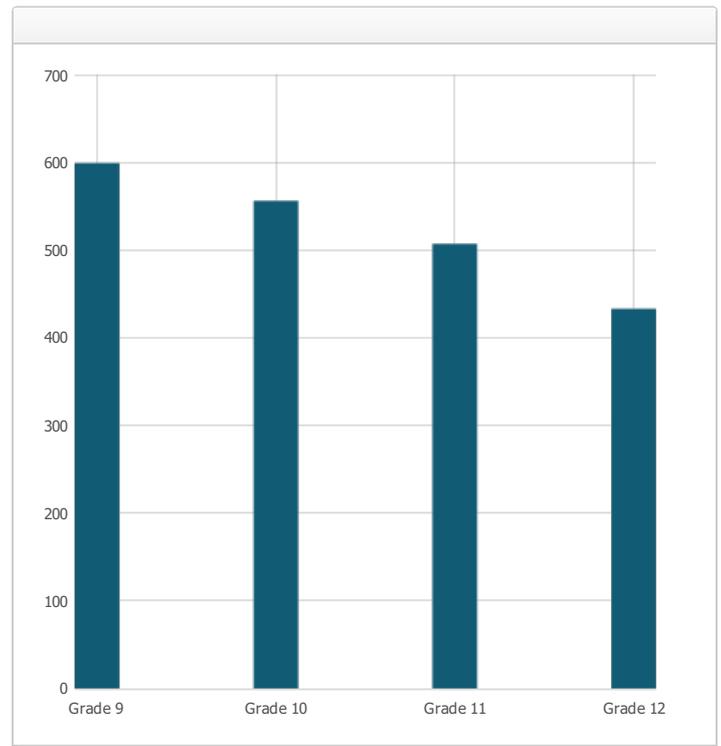
**School Description:** Southwest High School is located in the Imperial Valley in the city of El Centro, a community of 44,201 residents. It is situated in the southeast corner of California and is bordered by Baja California, Mexico, to the south, Riverside County to the north, Yuma County, Arizona, 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 25.2% of the city residents live below the poverty level as compared to a state wide level of 15%. In November 2016, statistics from the Bureau of Labor Statistics indicate the city's unemployment rate to be 19.8% and that of the Imperial County to be 22.6%. The Latino population represents more than 83.8% of the residents in the county and 74.5% of the families speak a language other than English at home. Southwest represents an increasing variety of ethnic groups with an enrollment (2016-2017) of 2,095 students in grades nine through twelve. The ethnic breakdown includes 92.9% Hispanic, 4.9 % White, .6% African-American, 1.6% Asian-American, .0% American Indian or Alaska Native and .0% Native Hawaiian/Pacific Islander. Over 25% of the students are identified as English Learners (ELs) and 7.9% are students identified with a disability. Over 70% 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: 1/31/2018*

**Student Enrollment by Grade Level (School Year 2016-17)**

Grade Level	Number of Students
Grade 9	599
Grade 10	556
Grade 11	507
Grade 12	433
<b>Total Enrollment</b>	<b>2095</b>

*Last updated: 1/31/2018***Student Enrollment by Student Group (School Year 2016-17)**

Student Group	Percent of Total Enrollment
Black or African American	0.6 %
American Indian or Alaska Native	0.0 %
Asian	1.6 %
Filipino	0.0 %
Hispanic or Latino	92.9 %
Native Hawaiian or Pacific Islander	0.0 %
White	4.9 %
Two or More Races	0.0 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	70.5 %
English Learners	25.8 %
Students with Disabilities	7.9 %
Foster Youth	0.3 %

