Southwest High School

2023-2024 School Accountability Report Card
(Published During the 2024-2025 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview

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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2024-25 School Contact Information

School Name	Southwest High School
Street	1685 Hollister Street San Diego, CA 92154
City, State, Zip	San Diego, Ca 92154-4548
Phone Number	619-628-3600
Principal	Easter Finley
Email Address	Easter.finley@sweetwaterschools.org
School Website	http://soh.sweetwaterschools.org/
Grade Span	9-12
County-District-School (CDS) Code	37684113730124

2024-25 District Contact Information

District Name	Sweetwater Union High
Phone Number	(619) 691-5555
Superintendent	Moises Aguire
Email Address	Moises.aguirre@sweetwaterschools.org
District Website	www.sweetwaterschools.org/

2024-25 School Description and Mission Statement

Southwest High School is the southernmost high school in the United States, located just five miles north of the U.S./Mexico International Border. The school reflects the ethnic population of the community it serves with over a 93% Hispanic/Latino population. It is our reality to receive students throughout the year who are new, not only to the school but also the country. The school currently serves approximately 1,739 students in grades 9-12.

Over 80% of the students on campus are eligible for free or reduced price lunches and Title 1 support. Thirty-seven percent of the population has limited English proficiency, eighty-five percent come from homes where English is not spoken.

2024-25 School Description and Mission Statement

Living The Raider Way

Vision
Southwest High School is a community of learners that build relationships in order to educate and empower students to become productive members of society by living THE RAIDER WAY.

Mission
The RAIDER WAY contributes to an equitable environment that provides a rigorous, relevant and restorative campus where all the Southwest High School stakeholders: staff, students and parents share the collective responsibility for ensuring that each student is equipped with 21st Century skills in order to achieve college and career readiness at grade level literacy.

The Raider Way

Embrace a college-career going culture
*take advantage of rigorous classes
*participate in college and job fairs

Strive to succeed at the highest level in order to be at grade level or above in literacy and numeracy
*bring materials to school everyday
*be prepared for rigorous daily learning and study

Seek academic assistance and emotional support when needed
Focus on learning and apply it to your life
*arrive on time and ready to learn
*complete meaningful community service

Contribute to a safe, restorative, and welcoming school environment
*be an active member in a restorative school where all are valued

Participate in extra-curricular activities

Celebrate success

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	371
Grade 10	399
Grade 11	410
Grade 12	406
Total Enrollment	1,586

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.9
Male	53.1
American Indian or Alaska Native	0.3
Asian	0.1
Black or African American	1.5
Filipino	1.9
Hispanic or Latino	86.1
Native Hawaiian or Pacific Islander	0.3
Two or More Races	1
White	8.3
English Learners	37.1
Foster Youth	0.3
Homeless	1
Migrant	0.1
Socioeconomically Disadvantaged	87.9
Students with Disabilities	13.8

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	47.40	64.83	1140.10	69.11	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	2.50	0.15	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	6.00	0.37	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.10	0.20	57.40	3.48	12115.80	4.41
Unknown/Incomplete/NA	25.60	34.95	443.50	26.88	18854.30	6.86
Total Teaching Positions	73.20	100.00	1649.70	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	67.90	90.99	1443.50	85.46	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	12.40	0.73	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.70	2.30	24.50	1.45	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	56.80	3.36	11953.10	4.28
Unknown/Incomplete/NA	5.00	6.69	151.70	8.98	15831.90	5.67
Total Teaching Positions	74.70	100.00	1689.00	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	70.40	93.88	1413.20	85.76	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	21.40	1.30	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.90	1.25	41.90	2.55	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.30	0.44	49.30	3.00	11746.90	4.23
Unknown/Incomplete/NA	3.30	4.41	121.90	7.40	14303.80	5.15
Total Teaching Positions	75.00	100.00	1648.00	100.00	277698	100

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	1.70	0.9
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	0.00	1.70	0.9

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0.3
Local Assignment Options	0.10	0.00	0
Total Out-of-Field Teachers	0.10	0.00	0.3

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	3.90	3.2	2.2
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4.70	0.5	1.1

