

# Olympian High

## School Accountability Report Card

### Reported Using Data from the 2015-16 School Year

### Published During 2016-17

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

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

#### **DataQuest**

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

#### **Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## **About This School**

#### **Contact Information (School Year 2016-17)**

<b>School Contact Information</b>	
<b>School Name</b>	Olympian High
<b>Street</b>	1925 Magdalena Ave.
<b>City, State, Zip</b>	Chula Vista, Ca, 91913-3973
<b>Phone Number</b>	619-656-2400
<b>Principal</b>	Principal Ernesto Zamudio
<b>E-mail Address</b>	<a href="mailto:ernesto.zamudio@sweetwaterschools.org">ernesto.zamudio@sweetwaterschools.org</a>
<b>Web Site</b>	<a href="http://olh.sweetwaterschools.org">olh.sweetwaterschools.org</a>
<b>CDS Code</b>	37684110111831

<b>District Contact Information</b>	
<b>District Name</b>	Sweetwater Union High
<b>Phone Number</b>	(619) 691-5555
<b>Superintendent</b>	Karen Janney, Ed.D.
<b>E-mail Address</b>	karen.janney@sweetwaterschools.org
<b>Web Site</b>	www.sweetwaterschools.org/

### **School Description and Mission Statement (School Year 2016-17)**

The mission of Olympian High School, a leading school in the State of California, is to guarantee that each graduate will qualify and be academically ready for success in a four year college or university, through a coherent system of learning distinguished by:

- A diverse set of learning experiences that will meet the academic and career needs of all students
- A school-wide Academic Literacy Plan (a common set of college readiness skills and habits of mind)
- A systematic network of student support
- A student-centered learning community that promotes leadership, involvement, integrity and respect

To support this mission, a coherent systematic set of frameworks have been developed to ensure the school's curriculum, instruction and assessment programs are aligned. Primary to this outcome is the school-wide Academic Literacy Plan. In this effort, each teacher is contributing to the students' acquisition of a set of vertical thinking skills, as well as the reading and writing skills students will need to be successful in college and in their future. Additionally, a safe and secure learning environment is valued and protected and a differentiated support system is in place to assist the academic achievement of each student. Faculty and staff have been carefully selected to work within this systematic approach and help each student reach their full potential. New faculty that joins Olympian participates in Eagle Camp to ensure that the instructional practices are systematic using the Academic Literacy Plan daily. We have continued to build our traditions, successes and to support and fulfill the promise of a bright future for all students. Students in the Sweetwater Union High School District are expected to master state and district standards which will prepare them to meet the challenges of the 21st century.

### **Student Enrollment by Grade Level (School Year 2015-16)**

<b>Grade Level</b>	<b>Number of Students</b>
<b>Grade 9</b>	598
<b>Grade 10</b>	676
<b>Grade 11</b>	712
<b>Grade 12</b>	533
<b>Total Enrollment</b>	2,519

### Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	6.5
American Indian or Alaska Native	0
Asian	2.3
Filipino	21
Hispanic or Latino	53.6
Native Hawaiian or Pacific Islander	0.5
White	7.3
Two or More Races	8.8
Socioeconomically Disadvantaged	28.6
English Learners	5.2
Students with Disabilities	7.8
Foster Youth	0.3

## A. Conditions of Learning

### State Priority: Basic

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

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

### Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	85	85	115	1847
Without Full Credential	7	3	1	89
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	4

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	3	5	0

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

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

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	89.3	10.7
All Schools in District	87.5	12.5
High-Poverty Schools in District	86.9	13.1
Low-Poverty Schools in District	88.6	11.4

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

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)**

**Year and month in which data were collected:** December 2015

Textbooks and instructional materials for all content areas were adopted and approved by the Sweetwater Union High School District (SUHSD) Board of Education. SUHSD continues to transition to the California State Standards/Common Core State Standards. In alignment with CA State Standards/Common Core and state adoption process, SUHSD adopted Math textbooks in 2014

