

California Department of Education
School Accountability Report Card
Reported Using Data from the 2014–15 School Year
Published During 2015–16

For Southwest High School



Address: 2001 Ocotillo Drive
El Centro, CA 92243

Phone: 760-336-4100

Principal: Mrs. Danette Morrell

Grade Span: 9-12

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

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

About This School

District Contact Information – Most Recent Year

District Name	Central Union High School District
Phone Number	760-336-4500
Superintendent	Renato Montano
E-mail Address	rmontano@cuhsd.net
Web Site	www.cuhsd.net

School Contact Information – Most Recent Year

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

About Our School

To all SHS Stakeholders,

Thank you for reading our 2015-16 SARC Report! Good schools are a product of dedicated stakeholders such as yourself and others in our terrific community. This year notes the first year implementation of the International Baccalaureate Diploma, Honors Chemistry, College Math, Ag Integrated Science, and ROP Career Readiness courses. These courses along with our other class offerings provide the best education possible to prepare our young people for whatever their pathway may be, career, college, or military. We look forward to speaking with you in our upcoming meetings associated with LCAP. Your contributions to the discussions of what our schools should be doing is important to us and we value the conversation you bring to the table.

Danette Morrell, Principal

About This School

Contact Information - Most Recent Year

District Contact Information - Most Recent Year	
District Name	Central Union High
Phone Number	(760) 336-4500
Superintendent	Renato Montano
E-mail Address	rmontano@cuhsd.net
Web Site	www.cuhsd.net

School Contact Information - Most Recent Year	
School Name	Southwest High
Street	2001 Ocotillo Dr.
City, State, Zip	El Centro, Ca, 92243-9451
Phone Number	760-336-4100
Principal	Dannette Morrell, Principal
E-mail Address	dmorrell@cuhsd.net
Web Site	www.eaglesnet.net
County-District-School (CDS) Code	13631151330133

Last updated: 1/12/2016

School Description and Mission Statement - Most Recent Year

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

Southwest High School is located in the Imperial Valley in the city of El Centro, a community of 43,763 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 2013 census information indicates that almost 24.9% of the city residents live below the poverty level as compared to a statewide level of 15.9%. October 2015, statistics from the Bureau of Labor Statistics indicate the city's unemployment rate to be 23.6 and that of the Imperial County to be 21%. The Latino population represents more than 82.3% of the residents in the county and 74.5% of the families speak a language other than English at home.

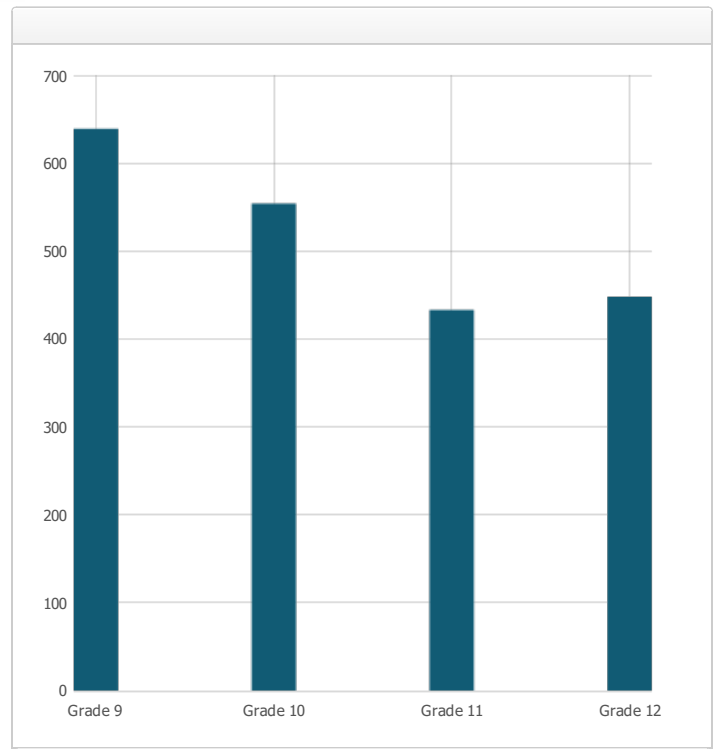
Southwest represents an increasing variety of ethnic groups with an enrollment (2015-16) of 2,063 students in grades nine through twelve. The ethnic breakdown includes 92.15% Hispanic, 5.04 % White, .63% African-American, 1.84% Asian-American, .10% American Indian or Alaska Native and .10% Native Hawaiian/Pacific Islander. Over 26.71% of the students are identified as English Learners (ELs) and over 7.95% are students identified with a disability. Over 71.07

% 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: 1/12/2016

Student Enrollment by Grade Level (School Year 2014-15)

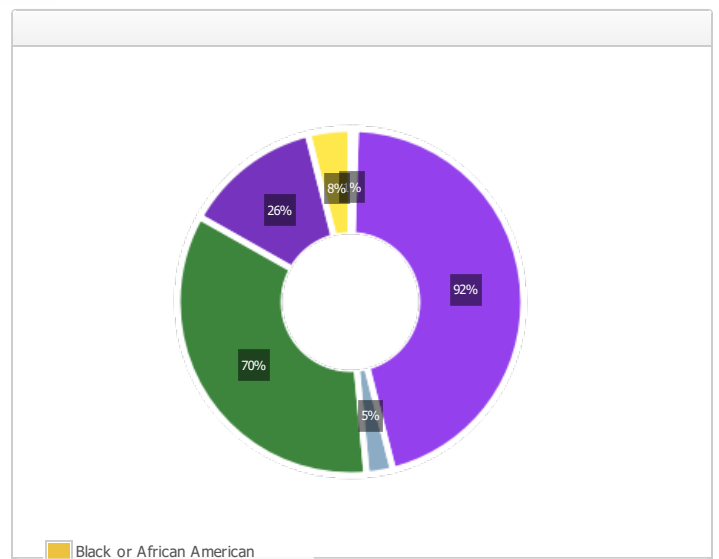
Grade Level	Number of Students
Grade 9	639
Grade 10	554
Grade 11	433
Grade 12	448
Total Enrollment	2063