*Last updated: 1/31/2018*

## A. Conditions of Learning

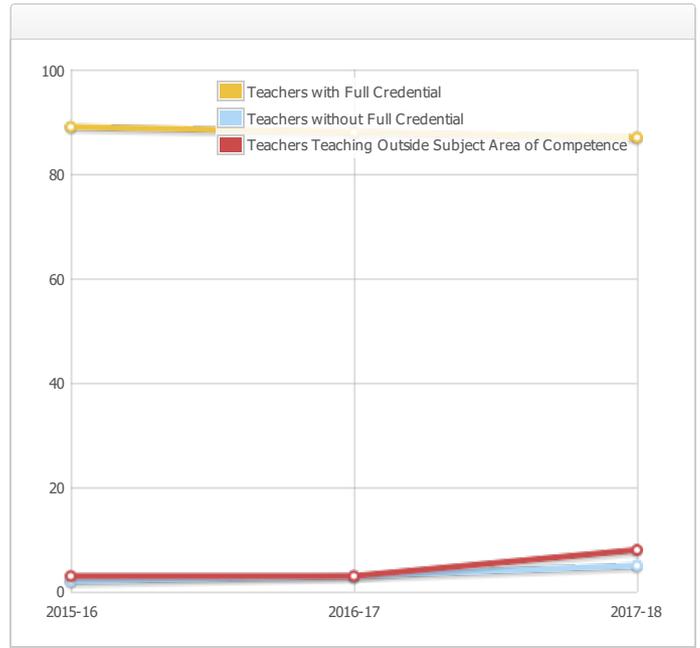
### State Priority: Basic

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

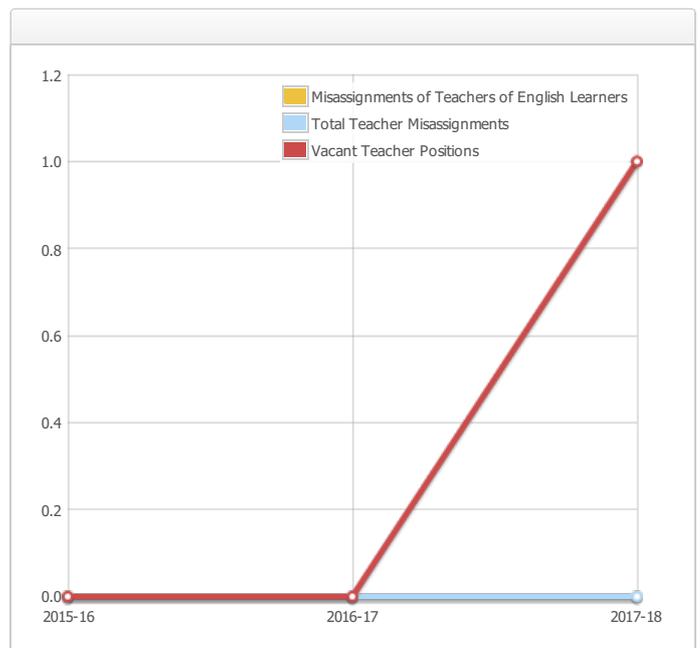
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	89	88	87	179
Without Full Credential	2	3	5	11
Teachers Teaching Outside Subject Area of Competence (with full credential)	3	3	8	23



Last updated: 2/1/2018

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	1



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: 2/1/2018

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which the data were collected: January 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p><b>English 9</b> My Perspectives English Language Arts grade 9 Pearson 2017 Volume 1 &amp; 2 Consumable Workbook</p> <p><b>English 10</b> My Perspectives English Language Arts grade 10 Pearson 2017 Volume 1 &amp; 2 Consumable Workbook</p> <p><b>English 11</b> My Perspectives English Language Arts grade 10 Pearson 2017 Volume 1 &amp; 2 Consumable Workbook</p> <p><b>ERWC</b> Kindle Paperwhite Amazon 2013 Expository Reading and Writing Course 2nd Ed. California State University 2013</p> <p><b>AP English 11</b> grade 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><b>AP English 12:</b> 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 2013 Creative writing Texts and Contexts: A contemn approach to college writing Thompson Wadsworth 2006</p> <p><b>IB English</b></p> <p>50 Essays: A Portable Anthology 4th edition Bedford/St. Martins 2014 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><b>IB TOK New:</b> Theory of Knowledge for IB Diploma Programme Oxford University Press 2013</p> <p><b>ELD</b></p> <p>A/B Edge Interactive Practice Book ( Fundamentals) NAT'L Geographic School 2008 ELD C/D EDGE Reading, Writing &amp; Language Level A (New) NAT'L Geographic School 2014 Edge: Reading, Writing &amp; Language Level A NAT'L Geographic School 2008 T ELD EDGE Reading Writing &amp; Language Level (B New) AT'L Geographic School 2014 Edge: Reading, Writing &amp; Language Level B NAT'L Geographic School 2008</p> <p><b>Accelerated Language</b></p> <p>English 3D: Issue Scholastic 2011 English 3D: Issue course II Scholastic 2014 English 3D: Language &amp; Writing Portfolio Scholastic 2011 English 3D: Language &amp; Writing Portfolio Course II Scholastic 2014 Academic Vocabulary Toolkit 1 Cengage Learning/National Geographic 2013</p>	Yes	0.0 %
Mathematics	<p><b>Algebra 1 and 2:</b></p> <p>Algebra 1 Algebra 1 Common Core Edition ©2014 Glencoe/McGraw Hill 2014 Algebra 1 Common Core Edition ©2014 Online book Glencoe/McGraw Hill 2014 Algebra 1 Interactive student guide (consumable) Glencoe/McGraw Hill 2014</p> <p>Algebra 1 Spanish Ed Algebra 1 Common Core Edition ©2014 Glencoe/McGraw Hill 2014</p>	Yes	0.0 %