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Textbooks and instructional materials were adopted consistent with the textbook cycle 2002-03. Grades 9-12 texts were approved by the Board of Trustees as being standards-based. For the adopted textbook list go to <a href="http://curriculum.suhd.k12.ca.us/">http://curriculum.suhd.k12.ca.us/</a>	Yes	0
Mathematics	Textbooks and instructional materials were adopted consistent with the textbook cycle 2008-09. High school texts for Algebra, Geometry, and Intermediate Algebra were approved by the Board of Trustees as being standardsbased. Textbooks for higher level math courses were adopted 2000-01. For the adopted textbook list go to <a href="http://curriculum.suhd.k12.ca.us/">http://curriculum.suhd.k12.ca.us/</a>	Yes	0
Science	Textbooks and instructional materials were adopted consistent with the textbook cycle 2006-07. Grades 9 - 12 texts were approved by the Board of Trustees as being standards-based. For the adopted textbook list go to <a href="http://curriculum.suhd.k12.ca.us/">http://curriculum.suhd.k12.ca.us/</a>	Yes	0
History-Social Science	Textbooks and instructional materials were adopted consistent with the textbook cycle 2006-07. Grades 9 - 12 texts were approved by the Board of Trustees as being standards-based. For the adopted textbook list go to <a href="http://curriculum.suhd.k12.ca.us/">http://curriculum.suhd.k12.ca.us/</a>	Yes	0
Foreign Language	Textbooks and instructional materials were adopted consistent with the textbook cycle 2004-05. Middle school texts were selected from the state adopted list. For the adopted textbook list go to <a href="http://curriculum.suhd.k12.ca.us/">http://curriculum.suhd.k12.ca.us/</a>	Yes	0
Health	Textbooks and instructional materials were adopted consistent with the textbook cycle 2005-06. Grades 9 - 12 texts were approved by the Board of Trustees as being standards-based. For the adopted textbook list go to <a href="http://curriculum.suhd.k12.ca.us/">http://curriculum.suhd.k12.ca.us/</a>	Yes	0
Visual and Performing Arts	Textbooks and instructional materials were adopted consistent with the textbook cycle as follows: 1998-99 art and photo; 2007-08 instrumental/vocal music, and theatre. Texts were approved by the Board of Trustees. For the adopted textbook list go to <a href="http://curriculum.suhd.k12.ca.us/">http://curriculum.suhd.k12.ca.us/</a>	Yes	0
Science Laboratory Equipment (grades 9-12)	One set of lab equipment per lab station.	Yes	0

## School Facility Conditions and Planned Improvements (Most Recent Year)

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 opened in August 2006 with an administration building, ASB, 35 classrooms, no gym/PE facilities, no library, and no cafeteria.

### 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 school administration 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.

For the 2015-16 school year, the district has budgeted \$3,533,950 for the deferred maintenance program. This represents 1% of the district's general fund budget.

### Deferred Maintenance Projects

The district's complete deferred maintenance plan is available at the district office.

Modernization/Expansion (New Construction on Existing Campus) Projects

For the 2015-16 school year, there are no modernization / expansion or new construction projects planned.

### School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: January 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			<ul style="list-style-type: none"> <li>1500/PBE: 8-15-16 Boys pe ice machine – no ice – not making ice – w/o#1701732</li> </ul>
<b>Interior:</b> Interior Surfaces	X			<ul style="list-style-type: none"> <li>1500: 11-2-16 1500 boys ---- hole in the wall – tile wall --- door stop went thru the wall --- w/o#1704719</li> <li>WEIGHT ROOM: 8-16-16 weight room – 2 holes in the wall – drywall – south wall – w/o#1702103</li> </ul>
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: January 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Electrical:</b> Electrical	X			<ul style="list-style-type: none"> <li>• 210: 10-7-16 -room 210 – lights flickering ---- 2nd row, two light panels --- w/o#1703662</li> <li>• 300: 9-28-16 Building 300 lights – 7ea, outside light packs – are not turning on – w/o#1703589</li> <li>• 350: 12-28-16 Building 350 lights – 7ea, outside light packs – are not turning on – w/o#1706497</li> <li>• 357: 11-10-16 -room 357 – light switch in the back of the room - switch is not working properly – contacts are making noise -- w/o#1705102</li> <li>• 500 BOYS: 9-16-16 500 boys --- two light covers vandalized/broken -- please replace -- w/o#1703188</li> <li>• 711: 10-17-16 room 711 --- lights flickering – possible bad ballast -- w/o#1704151</li> <li>• 714: 10-17-16 room 714 ---light in the center – does not turn off -- possible bad relay -- w/o#1704153</li> <li>• FRONT GATE: 10-17-16 front electric gate – entrance --- not closing -- w/o#1704148</li> <li>• PAVILION: 10-13-16 grey light pack – pavilion exterior, southwest corner --- water and rust inside fixture --- w/o#1703911</li> </ul>
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			<ul style="list-style-type: none"> <li>• 500 BOYS: 10-6-16 -500 boys --- hand dryer – east end – not turning on – w/o#1703657</li> </ul>
<b>Safety:</b> Fire Safety, Hazardous Materials	X			<ul style="list-style-type: none"> <li>• 302: 12-12-16 -room 302 – please replace exit sign – per fire inspector – w/o#1706021</li> </ul>
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			<ul style="list-style-type: none"> <li>358: 10-28-16 -exterior walk thru gate – across from 358 --- door closer not working --- leaking oil – w/o#1704654</li> <li>• 900/MPR: 12-5-16 -mpr north facing walk thru gate --- broken panic bar hardware holder --- door is not closing w/o#1705783</li> <li>• GFRONT GATE: 11-17-16 Front entrance – electric gate – not closing w/o#</li> <li>• STADIUM: 9-26-16 stadium, turf --- southeast corner --- utility vault cover of some type is broken/under turf – creating a hole – w/o#1703321</li> </ul>

**Overall Facility Rating (Most Recent Year)**

Year and month of the most recent FIT report: January 2017				
Overall Rating	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, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

#### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	79	84	47	53	44	48
Mathematics	42	49	29	31	34	36

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.

#### CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	719	694	96.5	83.5
Male	11	365	353	96.7	79.5
Female	11	354	341	96.3	87.7
Black or African American	11	42	39	92.9	61.5
Asian	11	19	19	100.0	84.2
Filipino	11	142	140	98.6	95.7
Hispanic or Latino	11	408	391	95.8	79.7
Native Hawaiian or Pacific Islander	11	--	--	--	--
White	11	41	41	100.0	85.0
Two or More Races	11	63	61	96.8	91.8
Socioeconomically Disadvantaged	11	202	195	96.5	80.9
English Learners	11	26	16	61.5	25.0
Students with Disabilities	11	64	61	95.3	36.1
Foster Youth	11	--	--	--	--

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

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

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

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	719	704	97.9	49.4
Male	11	365	359	98.4	49.9
Female	11	354	345	97.5	49.0
Black or African American	11	42	38	90.5	39.5
Asian	11	19	19	100.0	57.9
Filipino	11	142	142	100.0	68.1
Hispanic or Latino	11	408	400	98.0	41.2
Native Hawaiian or Pacific Islander	11	--	--	--	--
White	11	41	41	100.0	52.5
Two or More Races	11	63	61	96.8	60.7
Socioeconomically Disadvantaged	11	202	200	99.0	37.9
English Learners	11	26	25	96.2	4.0
Students with Disabilities	11	64	61	95.3	6.6
Foster Youth	11	--	--	--	--

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

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

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

**CAASPP Test Results in Science for All Students**

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	72	73	64	63	53	49	60	56	54

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

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



**CAASPP Test Results in Science by Student Group  
Grades Five, Eight, and Ten (School Year 2015-16)**

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	690	673	97.5	63.9
Male	365	354	97.0	65.3
Female	325	319	98.2	62.4
Black or African American	58	57	98.3	47.4
Asian	20	20	100.0	75.0
Filipino	122	122	100.0	81.2
Hispanic or Latino	362	353	97.5	56.4
White	55	52	94.6	78.9
Two or More Races	71	67	94.4	70.2
Socioeconomically Disadvantaged	209	205	98.1	51.2
English Learners	31	30	96.8	10.0
Students with Disabilities	48	48	100.0	33.3

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

**Career Technical Education Programs (School Year 2015-16)**

Career and Technical Education is committed to provide students with challenging opportunities in which they can expand their academic content areas while preparing them for careers in a multitude of fields. Olympian High School offers the following programs: Careers in Arts, Media and Entertainment, and Careers in Sports Medicine and medical technology.

**Career Technical Education Participation (School Year 2015-16)**

Measure	CTE Program Participation
Number of pupils participating in CTE	4
% of pupils completing a CTE program and earning a high school diploma	1%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	29%

**Courses for University of California (UC) and/or California State University (CSU) Admission**

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	98.65
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	65.1

## State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

### California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	3.5	36.2	55.6

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

## C. Engagement

### State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement (School Year 2016-17)

A major emphasis at Olympian High School is to build the home-school partnership and embrace parents as full partners in the educational learning of their students. One of the primary goals of the school is to open access to the school's system and provide timely, open communication to all parents. To this end, Olympian High School produces a quarterly newsletter (The Eagle's Eye) to keep information, dates and events current in every home. The newsletters are posted on the website. Many of the events are open to the community and parent participation is encouraged. Every year Olympian invites parents to Parent Visitation Day. This year it is scheduled for Monday, February 3, 2017. Every year PTSO hosts Coffee with Principal. Six (6) have been scheduled throughout the 16-17 school year, half are in the morning and half are in the afternoon to accommodate the busy schedules of parents.

Parents are invited and welcome to be on campus and consult with staff at any time. Each semester the Counseling and Administrative teams host a parent training series called Parenting Teens Workshop and Building Student Success. More formal opportunities are also available to serve on the PTSO, SSC, ELAC and be involved in any of our active parent booster organizations (academic decathlon, band, football or baseball). In addition, we ask that parents participate in our grade-level activities including the Freshman Student-Led Conference, Sophomore College and Career Readiness Series, Junior Portfolio and Common Senior Experience.