Last updated: 1/12/2016

Student Enrollment by Student Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	0.3 %
American Indian or Alaska Native	0.1 %
Asian	1.8 %
Filipino	0.0 %
Hispanic or Latino	92.2 %
Native Hawaiian or Pacific Islander	0.1 %
White	5.0 %
Two or More Races	0.1 %
Socioeconomically Disadvantaged	70.2 %
English Learners	26.7 %
Students with Disabilities	8.0 %
Foster Youth	0.2 %



- Black or African American
- American Indian or Alaska Native
- Asian
- Filipino
- Hispanic or Latino
- Native Hawaiian or Pacific Islander
- White
- Two or More Races
- Socioeconomically Disadvantaged
- English Learners
- Students with Disabilities
- Foster Youth

Last updated: 1/14/2016

A. Conditions of Learning

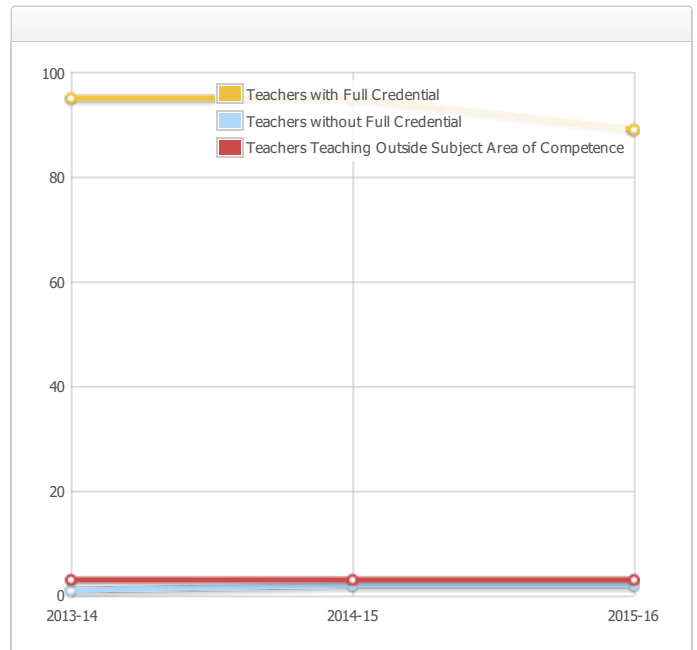
State Priority: Basic

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

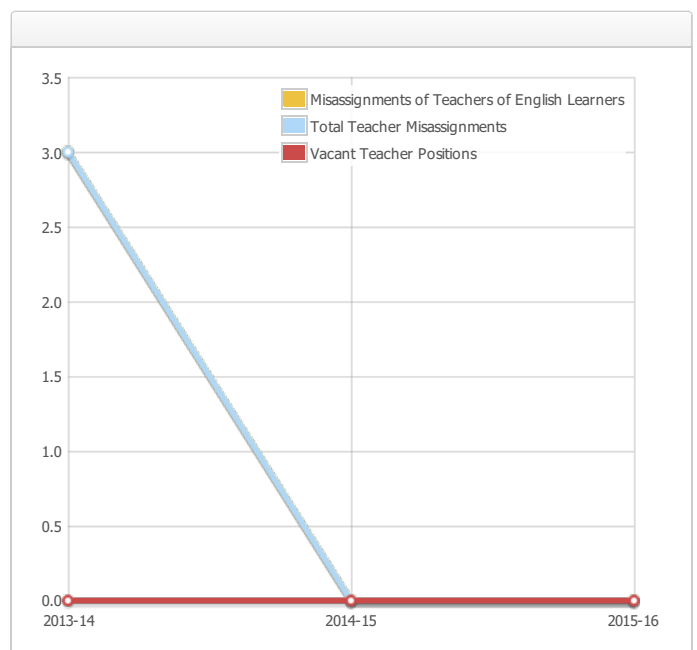
Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	95	95	89	185
Without Full Credential	1	2	2	3
Teachers Teaching Outside Subject Area of Competence (with full credential)	3	3	3	4



Last updated: 1/12/2016

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	3	0	0
Total Teacher Misassignments*	3	0	0
Vacant Teacher Positions	0	0	0



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

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

Last updated: 1/12/2016

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	94%	6%
All Schools in District	96%	4%
High-Poverty Schools in District	96%	4%
Low-Poverty Schools in District	%	%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year

Year and month in which data were collected: December 2015

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>English 9 Elements of literature Third course Holt, Rinehart and Winston 2000 Holt Literature & Language Arts: Third Course Holt, Rinehart and Winston 2003 Holt Literature & Language Art: Third Course Handbook Holt, Rinehart and Winston 2003</p> <p>English 10 Elements of literature Fourth course Holt, Rinehart and Winston 2000 Holt Literature & Language Arts: Fourth Course Holt, Rinehart and Winston 2003 Holt Literature & Language Arts: Fourth Course Handbook Holt, Rinehart and Winston 2003</p> <p>English 10 H Adventures in English Literature Harcourt Brace 1985</p> <p>English 11 Elements of literature Fifth course Holt, Rinehart and Winston 2000 Holt Literature & Language Arts: Fifth Course Holt, Rinehart and Winston 2003 Holt Literature & Language Arts: Fifth Course Handbook Holt, Rinehart and Winston 2003</p> <p>English 12 Elements of literature Sixth course Holt, Rinehart and Winston 2000 Holt Literature & Language Arts: Sixth Course Holt, Rinehart and Winston 2003 Holt Literature & Language Arts: sixth Course Handbook Holt, Rinehart, and Winston 2003</p> <p>ERWC Kindle Paperwhite Amazon 2014</p> <p>AP English 11 grade Literature: An introduction to fiction, poetry, and Drama 9th edition Pearson Longman 2005 New Literature: An introduction to fiction, poetry, drama, and writing 5th edition Pearson Longman 2009</p> <p>AP English 12 grade 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 New 50 Essays: A Portable Anthology 3rd edition Bedford/St.Martins 2011 New 50 Essays: A Portable Anthology 4th edition Bedford/St.Martins 2014 Everything's an argument: with readings 3rd edition Bedford/St.Martins 2004 New Everything's an argument: with readings 6th edition Bedford/St.Martins Press 2013</p> <p>New IB ENGLISH English A: Language and Literature Course Companion for IB Diploma Programme Oxford University press 2015 New English A: Language and Literature Course Companion for IB Diploma Programme Oxford University Press 2015 New English B : IB Skills and Practice for the IB Diploma Programme Oxford University Press 2015 New Theory of Knowledge for IB Diploma Programme Oxford University Press 2015</p> <p>Creative writing Texts and Contexts: A contemn approach to college writing</p>	Yes	0.0 %