Algebra 1 Common Core Edition ©2014 Online book Glencoe/McGraw Hill  
2014

Algebra 2

Algebra 2 Common Core Edition ©2014 Glencoe/McGraw Hill 2014 Geometry

**Geometry:**

Geometry Common Core Edition ©2014 Glencoe/McGraw Hill 2014  
Geometry Common Core Edition ©2014 Online book Glencoe/McGraw Hill  
2014

Applied Geometry Geometry: Concepts and Skill McDougal Littell 2005  
Geometry: Concepts and Skill McDougal Littell 2003  
Geometry: Concepts and Skill McDougal Littell 2005

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

Pre-calculus: Graphical, Numerical, Algebraic 7th Ed. (2007) Pearson Prentice  
Hall 2007  
AP Calculus: Graphical, Numerical, Algebraic 2007 3rd Ed. Pearson Prentice Hall  
2007  
AP Statistics: the practice of statistics 5th Edition Bedford/St. Martin's Press  
2015

**IB Math:**

HAESE Mathematics for the International student Math SL HASE Publishing  
2012

Science

Yes

0.0 %

**Integrated Science:**

Spanish CA Holt Ciencias Físicas student ed. Holt, Rinehart and Winston 2007  
CA Holt Ciencias Físicas Workbook. Holt, Rinehart and Winston 2007  
Integrated Science CA. Holt Integrated Physical Science Holt, Rinehart and  
Winston 2007

**Earth Science, Biology, Chemistry:**

Earth Science Glencoe 1997  
Earth Science Glencoe 2005

Biology Biology: Dynamics of life (2005) Glencoe 2005  
Biology Dynamics of life student CA ed. works 3 Discs McGraw/Hill 2005  
Biology Dynamics of Life online book Glencoe/McGraw Hill 2005  
Biology Spanish ed. Biología la Dinámica de la vida 2004 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 web assign) Cengage  
Learning 2015  
College Physics Enhanced 7th edition (includes web assign) Thomson 2006

**IB Physics:**

Physics Standard Level IB program 2nd Edition Pearson 2014  
Anatomy & Physiology Essentials of Anatomy & Physiology Fifth Edition  
Pearson 2010  
Martin'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

Yes

0.0 %

**AP European:**

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

Press 2015

**U.S. History:**

The Americans: Reconstruction to the 21st Century McDougal Littell 2003  
 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 Protes 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

**World History, AP European History:**

Modern World Hisotry Patterns of Interactions, McDougal Littell 2003  
 Spanish Historia Del Mundo: El Mundo Moderno (California Edition) 2007  
 Pearson/ Prentice Hall 2007  
 A History of Western Society Since 1300 11th Ed. Bedford/ St. Martin's Press  
 2015

**Government, AP Government:**

Magruder's American Government (2003 Revised) Prentice Hall 2003  
 AP Government The American Democracy (Seventh Edition) AP McGraw Hill  
 2005

**Economics, AP Economics:**

Economics- Principles and Practices(2003) Glencoe/McGraw Hill 2003  
 AP Economics Principles, Problems, and Policies (Sixteenth ed) McGraw Hill  
 2005

**IB Geography:**

Geography: Course Companion Oxford IB Diploma Programme Oxford  
 University Press 2011

Foreign Language

**French 1**

Yes

0.0 %

Allez, Viens! Level 1 HRW 2006  
 Allez, Viens! Level 1 workbook HRW 2006

**French 2**

Allez, Viens! Level 2 HRW 2006  
 Allez, Viens! Level 2 workbook HRW 2006

**French 3 / AP French:**

Allez Viens! Level 3 HRW 2003  
 French for Fluency: Grammaire Active D.C Heath Company 1990

**Spanish 1 Native**

El español para nosotros Level 1 McGraw-Hill 2006  
 El español para nosotros Level 1 Stu. Wk.book McGraw Hill 2006

**Spanish 2 native**

El español para nosotros Level 2 McGraw Hill 2006  
 El español para nosotros Level 2 Stu. Wk.book McGraw Hill 2006

**Spanish 1/2 non-native**

Dos Mundos: Fifth edition McGrall Hill 202

**Spanish 3**

Espanol Level 3 Santillana Santillana 2014  
 Espanol Santillan Praticce work book Level 3 Santillana 2014

**AP Spanish Temas:**

AP Spanish Language and Culture Visata Higher Learning 2014  
 AP Spanish Language and Culture Exam Preparation Visata Higher Learning

