

San Ysidro 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)

School Contact Information	
School Name	San Ysidro High
Street	5353 Airway Rd.
City, State, Zip	San Diego, Ca, 92154-4806
Phone Number	619-710-2300
Principal	Hector Espinoza
E-mail Address	hector.espinoza@sweetwaterschools.org
Web Site	www.sweetwaterschools.org
CDS Code	37684113731502

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

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

San Ysidro High School, an AVID National Demonstration School, graduated its first senior class in June 2006 and distinguishes itself from other traditional public schools in many ways. Students here are provided a school climate that embraces diversity, promotes personal well-being, safety, security, and citizenship. San Ysidro High School (SYH) opened its doors in 2002 to a class of 9th graders of which 98% were classified as Latino/Hispanic. Currently, it is the only high school serving the growing community of San Ysidro. SYH sits on 52 acres of land located two miles from the international border with Mexico. It is one of the thirteen comprehensive high schools in the Sweetwater Union High School District. The student body at SYH reflects the ethnic makeup of the community and at least 90% of the students speak a language other than English. The majority (93.34%) of the student population is Hispanic/Latino, with increasing numbers of Asian, Pacific Islander, Filipino, African-American, and Caucasian. The community is predominantly of Mexican-American heritage and recognizes the proximity to the border as an important reality and asset of the students and their families. While San Ysidro's geography produces many opportunities, it also presents many challenges towards student achievement and parent engagement, to include language barriers and low socio-economic levels. The community of San Ysidro has one of the highest rates of poverty in the nation. 71% of our students are under the free or reduced lunch program. Mostly, these students come from San Ysidro area code 92173. They share the SYH campus with smaller populations of mostly middle-class students in area code 92154 known as "Ocean View Hills".

However, without regard to our demographics, from the year 2010 to 2013 we continuously showed growth in our school wide API scores with our Hispanic/Latino, economically disadvantaged, and our English Learner subgroup. This success was attributed to the successful structure we have established at our school which includes; student support (student interventions and availability to obtain tiered interventions dependent on the learning outcome), our school culture (our strong student parent education programs and continuous encouragement for parent involvement), instruction (tailored to our student learner needs), and curriculum work of our teacher leads (including the connection to writing and literacy skills which are the main focus for common core standards).

San Ysidro High School is one that offers a challenging, comprehensive, and rigorous curriculum. Currently we have two nationally recognized programs; AVID and medical pathways. There are approximately 330 students in the AVID program making it the largest program in the district and we are a National Demonstration Certified AVID school. AVID serves as a support for students taking rigorous classes that continually serve as challenging students such as; Advanced Placement (AP), accelerated, and Honors (HN) courses. The AVID program allows students to receive support for rigorous classes, accelerates them towards higher education, as opposed to the traditional idea, now nonexistent, of remediation. In addition, the school offers extended learning opportunities that provide students with exciting choices such as Medical Pathway, a career-technical education program in conjunction with a partnership with UCSD medical center. Our Medical Pathway is also a nationally recognized program that takes students who are interested in a medical technical or medical career and leads them through four years of rigorous classes in science. San Ysidro High School provides strong, rigorous, and enriching curricular opportunities that includes Honors courses, programs in arts, media, entertainment, marketing, sales and services, Navy Junior ROTC, business and finance that empower students to enter college or the workforce. After school activities support our academic program by offering tutorials and a wide range of mentally and physically challenging activities to all students. These include: fitness, community service, drama, music, dance, and a Robotics program. Our school culture promotes high academic standards and achievement, is standards based, grade level relevant, and recognizes the learning differences of all students.

San Ysidro High takes pride for the MetLife National Association of Secondary School Principals 2013 recognition as a high achieving school and for improving student achievement.

Mission Statement:

The mission of San Ysidro High School is to prepare all students to be college and career ready upon graduation.

Vision Statement:

San Ysidro High School strives to cultivate a culture that embraces diversity, inspires positive relationships, and promotes high expectations for all students.

San Ysidro High School strives to provide a rigorous and relevant education that empowers students to make productive decisions about their future.

San Ysidro High School strives to create opportunities to partner with parents and community members to advocate for our students.

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

Grade Level	Number of Students
Grade 9	603
Grade 10	643
Grade 11	573
Grade 12	637
Total Enrollment	2,456

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	1.4
American Indian or Alaska Native	0.8
Asian	0.3
Filipino	2
Hispanic or Latino	94
Native Hawaiian or Pacific Islander	0
White	0.7
Two or More Races	0.8
Socioeconomically Disadvantaged	78
English Learners	42.1
Students with Disabilities	11.5
Foster Youth	0.2

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	97	101	112	1847
Without Full Credential	5	4	4	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	1	3	1

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

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

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	78.0	22.0
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

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 http://curriculum.suhsd.k12.ca.us/	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
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 http://curriculum.suhsd.k12.ca.us/	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 http://curriculum.suhsd.k12.ca.us/	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 http://curriculum.suhsd.k12.ca.us/	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 http://curriculum.suhsd.k12.ca.us/	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 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: 1998-99 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 http://curriculum.suhsd.k12.ca.us/	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 has approximately 95 classrooms, a library, an administration building, a cafeteria and a gymnasium. The main campus was built in 2002. Additions were constructed in 2004. Four portable classrooms were constructed in 2004 for NJROTC. An additional 10 portable classrooms were constructed in the summer of 2005.