Thompson Wadsworth 2006

ELD A/B Edge: Reading, Writing & Language Level A NAT'L Geographic School
2008

Edge: a Grammar & Writing Practice Book Level A NAT'L Geographic School 2008
Edge: Interactive Practice Workbook Level A NAT'L Geographic School 2008
Edge: Student Book eEdition CD-ROM Level A NAT'L Geographic School 2008
New EDGE Reading, Writing & Language Level A 2015 NAT'L Geographic School
2015

ELD C/D Edge: Reading, Writing & Language Level B NAT'L Geographic School
2008

Edge: a Grammar & Writing Practice Book Level B NAT'L Geographic School 2008
Edge: Interactive Practice Workbook Level B NAT'L Geographic School 2008
Edge: Student Book eEdition CD-ROM Level B NAT'L Geographic School 2008
New EDGE Reading, Writing & Language Level B
National Geographic 2015

New EDGE: Reading, Writing & Language Level C National Geographic 2015
T ELD Edge: Reading, Writing & Language NAT'L Geographic School 2008
Edge: Grammar & Writing Practice Book NAT'L Geographic School 2008
Edge: Interactive Practice Book NAT'L Geographic School 2008
Edge Fundamentals Student Book eEdition CD-ROM NAT'L Geographic School
2008

Accelerated Language English 3D: Issue Scholastic 2011
New English 3D: Issue course II Scholastic 2014
English 3D: Language & Writing Portfolio Scholastic 2011
New English 3D: Language & Writing Portfolio Course II Scholastic 2014

Academic Vocabulary Toolkit 1 Cengage Learning/NAT'L
Geographic
2013

Mathematics

Algebra 1 Algebra 1 California Edition (Prentice Hall 2009) Student Edition Prentice
Hall 2009

Algebra 1 California Ed. (P. H. 2009) Student Center CD-ROM Prentice Hall 2009
Algebra 1 California ed. Math Standards Review and Practice Workbook Prentice
Hall 2009

Algebra 1 Spanish Ed Algebra 1 California Ed. (P. H. 2009) Student Spanish Text
Prentice Hall 2009

Algebra 1 Ca. Ed. (P. H. 2009) Spanish Practice Workbook Prentice Hall 2009

Algebra 2 Algebra 2 California Edition 2007 Student Edition McDougal Littell 2007
Algebra 2 California Edition 2007 E-edition DVD-Rom McDougal Littell 2007
Explorations in Core Math - Algebra 2 Holt McDougal 2013

Geometry Geometry California Edition 2007 Student Edition McDougal Littell 2007
Geometry California Edition 2007 E-edition DVD-ROM McDougal Littell 2007
Geometry California Edition 2007 @home tutor CD-Rom McDougal Littell 2007
Geometry Explorations in Core Math - Geometry Holt McDougal 2013

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

AP Calculus AP Calculus Graphical, Numerical, Algebraic 2007 3rd Ed. Pearson
Prentice Hall 2007

AP Statistics New book The practice of statistics 5th Edition Bedford/St. Martins
Press 2015

New IB Math HAESE Mathematics for the International student Math SL HAESE
2015

Yes

0.0 %

Science

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

CA Holt Ciencias Físicas Workbook. Holt, Rinehart and Winston 2007

Earth Science Earth Science Glencoe 1997
Earth Science Glencoe 2005

Yes

0.0 %

	<p>Biology Biology: Dynamics of life (2005) Glencoe 2005 Biology Dynamics of life student CA ed. works 3 Discs McGraw/Hill 2005</p> <p>Biology Spanish ed. Biología la Dinámica de la vida 2004 McGraw/Hill 2005</p> <p>AP Biology New 13/14 s. yr Campbell Biology AP 9th edition Addison/Wesley 2011 Biology 9th Edition McGraw Hill 2006</p> <p>Chemistry Prentice Hall Chemistry Pearson/ Prentice Hall 2005 Prentice Hall Chemistry Student Express 2CD-ROM set Textbook on CD-ROM Pearson/ Prentice Hall 2005 Chemistry in the Community 5th Edition Freeman 2006 IB Chemistry Chemistry HL Pearson 2nd Edition Pearson 2015</p> <p>AP Chemistry Chemistry: The Central Science 13th Edition Pearson/ Prentice Hall 2015</p> <p>Physics Physics: Principle and problems 2nd ed Glencoe/McGraw 2002 Physics: Principle and problems Glencoe/McGraw 1995</p> <p>AP Physics College Physics 10th Edition (includes web assign) Cengage Learning 2015 College Physics Enhanced 7th edition (includes web assign) Thomson 2006</p> <p>Anatomy & Physiology Essentials of Anatomy & Physiology Fifth Edition Pearson 2010 Martini's Atlas of the Human Body Pearson 2009 Get ready for A& P with student access kit (online access) Pearson 2010 Interactive Physiology: 10 system suite CD-ROM Pearson 2008</p>		
History-Social Science	<p>World History Modern World History: Patterns of interactions McDougal Littell 2003</p> <p>World History Spanish Historia Del Mundo: El mundo Moderno (California Edition) 07 Pearson/Prentics Hall 2007</p> <p>Not at SHS Comprende Tu Mundo: Su Historia, Sus Culturas Jarrett Publishing Co. 1991</p> <p>AP European History New A History of Western Society Since 1300 11th Ed. Bedford/St. Martins Press 2015 A History of Western society 7th Edition Houghton Mifflin 2003 A History of Western Society II 7th edition: Study Guide (From the renaissance) Houghton Mifflin 2003</p> <p>Not at SHS Discovering the Western Past a look at the evidence Volume II: since 1500 5th ed. Houghton Mifflin 2004</p> <p>U.S. History The Americans: Reconstruction to the 21st Century McDougal Littell 2003</p> <p>AP. U.S. History New 14/15 s.yr The American Pageant 15th ed. Cengage Learning 2013 The American Pageant 12th Edition Houghton Mifflin 2002</p> <p>Government Magruder's American Government (2003 Revised) Prentice Hall 2003</p> <p>AP Government The American Democracy (Seventh Edition) AP McGraw Hill 2005</p> <p>Economics Economics: Principles and Practices(2003) Glencoe/McGraw Hill 2003</p> <p>AP Economics Economics: Principles, Problems, and Policies (Sixteenth ed) McGraw Hill 2005</p> <p>New IB Geography Geography Course companion for IB Diploma Program Oxford University Press 2015</p>	Yes	0.0 %
Foreign Language	<p>French 1 Allez, Viens! Level 1 HRW 2006 Allez, Viens! Level 1 workbook HRW 2006</p> <p>French 2 Allez, Viens! Level 2 HRW 2006 Allez, Viens! Level 2 workbook HRW 2006</p> <p>French 3 / AP French New Allez Viens! Level 3 HRW 2003</p> <p>Spanish 1 native El español para nosotros Level 1 McGraw-Hill 2006 El español para nosotros Level 1 Stu. Wk.book McGraw Hill 2006</p>	Yes	0.0 %