2014			
<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			
Health	<b>Health</b>	Yes	0.0 %
Glencoe Health McGraw Hill 2004			
Visual and Performing Arts	<b>Music appreciation, AP Music and Theory, IB Music, Guitar</b>	Yes	0.0 %
Music! : Its role and importance in our lives Glencoe/McGraw 2006			
AP Music & Theory Musician's Guide to Theory and Analysis Norton 2005			
The musician's guide to theory and analysis: Workbook Norton 2006			
IB Music Techniques and Materials of Music Enhanced 7th ed. Cengage 2015			
new: The Enjoyment of Music 12th ed. Norton 2015			
Music for Analysis: Examples from the common practice period Oxford University Press 2010			
Guitar First Year Guitar 4th Ed. Class Guitar Resources 2007			
new: First year Guitar 5th Ed. Class Guitar Resources 2015			
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 2/1/2018

## 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. Also, over 50% of our facilities were recarpeted the remaining locations will be completed this summer. Upgrades to the airconditioning units were made in our Media Center, Gym, and Theater. 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 fair condition.

*Last updated: 2/1/2018*

## School Facility Good Repair Status

Year and month of the most recent FIT report: October 2017

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	The HVAC units in multiple classrooms and in the main lobby of the front office need to be replaced. The HVAC unit in the GYM, Theater, and Multipurpose Room were replaced this past summer. Electrical and gaslines are inspected and replaced when deemed necessary.
Interior: Interior Surfaces	Poor	Interior surfaces and walls have cracks, painting need updating. Lunch tables need repairs/replacing. Maintenance will be scheduled to inspect and fix any damaged areas as needed. New carpets will be installed in all of our buildings by the end of next summer.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	Maintenance cleaned up pigeons' infestation in the gymnasium, multipurpose room, and the theater roofs. Maintenance will continue to monitor the nesting.
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	Maintenance repaired some leaks around the roof drains in various buildings and the theater. Maintenance will be scheduled to inspect and fix any damaged areas including roofing as needed.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

## Overall Facility Rate

Year and month of the most recent FIT report: October 2017

Overall Rating	Fair
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*Last updated: 2/1/2018*

## 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 (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	61%	61%	62%	61%	48%	48%
Mathematics (grades 3-8 and 11)	31%	28%	28%	26%	36%	37%

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: 2/1/2018*

**CAASPP Test Results in ELA by Student Group****Grades Three through Eight and Grade Eleven (School Year 2016-17)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	496	489	98.59%	60.50%
Male	250	245	98.00%	54.36%
Female	246	244	99.19%	66.67%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian			100.00%	100.00%
Filipino				
Hispanic or Latino	464	457	98.49%	58.57%
Native Hawaiian or Pacific Islander				
White	20	20	100.00%	85.00%
Two or More Races				
Socioeconomically Disadvantaged	353	348	98.58%	54.55%
English Learners	148	145	97.97%	30.94%
Students with Disabilities	42	40	95.24%	15.38%
Students Receiving Migrant Education Services				
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: 2/1/2018*

**CAASPP Test Results in Mathematics by Student Group****Grades Three through Eight and Grade Eleven (School Year 2016-17)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	495	481	97.17%	28.07%
Male	249	240	96.39%	30.42%
Female	246	241	97.97%	25.73%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian			100.00%	81.82%
Filipino				
Hispanic or Latino	463	449	96.98%	25.84%
Native Hawaiian or Pacific Islander				
White	20	20	100.00%	50.00%
Two or More Races				
Socioeconomically Disadvantaged	353	342	96.88%	22.51%
English Learners	148	141	95.27%	
Students with Disabilities	42	36	85.71%	
Students Receiving Migrant Education Services				
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: 1/31/2018*

## CAASPP Test Results in Science for All Students

### Grades Five, Eight and Ten

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	38.0%	37.0%	37.0%	36.0%	56%	54%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The 2016-17 data are not available. The California Department of Education 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 piloted in spring 2017. The CST and CMA for Science will no longer be administered.

*Last updated: 1/31/2018*

## Career Technical Education Programs (School Year 2016-17)

### Career Technical Education Programs (School Year 2017-2018)

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 8 full-time certificated employees and 3 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: Pathways:Ag Science: Agriscience 1-Ag Integrated Science; Agriscience 2- Plant and Soil Science, Ag Leadership; Agriscience 3- Animal Science, Agriculture Business. Welding: Welding & Fabrication 1 and Welding & Fabrication 2. Food Service and Hospitality: Culinary Arts 1 Advanced Culinary Arts 2. Health Science: Tech Exploration, Medical Terminology, Dental Assistant, Sports Medicine, First Responder, Community Health Worker. Design, Visual & Media Arts: Photography 1, Photography 2, Computer Graphics. Financial Services: Finance and Banking, Computerized Accounting, Computerized and Office Occupations. And Success 101 (frosch course). 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 and affiliated with Imperial Valley Regional Occupation Program and encourages growth, demands rigor and facilitates 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 articulate 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 that SHS provides. 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 partnership are utilized to enhance student opportunities.