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	November 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Textbooks and instructional materials were adopted consistent with the textbook cycle 2010-2011. English Language Arts was adopted 2021-2022. Textbooks for English Language Development (ELD) were adopted consistent with the textbook cycle in 2017-2018. High school texts were selected from the state adopted list. Textbooks were approved by the Board of Trustees as being standards-based. For the adopted textbook list go to http://curriculum.suhsd.k12.ca.us/	Yes	0
Mathematics	Textbooks and instructional materials were adopted consistent with the textbook cycle 2014-2015. High school texts for Integrated Math (IM) 1, IM 2, IM3, were approved by the Board of Trustees as being standards- based. Textbooks for Pre-Calculus with Trigonometry, Pre-Calculus, Calculus and Statistics were adopted consistent with the textbook cycle in 2015-2016. These books were approved by the Board of Trustees as being standards- based. For the adopted textbook list go to http://curriculum.suhsd.k12.ca.us/	Yes	0
Science	Textbooks and instructional materials were adopted consistent with the textbook cycle 2006-07. Textbooks for AP Biology were adopted consistent with the textbook cycle 2016-2017. High school texts were selected from the state adopted list. Textbooks were approved by the Board of Trustees as being standards- based. For the adopted textbook list go to http://curriculum.suhsd.k12.ca.us/	Yes	0
History-Social Science	Textbooks and instructional materials were adopted consistent with the textbook cycle 2006-07. Textbooks for World Geography were adopted consistent with the textbook cycle 2014-2015. Textbooks for AP US History were adopted consistent with the textbook cycle 2016-2017. High school texts were selected from the state adopted list. Textbooks	Yes	0

	were approved by the Board of Trustees as being standards-based. For the adopted textbook list go to http://curriculum.suhsd.k12.ca.us/		
Foreign Language	Textbooks and instructional materials were adopted consistent with the textbook cycle 2016-2017. High school texts were selected from the state adopted list. Textbooks were approved by the Board of Trustees as being standards-based. For the adopted textbook list go to http://curriculum.suhsd.k12.ca.us/	Yes	0
Health	Textbooks and instructional materials were adopted consistent with the textbook cycle 2016-2017. High school texts were selected from the state adopted list. Textbooks were approved by the Board of Trustees as being standards-based. For the adopted textbook list go to http://curriculum.suhsd.k12.ca.us/	Yes	0
Visual and Performing Arts	Textbooks and instructional materials were adopted consistent with the textbook cycle as follows: 1998-1999 art and photo; 2007-2008 instrumental/vocal music, and theatre. Middle school texts were selected from the state adopted list. Textbooks were approved by the Board of Trustees as being standards- based. For the adopted textbook list go to http://curriculum.suhsd.k12.ca.us/	Yes	0

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

School Facility Conditions and Planned Improvements

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the school office, at the district office, or on the Internet at http://www.opsc.dgs.ca.gov/.

Age of School Buildings

The school has an administration building, 84 classrooms, a gym and a library. The main campus was built in 1975. Additions were constructed in 1974, 1985, 1987, 1990, 1993 and 1999. Twenty-eight portable classrooms were constructed in 1985, 1987, 1990 and 1993. Four permanent classrooms have been constructed. The school opened in 1975 with an administration building, 42 classrooms, a gym and a library.

Maintenance and Repair

District maintenance staff ensure that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Cleaning Process and Schedule

The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office and at the district office. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