We believe that when our school has a strong working relationship with our parents and community, student achievement increases. We pledge to promote and support this core value at Olympian High School.

### State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	1.80	3.30	3.40	6.40	7.50	6.20	11.40	11.50	10.70
Graduation Rate	96.64	95.56	92.81	83.16	82.46	84.62	80.44	80.95	82.27

**Completion of High School Graduation Requirements - Graduating Class of 2015 (One-Year Rate)**

Group	Graduating Class of 2015		
	School	District	State
All Students	91	82	86
Black or African American	88	81	78
American Indian or Alaska Native	0	94	78
Asian	100	94	93
Filipino	93	94	93
Hispanic or Latino	91	80	83
Native Hawaiian/Pacific Islander	100	93	85
White	91	81	91
Two or More Races	93	89	89
Socioeconomically Disadvantaged	64	51	66
English Learners	88	60	54
Students with Disabilities	24	38	78

**State Priority: School Climate**

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

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

**Suspensions and Expulsions**

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	3.4	2.8	3.8	5.7	5.7	4.6	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1	0.1

**School Safety Plan (School Year 2016-17)**

Each year, Sweetwater schools review and update their Comprehensive School Safety Plans. The plan is submitted to the Superintendent each year. Staff orientation and training must be completed by October 30 each year. Disaster and evacuation drills are scheduled periodically throughout the school year.

Key Elements of the Plan:

- Review and revise Site Safety Binder (to be distributed to all school staff)
- Train all staff on emergency procedures during a 3 day inservice or during first staff meeting
- Comply with 3 in 1 safety drills
- Assessment of current crime in school
- Identify strategies and programs that provide safety on campus

## D. Other SARC Information

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

### Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2008-2009
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	19
Percent of Schools Currently in Program Improvement	N/A	82.6

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

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

Subject	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	29	21	16	43	29	20	20	46				
Mathematics	32	9	21	43	27	8	8	12				
Science	26	4	55		24	12	59					
Social Science	32	8	21	42	30	10	27	43				

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

### Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	7.0	393.0
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)	8.0	N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	1.0	N/A
Social Worker		N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist	0.6	N/A
Resource Specialist		N/A
Other		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.

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$5212.0	\$518.0	\$4694.0	\$78759.0
District	N/A	N/A	\$1742.0	\$79,715
Percent Difference: School Site and District	N/A	N/A		
State	N/A	N/A	\$5,677	\$77,824
Percent Difference: School Site and State	N/A	N/A		

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

**Types of Services Funded (Fiscal Year 2015-16)**

Olympian High School funds a menu of services to support each student's academic achievement and social well-being. ELA/Math workshops are provided to 9th and 10th grade students scoring below proficient on ELA/math assessments (including but not limited to: District Performance Tasks, District Finals, SBAC, Summative Assessments, etc.) or who have other identifying characteristics in order to increase the students' proficiency level. OHS also has an After School Activities Program (ASAP) that provides students a variety of activities including Dance, Digital Photo/Animation, Drivers Education, Sports and Academic Tutoring. The Attendance Coordinator works with students and support staff to avoid chronic absenteeism, place students on independent study contracts and refers students to the School Attendance Review Board. In addition, the Coordinated Intervention Specialist implements progress monitoring and interventions to assist all students in reaching mastery of standards, especially EL, LI, FY, HY, and SWD.

**Teacher and Administrative Salaries (Fiscal Year 2014-15)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,986	\$46,184
Mid-Range Teacher Salary	\$73,692	\$75,179
Highest Teacher Salary	\$96,471	\$96,169
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)	\$138,060	\$124,243
Average Principal Salary (High)	\$151,325	\$137,939
Superintendent Salary	\$235,000	\$217,637
Percent of Budget for Teacher Salaries	38%	35%
Percent of Budget for Administrative Salaries	4%	5%

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

**Professional Development (Most Recent Three Years)**

For the 2015-16 school year, targeted professional development activities to support district initiatives included restorative practices and quality first instruction. Staff also participated in District Cohort and Zone training in all subject areas.

All new staff participate in a two day Eagle Camp which provides in-depth professional training on using the Academic Literacy Plan and college readiness skills to teach the content. Staff also reads current research articles on rigor and participates in group activities to strengthen their instructional practices.

All departments have regularly scheduled PLC's every Monday. During PLCs, staff share best practices, develop common lessons, daily learning targets and analyze student data to inform instruction and assessment practices. Also a portion (30-40 minutes) of monthly staff meetings (11 scheduled) are used as professional development. All staff members have Professional Development Binders to keep current student work, reflections, and data. Learning Walks took the place of the monthly Focus Walks with the intentional purpose of including at least 10 teachers to participate in the classroom visitations.

Teachers also have the opportunity to participate in four learning walks per academic year.