*Last updated: 2/1/2018*

## Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1143
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	66.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	40.0%

*Last updated: 1/31/2018***Courses for University of California (UC) and/or California State University (CSU) Admission**

<b>UC/CSU Course Measure</b>	<b>Percent</b>
2016-17 Pupils Enrolled in Courses Required for UC/CSU Admission	98.5%
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	35.5%

# 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 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
9	21.6%	22.6%	21.9%

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: 1/31/2018

## 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 schoolsite

### Opportunities for Parental Involvement (School Year 2017-18)

#### Opportunities for Parental Involvement – School Year 2017-2018

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, Title 1 Night, 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 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 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. Parent communication is facilitated with the Remind app 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 offered as part of 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 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 the LOOP System, a communication system that allows for more opportunities to communicate with parents connecting our Aeries program with text messages, emails, and phonecalls. 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 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

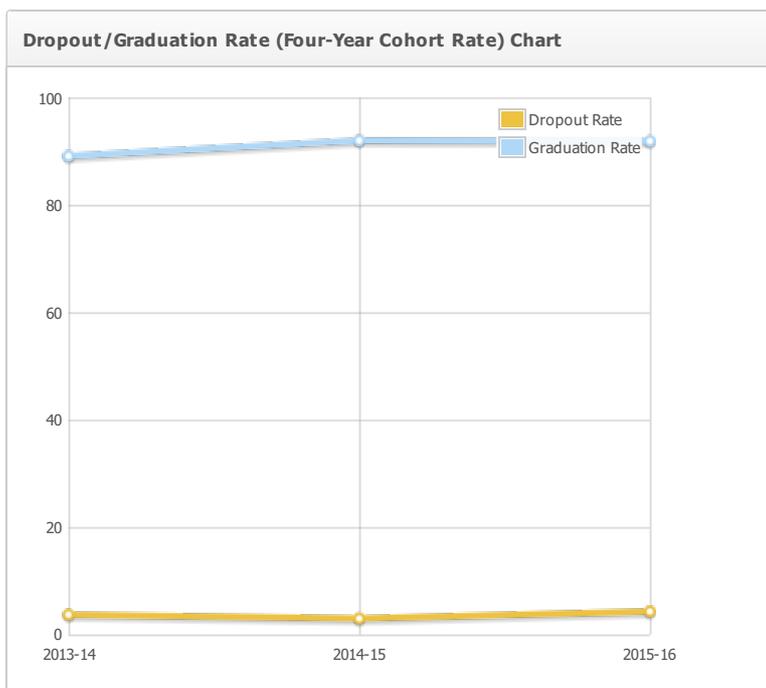
Last updated: 2/1/2018

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			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	3.7%	3.0%	4.3%	5.6%	4.6%	4.6%	11.5%	10.7%	9.7%
Graduation Rate	89.1%	92.0%	91.9%	84.0%	87.1%	89.3%	81.0%	82.3%	83.8%



Last updated: 2/1/2018

**Completion of High School Graduation Requirements - Graduating Class of 2016****(One-Year Rate)**

<b>Student Group</b>	<b>School</b>	<b>District</b>	<b>State</b>
All Students	100.0%	100.0%	87.1%
Black or African American	100.0%	100.0%	79.2%
American Indian or Alaska Native	100.0%	100.0%	80.2%
Asian	100.0%	100.0%	94.4%
Filipino	0.0%	0.0%	93.8%
Hispanic or Latino	100.0%	100.0%	84.6%
Native Hawaiian or Pacific Islander	100.0%	100.0%	86.6%
White	100.0%	96.4%	91.0%
Two or More Races	100.0%	100.0%	90.6%
Socioeconomically Disadvantaged	100.0%	100.0%	85.5%
English Learners	67.1%	59.0%	55.4%
Students with Disabilities	100.0%	100.0%	63.9%
Foster Youth	0.0%	100.0%	68.2%