Year and month of the most recent FIT report	July 2023

School Facility Conditions and Planned Improvements

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			305 mechanical: 2: Air compressor missing inspectation tag 902: 4: Carpet torn, 10: stuff hanging from ceiling 2: TV screen in front of vent 903: 4: Carpet torn 2: TV screen infront of vent
Interior: Interior Surfaces			X	1100 workroom: scrapes on wall- patch and paint 1102A: 4: stained Ceiling tile 1105: 4. Walls peeling and scraped-Need patch and paint 1115: 4: needs patch and paint outside 15: paint on doorframe paint peeling 1117: 4: needs patch and paint 7: missing 4 light bulb 1121: 4: missing based board, patch and paint 1122: 4: based board, patch and paint 1123: 4: patch and paint, base board 1124: 4: peeling paint 1127: 4: based boards 1129: 4: patch and paint 1131: missing base boards 1133: 4: missing base boards, scrapes - patch and paint 201: 4: Walls scrape, ceiling ties stained 204: 4: ceiling tile stained, bucking 206: 4: ceiling tile stained, bucking 207: 10: Items on top of cabinet, 4: ceiling tiles stained 209: 4: ceiling tiles stained 210/211: 4: ceiling tiles stained 212: 4: stained ceiling tiles 213: 4: ceiling tiles stained 301: 7: missing 2 lights, 4:stained and broken ceiling tiles 307: 7: missing 3 lights, 4: Staomed ceo;omg to;e 308: 4: Ceiling tiles stained, 7: 4 missing balances, lights 309: 4: Ceiling tiles stained, paint peeling on wall 314: 4: Broken tile 315: 4: Stained ceiling tiles 401: 4: stained ceiling tiles 403: 4: stained ceiling tiles, scree holes on wall, peeling paint 405 D: 405: 4: stained ceiling tiles 408: 4: Wall paper peeling, stained tiles 409: 4: stained ceiling tiles 410: 4: stained ceiling tiles 411: 4: stained ceiling tiles 500 Boys Restroom: 7: 2 burtout lights, broken diffusers 501: 4:stained ceiling tiles 502: 4: Storage : Loose tiles 601: 4: Broken tiles 603: 4: Broken tiles, speaker cover 606: 4: 4 lights missing, dirty light covers 701 Storage: 4: Stained ceiling tiles 5: organization 702: 4: Stained ceiling tiles

School Facility Conditions and Planned Improvements

				703: 4: Stained and broken tiles 704: 4: broken ceiling tiles 705: 4: Stained ceiling tiles, missing baseboards, peeling wall paper. 708: 4: Stained Ceiling tiles 709: Athletics Office: 4: Stained ceiling tiles 710 Game room: 4: stained ceiling tiles, Wall paper peeling 712: 4: Stained ceiling tiles 901: 4: Carpet, ceiling tiles Stained 902: 4: Carpet torn, 10: stuff hanging from ceiling 2: TV screen in front of vent 903: 4: Carpet torn 2: TV screen infront of vent 904: 4: Carpet torn &: Items on top of cabinet- fire clearance 910: 4: Broken ceiling tile 912: 10: Hanging items from ceiling, 4: Ceiling tiles stained 13: Downspout broken 913: 4: Carpet stained 914: 4: Carpet stained 916: 4: damage floor tiles, 5:Cleanliness attendance tech: 4: 2 lights out boys locker room: 4: missing and stained ceiling tiles, 7: 4 missing lights concession stand girls restroom: 4: Loose baseboards Dining room: 4: issing lights 7: Wires falling from wall Gym Foyer Girls Restroom: 4: ceiling water damage IA2A: 2: missing ceiling vent cover, 13: ceiling tiles stained IA3A: 15: Threshold plate missing 13: Loose and missing tiles IA3B: 13: ceiling tiles missing and stained Library office: 4: Stained ceiling tiles, carper dirty Library: 4: Stained ceiling tiles, carpet dirty Staff RR Café: 4: paint peeling on window Staff RR Cafeteria-Women's: 4:Ceiling paint peeling storage room: 13: Stained tiles Weight room: 4: broken mirror 5: unkep-sweeping 7:3 lights out
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			: 505 Roof Access: 5: cleanlines 701 Storage: 4: Stained ceiling tiles 5: organization 906/095 storage: 7;Covering electrical panels, refrigerator on power strip 5: unorganized equipment 916: 4: damage floor tiles, 5:Cleanliness concession stand: 5: cleanliness, lack of access to electrical panel, remove sporting equipment Electrical room: 5: limited access to panels Library office: 4: Stained ceiling tiles, carper dirty Library: 4: Stained ceiling tiles, carpet dirty pressbox: 5: Cleanliness, 4: baseboards peeling off, 12 loose ladder Weight room storage: 5: Lack of organization Weight room: 4: broken mirror 5: unkep-sweeping 7:3 lights out Weightroom Football storage: 5: needs organization 7: blocking electrical panel 5 missing diffusers