	<p>Spanish 2 native El español para nosotros Level 2 McGraw Hill 2006 El español para nosotros Level 2 Stu. Wk.book McGraw Hill 2006</p> <p>Spanish 1/2 non-native Dos Mundos: Fifth Edition McGraw Hill 2002</p> <p>Spanish 3 Espanol Level 3 Santillana Santillana 2015 Espanol Santillan Praticce work book Level 3 Santillana 2015 Spanish for Mastery 3 Situaciones D. C. Heath 1994 Spanish for Mastery 3 Stituaciones D.C. Heath 1998 Spanish for Mastery 3 Situaciones Workbook D. C. Heath 1988</p> <p>APSpanish New 13/14 s. yr. Temas: AP Spanish Language and Culture Visata Higher Learning 2014 AP Spanish Language and Culture Exam Preparation Visata Higher Learning 2014</p>		
Health	<p>Glencoe Health McGraw Hill 2004 New Health Pearson 2015 New Career Choices: A guide for teens and young adults Academic Innovations 2015 New Workbook and Portfolio: For Career choices text. Academic Innovations 2015</p>	Yes	0.0 %
Visual and Performing Arts	<p>Music appreciation Music! : Its role and importance in our lives Glencoe/ McGraw 2006</p> <p>AP Music & Theory Musician's Guide to Theory and Analysis Norton 2005 The musician's guide to theory and analysis: Workbook Norton 2006</p> <p>IB Music Music for Analysis: Examples from the common practice period. For IB Diploma Programme Oxford University press 2015</p> <p>Guitar New First Year Guitar Class Guitar Resources 2007</p> <p>Tech Theater New Theatrical Design and Production 6th edition McGraw Hill 2008 New The Manga Guide to Electricity No Scratch Press 2009</p>	Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	NA	Yes	0.0 %

Last updated: 1/12/2016

School Facility Conditions and Planned Improvements - Most Recent Year

School Facility Conditions and Planned Improvements – Most Recent Year

Southwest

opened in 1996. The learning environment is safe, attractive and free from disruption for our students. The campus is kept clean and is free from graffiti. The school facility is in good condition, repair are made as needed and maintained by regular interior and exterior painting. Some minor interior roof repair completed during the summer of 2015. Of particular note are the following facilities: a centrally located media center, the 1130 seat Performing Arts Theatre, the gymnasium, a 1750 seat athletic stadium and an integrated data system that uses fiber-optic cabling, with all of our facilities providing wireless connections. 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. We strive to meet the needs of our population. We welcome your suggestions for improvements. The results of the most recent completed school site inspection have determined the school facility is in Fair condition.

Last updated: 5/11/2016

School Facility Good Repair Status - Most Recent Year

Year and month in which data were collected: October 2015

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Painting to the inside of our theater and classrooms were completed as needed over the summer.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	1 additional chilled water fountain installed and are maintained as needed.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Poor	Roof repair completed over the summer, with additional repairs still pending.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Poor	Addition of lock blocks to all classrooms on campus completed, addition of lockblocks needed inside the administration building.

Overall Facility Rate - Most Recent Year

Year and month in which data were collected: October 2015

Overall Rating	Fair
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Last updated: 5/11/2016

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], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts / Literacy (grades 3-8 and 11)	52%	58%	44%
Mathematics (grades 3-8 and 11)	21%	20%	33%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/14/2016

ELA - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	444	418	94.1%	20.0%	25.0%	34.0%	17.0%
Male	444	215	48.4%	20.0%	24.0%	35.0%	17.0%
Female	444	203	45.7%	19.0%	26.0%	34.0%	18.0%
Black or African American	444	2	0.5%	--	--	--	--
American Indian or Alaska Native	444	1	0.2%	--	--	--	--
Asian	444	9	2.0%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	444	373	84.0%	21.0%	26.0%	35.0%	14.0%
Native Hawaiian or Pacific Islander	444	2	0.5%	--	--	--	--
White	444	30	6.8%	10.0%	13.0%	30.0%	43.0%
Two or More Races	444	1	0.2%	--	--	--	--
Socioeconomically Disadvantaged	444	278	62.6%	22.0%	28.0%	34.0%	13.0%
English Learners	444	63	14.2%	57.0%	25.0%	10.0%	0.0%
Students with Disabilities	444	25	5.6%	60.0%	12.0%	12.0%	0.0%
Students Receiving Migrant Education Services	444	64	14.4%	23.0%	31.0%	31.0%	8.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/14/2016

Mathematics - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	444	414	93.2%	51.0%	26.0%	15.0%	6.0%
Male	444	212	47.7%	50.0%	23.0%	17.0%	7.0%
Female	444	202	45.5%	51.0%	29.0%	12.0%	5.0%
Black or African American	444	2	0.5%	--	--	--	--
American Indian or Alaska Native	444	1	0.2%	--	--	--	--
Asian	444	9	2.0%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	444	370	83.3%	54.0%	24.0%	14.0%	5.0%
Native Hawaiian or Pacific Islander	444	2	0.5%	--	--	--	--
White	444	29	6.5%	17.0%	55.0%	24.0%	3.0%
Two or More Races	444	1	0.2%	--	--	--	--
Socioeconomically Disadvantaged	444	277	62.4%	58.0%	25.0%	11.0%	4.0%
English Learners	444	62	14.0%	95.0%	2.0%	0.0%	0.0%
Students with Disabilities	444	24	5.4%	96.0%	4.0%	0.0%	0.0%
Students Receiving Migrant Education Services	444	65	14.6%	69.0%	18.0%	6.0%	3.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/14/2016