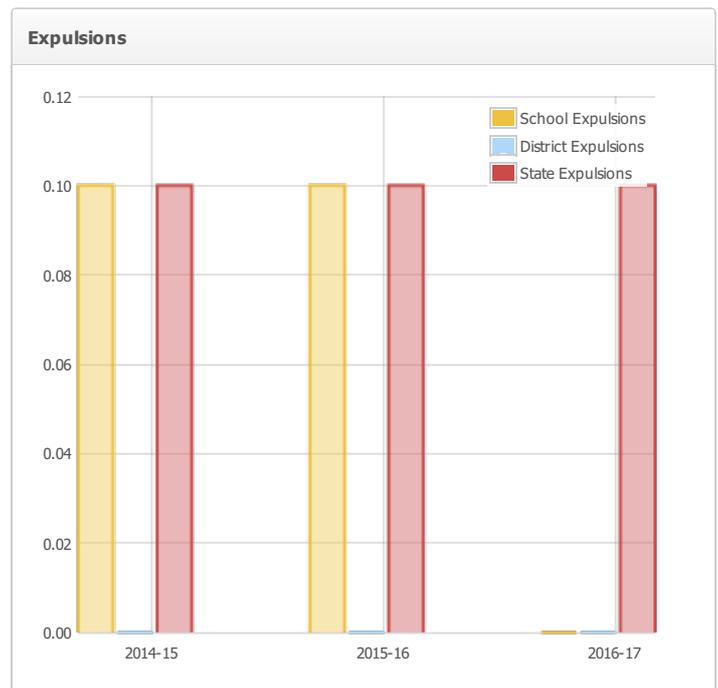
# State Priority: School Climate

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

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	3.1%	3.9%	3.3%	4.4%	4.2%	4.3%	3.8%	3.7%	3.7%
Expulsions	0.1%	0.1%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/31/2018

## School Safety Plan (School Year 2017-18)

**School Safety Plan- School Year 2017-2018:** 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.

There have been several additions and omissions to the 2017-2018 School Safety Plan. Major additions include information and procedures and district policies on Suicide Prevention and Intervention Strategies, Weapons and Dangerous Instruments, Bullying and a write-up on our School Resource Officer and a new emergency management and communication software (Catapult). This new software uses realtime student accounting, staff location checklist, threat report management, in an online cloud based system. SHS has removed the use of Lock Blocks and replace them with new locking mechanisms for teachers to be able to lock their classrooms from inside and not have to be in harms way in an emergency.

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 10, 2018 and our School Site Council review is pending for February 5, 2018.

## 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.

### Federal Intervention Program (School Year 2017-18)

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	N/A	3
Percent of Schools Currently in Program Improvement	N/A	75.0%

*Last updated: 2/1/2018*

**Average Class Size and Class Size Distribution (Secondary)**

Subject	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	24.0	39	65	0	25.0	22	67	4	27.0	20	66	2
Mathematics	27.0	17	33	20	29.0	12	34	22	29.0	9	29	28
Science	27.0	7	52	3	27.0	6	53	3	26.0	11	45	2
Social Science	30.0	7	17	28	29.0	10	19	24	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.

Last updated: 1/31/2018

**Academic Counselors and Other Support Staff (School Year 2016-17)**

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	6.0	349.0
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	0.0	N/A
Nurse	0.4	N/A
Speech/Language/Hearing Specialist	0.4	N/A
Resource Specialist (non-teaching)	1.0	N/A
Other	0.4	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: 1/31/2018

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11543.7	\$2381.6	\$9162.1	\$75037.6
District	N/A	N/A	\$9469.4	\$83222.0
Percent Difference – School Site and District	N/A	N/A	-200.0%	-200.0%
State	N/A	N/A	\$6574.0	\$77535.0
Percent Difference – School Site and State	N/A	N/A	-200.0%	-200.0%

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

Last updated: 2/1/2018

## Types of Services Funded (Fiscal Year 2016-17)

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

### STATE PROGRAMS:

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

**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 / 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. Also 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 enrollment 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 offers 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, they 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 learn organization skills as well as basic study skills to become successful with their courses.

**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/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 and math support class for 9th grade students who failed 1st semester.

**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, 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** 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 **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.