School Facility Conditions and Planned Improvements

Electrical	X			1117: 4: needs patch and paint 7: missing 4 light bulb 208: 2: 2 balaces missing 300 Girls restroom: 9: faucet not working, 7: loose dryer handles 307: 7: missing 3 lights, 4: Staomed ceo;omg to;e 308: 4: Ceiling tiles stained, 7: 4 missing balances, lights 310: 7: 7 outlet plates 500 Girls Restroom: 7: broken diffusers 906/095 storage: 7;Covering electrical panels, refrigerator on power strip 5: unorganized equipment adaptive PE room: 7: broken fan boys locker room: 4: missing and stained ceiling tiles, 7: 4 missing lights Dining room: 4: issing lights 7: Wires falling from wall Weight room: 4: broken mirror 5: unkep-sweeping 7:3 lights out Weightroom Football storage: 5: needs organization 7: blocking electrical panel 5 missing diffusers
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			1100 boys restroom: 8: 9: faucet loose, loose sinks 1100 Girls restroom: 8: loose toilents 300 Girls restroom: 9: faucet not working, 7: loose dryer handles 600 Hygiene room: 8: 2 Loose toilets outside boys PE faucet: 9: Loose water fountain
Safety: Fire Safety, Hazardous Materials	X			207: 10: Items on top of cabinet, 4: ceiling tiles stained 902: 4: Carpet torn, 10: stuff hanging from ceiling 2: TV screen in front of vent 904: 4: Carpet torn &: Items on top of cabinet- fire clearance 906: 10: Boxes on covers, 4: ceiling tiles stained
Structural: Structural Damage, Roofs	X			1100 2nd floor: drain floor dmage at entance to room 1135 717: 12: Ramp buckled, broken, 4: Stained carpet 906 gutter: 13: Gutter broken band room: 15: door closer 12: Lockers need to be secured to wall
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			1115: 4: needs patch and paint outside 15: paint on doorframe paint peeling 706: 4: holes in wall, broken blinds, peeling wall paper band room: 15: door closer 12: Lockers need to be secured to wall IA3A: 15: Threshold plate missing 13: Loose and missing tiles

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	38	49	48	49	46	47
Mathematics (grades 3-8 and 11)	8	13	26	28	34	35

2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	392	378	96.43	3.57	48.54
Female	197	187	94.92	5.08	52.94
Male	195	191	97.95	2.05	44.21
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	12	12	100.00	0.00	66.67
Hispanic or Latino	328	318	96.95	3.05	48.58
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	39	35	89.74	10.26	42.86
English Learners	128	121	94.53	5.47	15.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	372	358	96.24	3.76	49.30
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	46	45	97.83	2.17	20.00

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	392	375	95.66	4.34	12.83
Female	197	187	94.92	5.08	9.14
Male	195	188	96.41	3.59	16.49
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	12	12	100.00	0.00	25.00
Hispanic or Latino	328	314	95.73	4.27	13.38
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	39	36	92.31	7.69	5.56
English Learners	128	118	92.19	7.81	0.85
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	372	355	95.43	4.57	12.99
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	46	40	86.96	13.04	12.50

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	6.43	10.45	25.05	25.34	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	781	765	97.95	2.05	10.72
Female	388	382	98.45	1.55	8.12
Male	393	383	97.46	2.54	13.32
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	21	21	100.00	0.00	33.33
Hispanic or Latino	661	646	97.73	2.27	10.68
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	78	77	98.72	1.28	7.79
English Learners	254	247	97.24	2.76	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	735	720	97.96	2.04	10.56
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	92	89	96.74	3.26	5.62

2023-24 Career Technical Education Programs

The Sweetwater Union High School District (SUHSD) offers eleven out of the fifteen Career Technical Education(CTE) industry sectors. Across all high schools within the district, our CTE programs offer a series of multiyear courses that seamlessly blend essential academic knowledge with technical and occupational expertise. This unique integration serves as a pivotal pathway for students, guiding them toward diverse post-secondary options and alternative and prosperous career paths.

CTE is committed to promoting academic excellence, fostering career exploration, enhancing career-ready skills, and building leadership potential. Our primary goal is to provide students with the tools and experiences necessary for successful transitions into both higher education and the workforce. This preparation is delivered through carefully designed, high-quality programs, where students gain comprehensive instruction in college and career readiness skills: communication, collaboration, problem-solving, professionalism, job shadowing, internships, business partnerships, and industry certifications. Additionally, CTE pathways incorporate both Common Core State Standards and CTE standards, blending them with industry-specific knowledge and expertise.