The school opened in 2002 with an administration building, 35 classrooms, 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, including routine cleaning of all restrooms after every nutrition and lunch break.

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 1.0% 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: September 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			Lights out. Work order submitted
Restrooms/Fountains: Restrooms, Sinks/Fountains			X	
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: September 2016				
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	52	55	47	53	44	48
Mathematics	27	34	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	567	551	97.2	54.6
Male	11	288	279	96.9	51.8
Female	11	279	272	97.5	57.5
Black or African American	11	--	--	--	--
Asian	11	--	--	--	--
Filipino	11	12	11	91.7	72.7
Hispanic or Latino	11	531	519	97.7	54.1
Native Hawaiian or Pacific Islander	11	--	--	--	--
White	11	--	--	--	--
Two or More Races	11	--	--	--	--
Socioeconomically Disadvantaged	11	427	415	97.2	56.1
English Learners	11	173	167	96.5	11.3
Students with Disabilities	11	53	51	96.2	13.7
Students Receiving Migrant Education Services	11	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
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	567	551	97.2	34.3
Male	11	288	278	96.5	34.2
Female	11	279	273	97.8	34.5
Black or African American	11	--	--	--	--
Asian	11	--	--	--	--
Filipino	11	12	11	91.7	54.5
Hispanic or Latino	11	531	519	97.7	34.1
Native Hawaiian or Pacific Islander	11	--	--	--	--
White	11	--	--	--	--
Two or More Races	11	--	--	--	--
Socioeconomically Disadvantaged	11	427	415	97.2	34.6
English Learners	11	173	166	96.0	5.6
Students with Disabilities	11	53	51	96.2	7.8
Students Receiving Migrant Education Services	11	--	--	--	--
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)	31	35	32	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	633	610	96.4	31.6
Male	333	319	95.8	34.2
Female	300	291	97.0	28.9
American Indian or Alaska Native	14	14	100.0	71.4
Hispanic or Latino	594	575	96.8	29.7
Socioeconomically Disadvantaged	475	460	96.8	28.9
English Learners	239	229	95.8	8.3
Students with Disabilities	68	66	97.1	27.3

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. San Ysidro High School offers the following programs: Careers in Health Sciences: medical technology, healthcare essentials, medical assistant administration, medical assistant clinic, and phlebotomy.

Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of pupils participating in CTE	74
% of pupils completing a CTE program and earning a high school diploma	.18%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	100%

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	96.58
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	33.5

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	8.6	32.1	31.4

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)

Parents of San Ysidro High School students have the opportunity to be involved in a series of activities which include the following: The Parent Volunteer Program, School Site Council, Title I Parent Committee, ELAC (English Learner Advisory Committee) Parent Committee, DELAC (District English Learner Advisory Committee) Parent Committee, CAFE (California Association for Bilingual Education) Conference, Ninth Grade Orientation for Parents (Cougar Camp), Open House, Coffee with the Principal, parenting classes offered through San Ysidro Health Center and the Southbay Community Services, College 101 offered by AVID teachers, Parents as Partners offered by counselors, Technology Classes, Parenting Classes Offered by the Déjame Ayudarte Foundation by Miriam Nenninger, various parent meetings for programs such as SPED, AVID, Medical Pathways and Advanced Placement. parents also have the opportunity to participate in School Site Council.

All parents are invited to attend these meetings and conferences. All parents events are announced via School Messenger on a weekly basis as well as on the school website <http://syh.sweetwaterschools.org/parents/>. The school's Parent Center has a section in which activities are posted monthly as well as opportunities for parents to volunteer. The school's Categorical Office 619 710-2372 is responsible for providing the necessary paperwork and information to parents who are interested in getting cleared to volunteer on campus.

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	3.40	4.40	5.30	6.40	7.50	6.20	11.40	11.50	10.70
Graduation Rate	88.35	84.01	85.56	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	83	82	86
Black or African American	100	81	78
American Indian or Alaska Native	0	94	78
Asian	100	94	93
Filipino	94	94	93
Hispanic or Latino	82	80	83
Native Hawaiian/Pacific Islander	0	93	85
White	67	81	91
Two or More Races	89	89	89
Socioeconomically Disadvantaged	46	51	66
English Learners	69	60	54
Students with Disabilities	43	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	3.3	4.6	3.8	5.7	5.7	4.6	4.4	3.8	3.7
Expulsions	0.1	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 by October 15. Staff orientation and training must be completed by October 30 each year. Disaster and evacuation drills are scheduled periodically throughout the school year. SYHS has instituted a Community Emergency Response Team made up of classified and certificated staff members to be activated in case of a school-wide disaster.