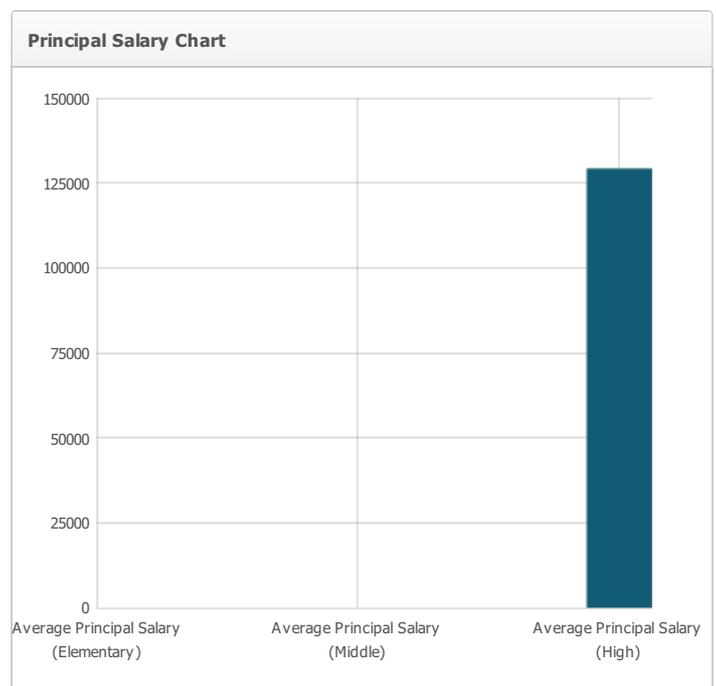
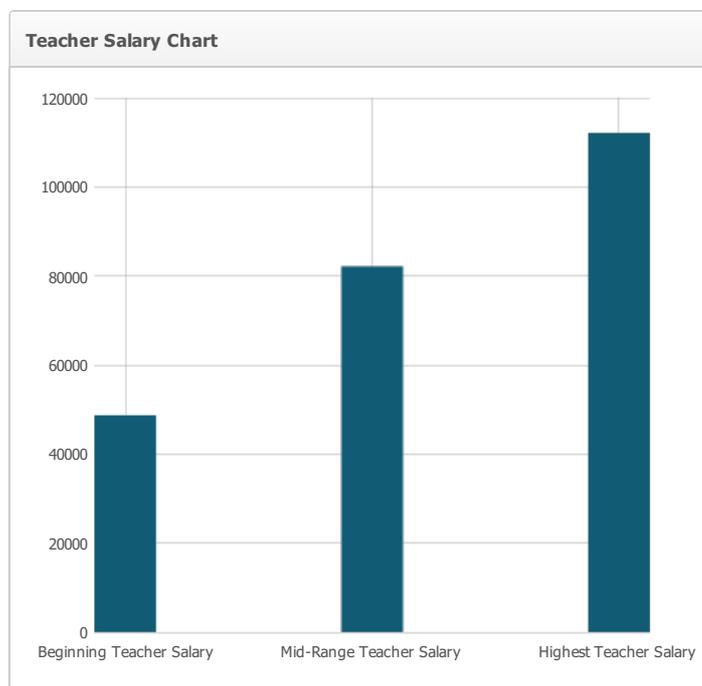
Field trips for motivation (i.e. trips to universities, work sites, team building activities)

**Credit Recovery** (through E2020) is offered for students needing to make up credits toward graduation.

### Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$48,708	\$46,060
Mid-Range Teacher Salary	\$82,156	\$70,769
Highest Teacher Salary	\$112,149	\$98,039
Average Principal Salary (Elementary)	\$	\$
Average Principal Salary (Middle)	\$	\$
Average Principal Salary (High)	\$129,189	\$127,576
Superintendent Salary	\$170,000	\$170,379
Percent of Budget for Teacher Salaries	36.0%	33.0%
Percent of Budget for Administrative Salaries	4.0%	6.0%

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



Last updated: 1/17/2018

**Advanced Placement (AP) Courses (School Year 2016-17)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	2	N/A
Fine and Performing Arts	0	N/A
Foreign Language	2	N/A
Mathematics	2	N/A
Science	4	N/A
Social Science	3	N/A
All Courses	13	24.6%

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

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

Last updated: 1/29/2018

**Professional Development****Professional Development- Most Recent Three Years:**

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 the spring for staff development. In the summer before the school year started our district held content team curriculum development meetings with English, Science, and Math to provide training on how to align instructional material and strategies to common core and NGSS standards. Focus groups were created to provide targeted support in multiple areas. throughout the year teachers are supported with common core aligned trainings, workshops and conferences. We determine major areas of focus for staff development by conducting surveys where our staff members have an opportunity to request training and share areas in which they need support.

The district has dedicated time for staff development on our Collaborative Wednesdays (CW). Thirteen Wednesdays out of the year, students are released early, teachers report at 1:15 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 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. This year we have worked with our English and Math Department in developing new curriculum to support their new textbood adoption.