California Standards Tests for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	44%	45%	38%	41%	42%	37%	59%	60%	56%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/14/2016

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	37%
All Students at the School	38%
Male	42%
Female	35%
Black or African American	--
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	36%
Native Hawaiian or Pacific Islander	--
White	72%
Two or More Races	--
Socioeconomically Disadvantaged	31%
English Learners	10%
Students with Disabilities	10%
Students Receiving Migrant Education Services	18%
Foster Youth	--

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/14/2016

Career Technical Education Programs (School Year 2014-15)

Career Technical Education Programs- School Year 2014-15

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 path 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 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: Intro to Computers; Tech Exploration; Health Professional; Health Science: Terminology & Health Promotion; Yearbook; Agriculture: Intro to Ag, Animal Science, Plant Science, Ag Business; Agriculture Integrated Science; Intro to Foods, Sports Medicine, Technical Theater. The following courses are considered Imperial Valley Regional Occupational Program (IVROP Courses): Computerized Accounting; Computerized Office Systems; Graphic Design; Design Animation; Dental Assistant; Ag Fabrication & Welding; Culinary Arts. Due to the myriad of courses offered, students at SHS are given multiple pathways and opportunities to grow and learn about subjects that teach job readiness skills that can land students an immediate career right out of high school. All of SHS's ROP courses follow a program of study that encourages growth, demands rigor and facilitates in-depth knowledge of the subject areas being taught. Students exit SHS's ROP programs with a solid base in the field of study they have chosen to pursue. The CTE classes at SHS also include pathways to career fields such as SACH Academy, Design Animation and AG/FFA. Some of SHS's capstone classes articulate with the local community college, IVC, and/or are A thru G approved.

All students participating in SHS's IVROP classes must prepare a professional portfolio and they receive a certificate of proficiency upon successful completion of the course. Many former students have contacted the CTE teachers at Southwest High School years later and have expressed their gratitude for the skills and knowledge they attained while taking these classes that SHS provides. Additionally, several former students have let it be known that had it not been for ROP and CTE courses, they would not have been able to pursue their dreams. The skills and knowledge that students at SHS have received, and will continue to receive, are what make the CTE Department an integral part of Southwest High School.

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: 1/14/2016

Career Technical Education Participation (School Year 2014-15)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1260
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	16%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	15%

Last updated: 1/14/2016

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

UC/CSU Course Measure	Percent
2014-15 Pupils Enrolled in Courses Required for UC/CSU Admission	97.4%
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	28.3%

State Priority: Other Pupil Outcomes

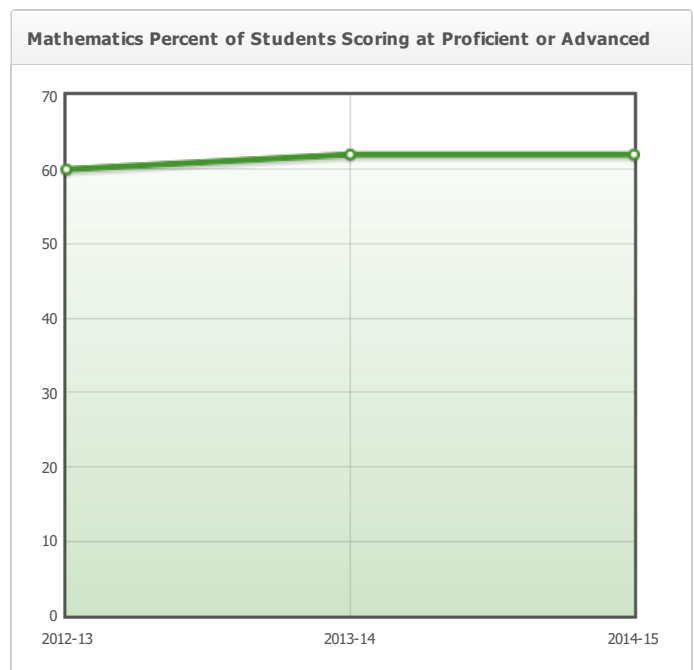
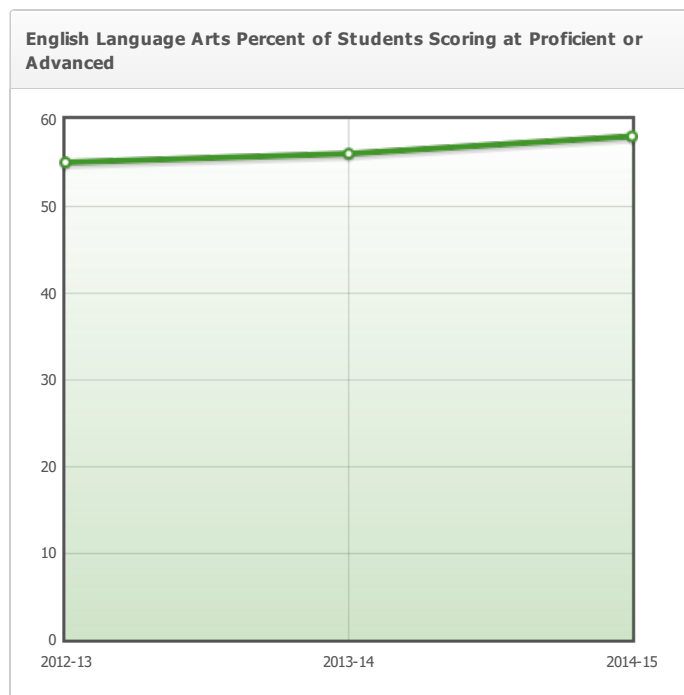
The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

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

California High School Exit Examination Results For Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English Language Arts	55%	56%	58%	53%	53%	57%	57%	56%	58%
Mathematics	60%	62%	62%	59%	59%	59%	60%	62%	59%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.