Southwest High School offers programs in five industry sectors: Arts, Media & Entertainment (Design , Visual and Media Arts) Engineering and Architecture offering two pathways (Architectural and Design) and (Engineering Technology), Health Sciences & Medical Technology offering two pathways (Patient Care and Biotechnology), Hospitality, Tourism, and Recreation (Food Service and Hospitality) and Transportation (System Diagnostic & Services). In addition, there are two California

2023-24 Career Technical Education Programs

Partnership Academies – Eco-Engineering (Engineering Technology) and Health Care Plus (Biotechnology). The Academy model is a three-year program, grades ten through twelve, structured as a school-within-a-school. Each academy has a career technical focus which integrates academic and career technical education, and establishes business partnerships.

In regards to the Advisory Committee, Board Policy 6178 states that the board shall appoint a Career Technical Education (CTE) Advisory Committee to develop recommendations on the district's CTE program and to serve as a liaison between the district and potential employers.

The below stakeholders from represented industry sectors were recommended to serve on the Advisory Committee:

Kendra Brandstein - Scripps Director of Community Programs
Leslie Herrmann - Director of Organizational Effectiveness & Special Projects
Alessandra Angelone – Public Affairs, Sweetwater Authority
Marti Brentnall - Outreach & Edu, SD Public Health
Christina Marquez – Environmental Organizer at IBEW Local 569
Melanie Brown - STEAM Coordinator
Nathan Herrenstein – Director of Education, IATSE 122
Ivan Rubio – SUHSD Engineering Teacher
Isaac Medrano – HTH: Engineering Student
Brahim Wahib – Director, College & Career Readiness
Alfredo Cendejas – SUHSD District Counselor on Special Assign
Nevia Anderson - Human Resources, Port of San Diego
Jennifer Lewis – SWC Dean, Applied Technology, Hospitality, Management and Workforce Development
Nicole Kranzberg - SUHSD Sports Wellness Center
Catalina Maynard – Program Manager, UCSD/ULMSP: Learning Specialist in Narrative Medicine
Sara Simpson - Outreach Coordinator, ETI
Steve Exum - SUHSD CTE Teacher
Heidi Bergener – K-12 Collaborative Coordinator
Cataline Maynard – Program Manager, UCSD/ULMSP: Learning Specialist in Narrative Medicine
Harry Muns – Chula Vista Fire Chief
Deborah Nevin – SUHSD SCPA Arts Facilitator
Antonio Gutierrez – Program Manager - CTE
Steve Stopper - CEO at Americas Finest Sound
Ulysses Andrade - SUHSD Parent/SUSHD Maintenance Dept
Anibal Alcaraz - Production Manager at Energy Communications

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1159
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	28.7%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	26.3%

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	98.3
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	53.37

B. Pupil Outcomes

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.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	85%	93%	77%	89%	91%

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 regarding the school district and at each school site.

2024-25 Opportunities for Parental Involvement

Parents are encouraged to take an active role in their child's education by volunteering on campus, serving on parent committees, attending on-site parent meetings and communicating with staff. The following are additional events that parents can participate in:

- School Site Council
- Title I Advisory Committee
- ELAC Advisory Committee
- AP Parent Meetings
- Parent Meetings (grade level, progress report, interventions, etc.)
- Open House
- SOH's Parent Center is open for all parents. Community Relations Facilitator is housed in Parent Center in support of parents and community members
- Coffee with the Principal in person
- Parent workshops

2024-25 Opportunities for Parental Involvement

College and Career and financial aid
PIQUE

C. Engagement

State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate	5.6	6.0	3.3	7.0	5.9	6.6	7.8	8.2	8.9
Graduation Rate	92.5	91.1	94.0	85.5	87.6	88.8	87.0	86.2	86.4

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	397	373	94.0
Female	194	187	96.4
Male	203	186	91.6
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	--	--	--
Asian	0	0	0.00
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	338	314	92.9
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	40	40	100.0
English Learners	175	158	90.3
Foster Youth	--	--	--
Homeless	14	12	85.7
Socioeconomically Disadvantaged	379	360	95.0
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	53	40	75.5