The BTSA Induction Program for our district and site has active participants in both year 1 and in year 2 in the following PD required sessions:On-site Training-Building Developmental Assets- Search Institute/Clay Roberts (Year 1), NGSS Training- Science(chemistry and Biology), Understanding and Implementing IEP's and 504 Plans,Technology Wheel- AERIES and Blackboard Connect Use, Google Drive and GAPE, TILT, Using Web 2.0 tools to plan and deliver instruction, Helping Gifted Students Soar- Book Overview and Study- Whitney and Hirsch (Year 2), Building Fair and Equitable Grading Practices- Book Overview and Study (Year 1), ICOE-Based Training: Working with Challenging Students (Year 2), Instructional Models- Scientific Inquiry, Project-based Learning, Direct Instruction and Gradual Release of Responsibility,Student Management, Motivation, and Engagement- Rick Morris (Year 1),EL Institute- 2 day with a variety of speakers and sessions (Year 2), Productive Group Work, High Impact Engagement Strategies, (Year 1), English Learners in the 21st Century Classroom K-12- (Year 2)

**2017-2018 Professional Development Opportunities**

**Back to School PD(District Wide):** Back to school Professional Development Sessions included a week of mandated training, with information from our District Superintendent and our Human Resource Staff. We provided 3 required PD Sessions for our staff that included: College and Career Readiness (get focused Stay Focused Program), Common Language of Instructions, and Technology Support (Aries and Loop Programs).Teachers also selected two topics of their choice from the following: Turn it in Program Support, Engagement Strategies, Google Classroom, CAASPP Support, Productive Group Work, Developing Speaking and Listening, CTE Pathways, Interactive Notebooks.Our 8 collaborative Wednesdays were dedicated to preparing for our School Accreditation Process (WASC) and to analyzing student performance in our District Wide Common Assessments. Teachers are active participants in determining areas of improvement and setting our site and district goals.

**Common Core PD (site based):** Teachers are supported with common core aligned trainings, workshops and conference attendance. This school year we have increased our support for the Social Studies Department with their participation in training for the new Social Studies Framework. We have sent most of our Social Studies teachers to participate in content specific training offered at the Imperial County Office of Education. Four of our teachers are participants of a 3 day Framework Training Cohort. Our Math Department will send two teachers to the 2018 Teachers Teaching with Technology International Conference to continue with our goal of providing innovative teaching strategies for our students.We continue providing support for our math teachers through our Math Instructional Coach. Our SACHS Academy provides annual training for teachers within their academy by sending them to the Educating For Careers Conference and the Association for Career Technical Education Conference. Teachers in our English Language Learner program have an opportunity to attend the English Language Learner Institute organized by the Imperial County Office of Education.

**Curriculum and Instructions Team:** Individual mentoring is a continuous part of our Professional Development. We have 3 instructional coaches in our district a technology coach, a math coach, and a literacy coach that provide curriculum and instruction support to our staff year round. Our coaches meet with new teachers on a monthly bases to provide resources and instructional strategies. We continue to send new teachers to AP and IB training in order to provide new and rigorous courses for our students.

**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. This year we have implemented informal observations completed by our department chairs; this is an effort to continue gathering data on instructional practices amongst our staff.

**Campus Safety and School Climate:** One of our main goals is to improve our campus safety and maintain a positive school climate therefore we have sent our administrators and our SRO to follow up training for the active shooter training in addition, we continue to update our emergency evacuation training for our staff. Our administrative team is leading a new group of staff members through a new program to be implemented in 2018-2019, the Positive Behavioral Interventions and Support Program. Funded by the U.S. Department of Education's Office of Special Education Programs (OSEP), the Technical Assistance Center on PBIS supports schools, districts, and states to build systems capacity for implementing a multi-tiered approach to social, emotional and behavior support.

### 2015-16 Professional Development Opportunities

**Back to School PD (District Wide)** Back to school PD included an address by the Superintendent reporting on the most current district and school-wide data, shared our mission and goals, teachers from different content teams shared how they have improved technology to create more rigorous lessons and guide instruction. Our school has supported the increase of technology use and has provided training on Google docs, bundling a Google classroom, and improving technology use in the classroom. Multiple sessions in a round table setting, these included; training on turn it in, training on teacher evaluation cycle, increasing technology in the classroom, English language learner strategies, setting the mindset for instruction, project based learning.

**Common Core PD (site based)** Teachers are supported with common core aligned trainings, workshops and conference attendance. With their participation in NGSS Training for science teacher focused on Disciplinary Core Ideas as well as Science and Engineering Practices as well as practice adapting lessons to the new standards. Our math department has attended the math training to modify instruction to common core, Social Science participated in curriculum development targeting practices for common core, our counseling team attended NACCA National conference.

**Curriculum and Instructions Team:** CASSP Training has been a focus for our district and site and has been schedules in multiple meetings these include; CAASPP Performance Task- Structure, Classroom Activity, Classroom Impact, Data Analysis/Content Team Work, CAASPP- Data Presentation, ALDs, Formative Assessment Content Teams. We have also sent groups of ELA Teachers to training "Preparing for the ELA Performance Task Grade 9-12". Individual mentoring is a continuous part of our Professional Development as teacher collaborate, share and compare common core aligned strategies.

**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.

*Last updated: 1/29/2018*