Last updated: 1/14/2016

California High School Exit Examination Grade Ten Results by Student Group (School Year 2014-15) (if**applicable)**

Student Group	English Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	43%	30%	28%	41%	40%	20%
All Students at the School	42%	28%	30%	38%	40%	21%
Male	52%	24%	24%	38%	41%	22%
Female	31%	33%	37%	39%	40%	21%
Black or African American	%	%	%	%	%	%
American Indian or Alaska Native	%	%	%	%	%	%
Asian	%	%	%	%	%	%
Filipino	%	%	%	%	%	%
Hispanic or Latino	44%	29%	27%	40%	41%	19%
Native Hawaiian or Pacific Islander	%	%	%	%	%	%
White	14%	18%	68%	21%	39%	39%
Two or More Races	%	%	%	%	%	%
Socioeconomically Disadvantaged	50%	28%	22%	44%	39%	16%
English Learners	85%	14%	1%	72%	27%	1%
Students with Disabilities	92%	5%	3%	86%	14%	%
Students Receiving Migrant Education Services	54%	35%	11%	44%	44%	11%
Foster Youth	%	%	%	%	%	%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/14/2016

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	16.6%	23.9%	28.2%

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: 1/14/2016

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 - Most Recent Year

Opportunities for Parental Involvement – School Year 2015-2016

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

Eagles Booster Club, Biannual Higher Education Week, English Learners Advisory Council, Eagles Band Booster, Freshman Orientation Assembly, Title 1 Services Migrant Parents Advisory Committee, 9th Grade 1st Semester Report Card Pick-Up, 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 Habbits Night, International Baccalaureate and Advanced Placement Courses Parent Night, LCAP Parent Meetings, School Site Council Monthly Meetings, ELD Parent Meetings, Agriculture/FFA Program Parent Meeting, SAVAPA Dance Parent Meeting,

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

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

This year, Southwest parents of English Learners were invited to biannual meetings to learn more about how to help their students to be more successful in school. Parents and community members are welcome in our school to help us continue keeping the positive commitment that we have toward our students to help them feel supported and assisted in their academic endeavors.

Parents have the opportunity to meet the teachers and understand the content and standards of the courses their children will be studying during "Back-to-School Night" held early September. Student progress is shared with parents through the Aeries Parent Portal daily and every nine weeks hard-copy reports are mailed to each home. Parents and students have access to the parent portal (Aeries website) that allows parents to view their student's attendance, grades, transcripts and homework assignments in most classes. It is very important that parents are informed when their child is not performing at a satisfactory level, therefore in the middle of the quarter, teachers send out notices to the parents of any student who is at-risk of earning a D or an F.

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

Counselors make presentations to incoming 9th graders at their middle schools in the spring. Freshmen students are also invited to an informational assembly that is held before school begins in August. At the end of the first semester all 9th grade parents were invited to pick up the report cards and receive information on resources and programs that our school has to offer. These meetings provide incoming freshmen and their parents with valuable information about high school. Throughout the year parents of seniors are invited to attend several informational meetings regarding senior activities, financial aid, college/career plans and programs.

We encourage parents to get involved at Southwest, and we depend upon their assistance to maintain our standards of excellence. Under the guidance of the Booster Clubs and the El Centro Education Foundation, more than 100 parents volunteer to help at events and on campus. Many more help with special 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

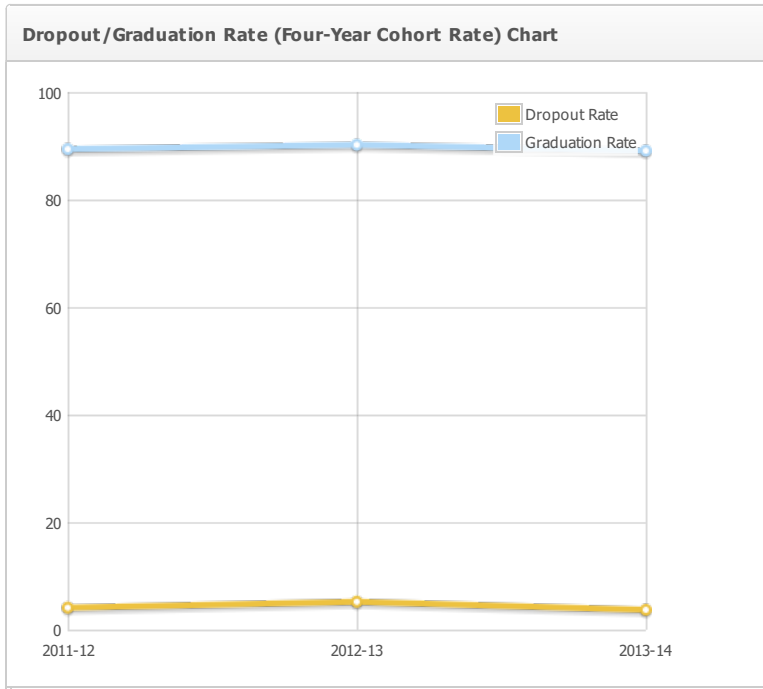
Last updated: 1/14/2016

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		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	4.1%	5.2%	3.7%	6.5%	6.4%	5.6%	13.1%	11.4%	11.5%
Graduation Rate	89.40	90.20	89.10	84.40	86.00	84.00	78.87	80.44	80.95



Last updated: 1/14/2016

Completion of High School Graduation Requirements

Student Group	Graduating Class of 2014		
	School	District	State
All Students	98	97	84
Black or African American	100	111	76
American Indian or Alaska Native	96	67	78
Asian	100	108	92
Filipino	102		96
Hispanic or Latino	67	97	81
Native Hawaiian or Pacific Islander	100	100	83
White	97	91	89
Two or More Races	111	100	82
Socioeconomically Disadvantaged	67	99	81
English Learners	108	65	50
Students with Disabilities		103	61
Foster Youth			