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1682	1635	396	24.2
Female	792	772	195	25.3
Male	890	863	201	23.3
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	26	24	7	29.2
Filipino	33	33	4	12.1
Hispanic or Latino	1448	1407	337	24.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	19	17	3	17.6
White	143	141	40	28.4
English Learners	680	656	195	29.7
Foster Youth	--	--	--	--
Homeless	51	49	22	44.9
Socioeconomically Disadvantaged	1519	1489	364	24.4
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	236	228	73	32.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

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

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
5.85	7.27	6.84	5.57	6.15	5.55	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0.06	0	0.07	0.08	0.06	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	6.84	0.00
Female	4.17	0.00
Male	9.21	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	3.85	0.00
Filipino	0.00	0.00
Hispanic or Latino	7.39	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	5.26	0.00
White	4.20	0.00
English Learners	7.79	0.00
Foster Youth	0.00	0.00
Homeless	11.76	0.00
Socioeconomically Disadvantaged	7.11	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	9.32	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

Each year, Sweetwater schools review and update their Comprehensive School Safety Plans. The plan is submitted to the Superintendent each year by October 15. Staff orientation, training, and evacuation drills are scheduled periodically throughout the school year.

2024-25 School Safety Plan

Key Elements of the Plan:

· Develop Site Safety Binder (to be distributed to all school staff)

· Train all staff and students on emergency procedures

· Comply with 3 in 1 safety drills for students and staff

· Assessment of current school climate

· Identify strategies and programs that promote safety on campus

- Updates to Safety binders
- Regular updates to staff and safety issues

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	18	48	8
Mathematics	26	18	22	22
Science	25	9	36	
Social Science	27	16	29	21

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	22	32	20
Mathematics	26	18	21	23
Science	25	10	34	
Social Science	27	21	24	22

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	19	35	16
Mathematics	26	16	24	19
Science	25	9	30	
Social Science	27	18	23	21

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	344.78

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	4.6
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	1
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	12.1

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	7889.27	741.85	7147.42	87,617.00
District	N/A	N/A	9754.53	$94,529
Percent Difference - School Site and District	N/A	N/A	-30.8	-7.6
State	N/A	N/A	$10,771	$105,265
Percent Difference - School Site and State	N/A	N/A	-40.4	-18.3

Fiscal Year 2023-24 Types of Services Funded

General Operations: Services, materials, and support to the general education program.

Gifted and Talented: Specialized learning assistance for students with great ability, achievement, or potential.

Special Projects: Monies from agencies (e.g., federal, state) earmarked for specific services

Special Populations: ELs, Title I, SWD, FY/Homeless Students

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$49,443	$62,635
Mid-Range Teacher Salary	$84,762	$101,698
Highest Teacher Salary	$110,962	$128,982
Average Principal Salary (Elementary)	$0	
Average Principal Salary (Middle)	$161,882	$162,013
Average Principal Salary (High)	$172,112	$182,697
Superintendent Salary	$260,000	$298,748
Percent of Budget for Teacher Salaries	30.71	30.11
Percent of Budget for Administrative Salaries	4.07	4.78

2023-24 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	37.7

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	1
English	7
Fine and Performing Arts	0
Foreign Language	6
Mathematics	5
Science	5
Social Science	13
Total AP Courses Offered Where there are student course enrollments of at least one student.	37

Professional Development

Southwest High School uses strategies provided by “Kagan Professional Development” to implement structured student interactions, improved student engagement, academic language development, and checking for understanding strategies. Credentialed staff continued to refine this implementation to include Kagan Strategies in our English Learner Toolkit to assist teacher with supporting students in Academic Language Development within their courses. The professional development areas listed above are also addressed at pull-out days, faculty meetings, and pre-service days.

The district also supports PLC and Principal Professional Development Trainings. Site Leadership Teams are comprised of members of the FAC (Faculty Advisory Committee), classified staff, and site curriculum specialists who meet with site administration with the purpose of developing and improving upon site curriculum and instruction.

SOH continues its focus with restorative practices strategies and strengths based strategies within the classroom. Our focus is to support the immediate needs of our teachers and students with tools and strategies. An additional emphasis on Social Emotional Learning was added to give teachers the tools needed to support the mounting emotional needs of our students during the COVID pandemic. We are refocusing on SEL and strength based strategies to support the continued emotional struggles of our community. In addition, we are implementing ELD standards into all curricular subjects and recommitting to the Professional Learning Community and Learning Cycle processes.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	14