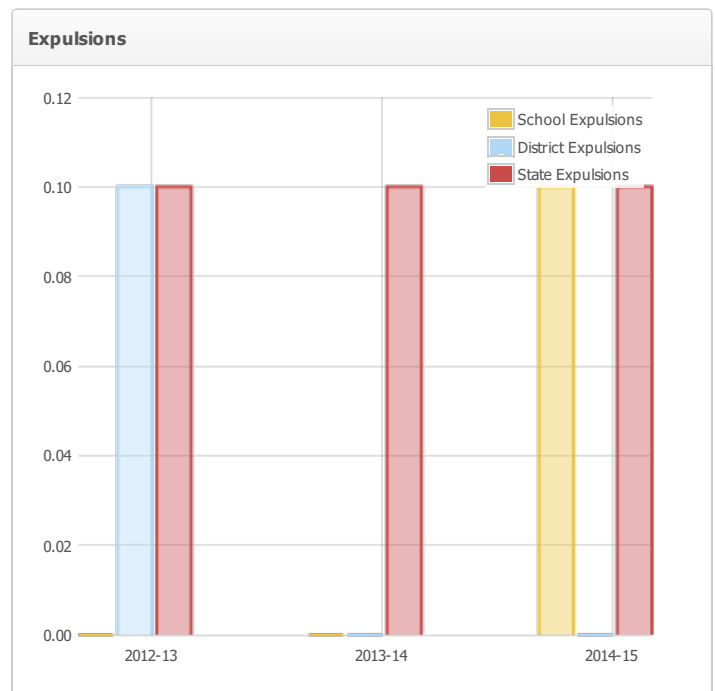
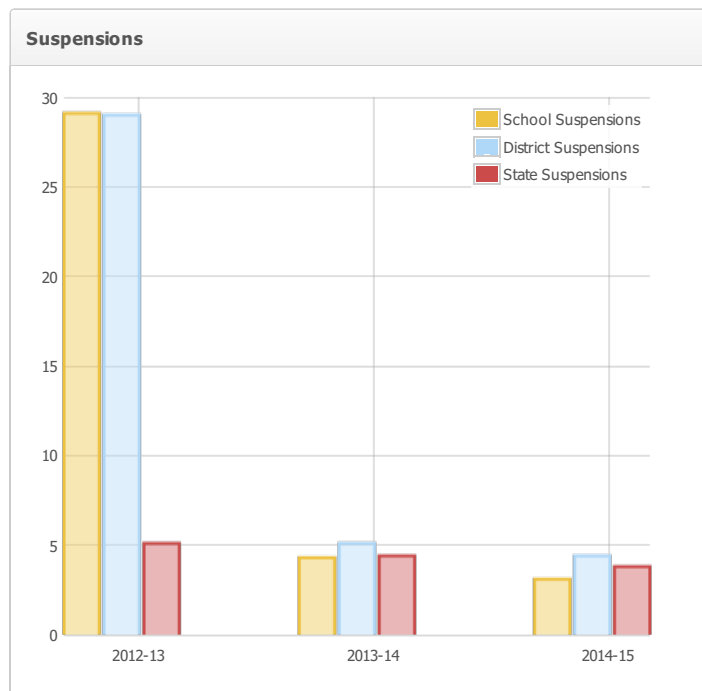
State Priority: School Climate

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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	29.1	4.3	3.1	29.0	5.1	4.4	5.1	4.4	3.8
Expulsions	0.0	0.0	0.1	0.1	0.0	0.0	0.1	0.1	0.1



Last updated: 1/14/2016

School Safety Plan - Most Recent Year

School Safety Plan- School Year 2015-2016

Southwest is committed to providing a safe, attractive and orderly environment, which promotes student learning. To achieve this, the SHS School Safety Plan and Crisis Prevention Plan are reviewed and updated yearly with the staff and approved by the school board. The school conducts regularly scheduled fire drills and simulated crisis interventions. These are conducted in coordination with the Fire Marshal, Police Department and the Red Cross. These departments meet with the administration quarterly to review drills and improve safety for our students. There are three full-time administrators, 90 full-time teachers, one school resource officer, two full-time and three part-time security personnel who share in supervision of the campus. Southwest High School maintains a closed campus. All visitors must sign in at the west gate and sign out upon leaving.

Southwest High School provides all students and their families with discipline guidelines that are aligned with District policy and the California State Education Code. Both parents and students acknowledge that we are partners by signing and supporting our Student Compact. The district strictly enforces an anti-discrimination policy that prohibits harassment of students or staff based on race, gender, disability, religion, sexual orientation, age, ethnic group identification, ancestry, national origin, color or mental or physical disability. Southwest ASB has also implemented an Annual "Social Awareness Week" that promotes positive change on campus and empowers our students to be the positive change by providing inspiration and guidance. In addition all 9th graders receive an invitation to a special orientation, which outlines our expectations for student behavior with our junior and senior Link Crew members.

Southwest High School believes that successful discipline is based on mutual respect, with a focus on positive guidance. A recent student survey shows that SHS students feel safe on campus. Our School Safety Plan was last revised on December 30,2015 and on January 13,2016, School Site Council review pending for on February 2, 2016.

D. Other SARC Information

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

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	No	No	
Met Participation Rate - English Language Arts	Yes	Yes	
Met Participation Rate - Mathematics	Yes	Yes	
Met Percent Proficient - English Language Arts	N/A	N/A	
Met Percent Proficient - Mathematics	N/A	N/A	
Met Attendance Rate		N/A	
Met Graduation Rate	No	No	

Last updated: 1/14/2016

Federal Intervention Program (School Year 2015-16)

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	100%

Note: Cells with NA values do not require data.

Last updated: 1/14/2016

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13				2013-14				2014-15			
	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	26.0	26	57	8	24.0	38	63		24.0	39	65	
Mathematics	31.0	10	12	41	27.0	12	38	18	27.0	17	33	20
Science	28.0	11	42	5	26.0	12	49	1	27.0	7	52	3
Social Science	30.0	12	8	33	30.0	5	22	25	30.0	7	17	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: 1/14/2016

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	6.0	344.0
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	1.4	N/A
Social Worker		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: 1/14/2016

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	--	--	--	--
District	N/A	N/A	\$00	\$72,024
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$5,348	\$72,798
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/14/2016

Types of Services Funded (Fiscal Year 2014-15)

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.

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

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

FEDERAL PROGRAMS:

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

Types of Supplemental Services Funded:

- **Tutoring** is provided after school by the Title I Grant with certificated teachers and tutors. Tutoring is also available through the Migrant Program with certificated teachers.
- **Intervention** in ninth grade Algebra I with certificated teachers and college-aged tutors.
- **Tutors** in AVID classes.

- Computer labs manned by a technology aide are open for student use before and after school in addition to the normal school day and are provided and staffed by categorical funding.
- The **Instructional Coach** position is funded by categorical funding to work with teachers and offer additional teaching strategies.
- English/math support classes are offered for juniors and seniors still needing assistance in meeting graduation requirements.
- **English and math support classes** for "at-risk" sophomore English Learners 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**.
- Computers and printers available in classrooms, chomebook-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)
- **Supplemental Education Services** (SES Tutoring) provided for qualified students; served on a first come, first served basis until funding is depleted.
- **READ 180** classes offered for English Learners.
- **Accelerated Language 1 and 2** classes offered for English Learners utilizing Kate Kinsella's English 3D and Academic Vocabulary Toolkit.
- **Credit Recovery** (through E2020) is offered for students needing to make up credits toward graduation.

Last updated: 1/14/2016

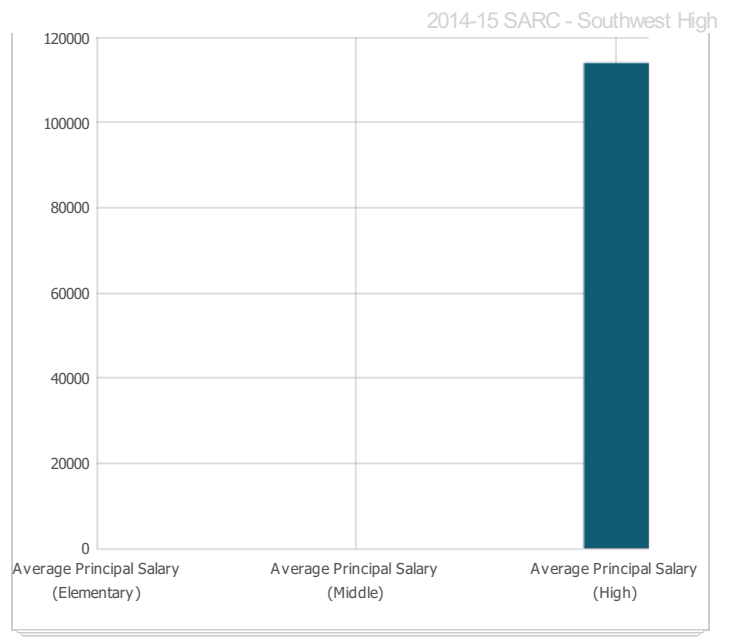
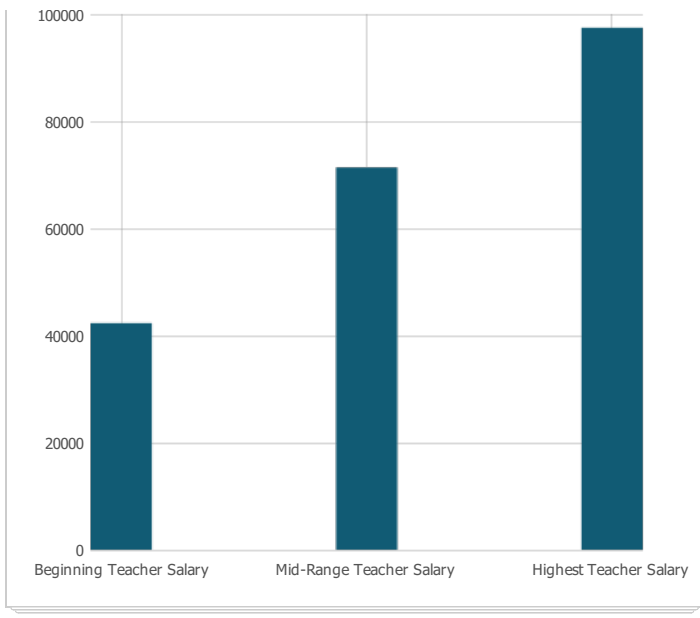
Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,325	\$43,455
Mid-Range Teacher Salary	\$71,390	\$69,035
Highest Teacher Salary	\$97,454	\$89,886
Average Principal Salary (Elementary)	--	--
Average Principal Salary (Middle)	--	--
Average Principal Salary (High)	\$113,955	\$121,551
Superintendent Salary	\$146,342	\$158,898
Percent of Budget for Teacher Salaries	40%	35%
Percent of Budget for Administrative Salaries	5%	6%

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

Teacher Salary Chart

Principal Salary Chart



Last updated: 1/14/2016

Advanced Placement Courses (School Year 2014-15)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	10	N/A
Fine and Performing Arts	0	N/A
Foreign Language	4	N/A
Mathematics	4	N/A
Science	8	N/A
Social Science	12	N/A
All Courses	38	1%

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

*Where there are student course enrollments.

Note : AP means Advanced Placement.

Last updated: 1/14/2016

Professional Development – Most Recent Three Years**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 March for staff development. In the summer before the 2015-2016 school year 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. Teachers are supported with common core aligned trainings, workshops and conference attendance. 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 at 12:23. 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 (PD) provided by our Instructional Coaches or other staff members. In total, approximately eight school days are set aside for school or district-wide professional development. In addition to these district and site sponsored days, teachers are released from their duties during the school day to attend trainings on or off campus.

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), Understanding and Implementing IEP's and 504 Plans, Technology Wheel- AERIES and Blackboard Connect Use, Google Drive and GAFE, 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)

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 scheduled 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 teachers 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 teachers.

2014-15 Professional Development Opportunities

Back to School PD

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

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

Building a Culture of Hope (District-wide)

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

Common Language of Effective Instruction (District-wide)

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

Learning Walks (Site-based)

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

Focus on Checking For Understanding (Site-based)

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

Common Learning Opportunities, by Department (Site-Based)

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

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

2013-14 Professional Development Opportunities

Back to School PD

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

In a presentation by our district Supervisor of Instruction and English Learners, a plan was articulated for a **placement of ELs at each proficiency level**.

Teachers were requested to focus on increasing the following:

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

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

New Instructional Coaches (District-wide)

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

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

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

Content Team Lead Training (District-wide)

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

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

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

Common Language of Effective Instruction (District-wide)

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

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

Learning Walks (Site-based)

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

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

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

Training Camp- Evening PD Series (district-wide)

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

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

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