Key Elements of the Plan:

- Develop Site Safety Binder (to be distributed to all school staff)
- Train all staff on emergency procedures during the school year’s first staff meeting
- Comply with 3 in 1 safety drills
- Place all Safety Information on School Website
- Identify strategies and programs that provide safety on campus
- Make promotional videos for students

Other Important Dates:

- November 9th, 2016: Public Input meeting
- December 15th, 2016: Plan Revised
- January 11th, 2017: Plan Approved by Sweetwater Union High School District Board of Trustees

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	In PI
First Year of Program Improvement	2010-2011	2008-2009
Year in Program Improvement*	Year 5	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	24	48	31	39	24	47	36	41	24	47	36	41
Mathematics	23	45	32	40	17	42	6	19	17	42	6	19
Science	23	29	38	6	25	21	39	11	25	21	39	11
Social Science	24	45	22	35	24	43	21	38	24	43	21	38

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	6.2	360.0
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)	1.0	N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	1.2	N/A
Social Worker		N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist	0.6	N/A
Resource Specialist	1.2	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)

- General Operations - services, materials, and support to the general education program
- GATE - specialized learning assistance for students with great ability, achievement, or potential
- Title II - support to school, monies for specific services that focus on interventions (Tutotring, Beyond the Bell, CAHSEE Academies, interventions)
- Credit Recovery - specialized funding for Credit Recovery only
- Title I - specialized learning assistance for students with disadvantages or at risk in order to support them in to meeting proficiency levels.
- EIA/LEP - specialized learning assistance for students who are acquiring English as a second language

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/>.

Advanced Placement (AP) Courses (School Year 2015-16)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	1	N/A
English	2	N/A
Fine and Performing Arts	1	N/A
Foreign Language	2	N/A
Mathematics	1	N/A
Science	4	N/A
Social Science	3	N/A
All courses	14	.17

Cells with N/A values do not require data.

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

Professional Development (Most Recent Three Years)

For the 2014-15 school year, San Ysidro High staff participated in several professional development programs that built on the staff's expertise of Long-term English Learners and the use of technology in the classroom. The Writing Initiative Team (composed of members from each core department) focused on strategies to improve literacy across the board and led writing workshops for the staff once a month. In addition, the staff engaged in a district-led initiative to explore and implement Common Core Standards and prepare for the Smarter Balanced Assessments. This training brought together department and professional learning community chair members to the district office for specific grade and subject level. In turn, these teachers worked with their respective departments to infuse Common Core Curriculum planning and teaching strategies in the lesson plans. To further enhance the Common Core experience, PLCs created teaching standards and lesson plans that were disseminated using a district website called Canvas. Canvas served as a medium for teachers to access information about Common Core as well as interact with other teachers and instructional leaders. Teachers were able to access Canvas technology to create their own interactive website to instruct and support student learning. Finally, with San Ysidro High School had its WASC accreditation, the staff immersed themselves in working in Focus Groups to assess, interpret, and write about the accreditation requirements. San Ysidro prides itself in a well-informed and professional teaching staff. Monies are allocated to supporting teacher learning as well as encouraging teacher leadership. Building the capacity of the staff is seen as a key goal for improving student achievement.

In the 2015-2016 school year, San Ysidro High School continued with professional development opportunities. The goal was to master fewer teaching and learning strategies with more depth and breadth. Administration and Teacher Leadership evaluated the effectiveness of the Writing Initiative through both qualitative and quantitative data. The WI team gathered student work to present to the staff along with student achievement data (SBAC, grades, etc.) in addition to department and whole-staff discussions. The EL Department similarly reviewed data with the staff and explored appropriate opportunities to implement more strategies. Professional Learning Communities were scheduled to attend several information meetings at the district about implementing the Common Core and then facilitated department meetings on the implementation process. All teachers had access to the Canvas Common Core site which housed a number of resources to support teachers and students in learning about the new expectations for rigor and relevance in instruction. The Administration Team participated in professional development to lead the organizational aspects of implementing the technology required not only for SBAC, but for Canvas. Throughout the year, the administration team arranged for training opportunities for Canvas, SBAC, Illuminate, and Shmoop in the computer labs and through online courses. Finally, the WASC Coordinator continued the WASC training for the Canvas website and trained the Focus Group leaders to lead their groups through both online and in-person meetings. The WASC process clarified future goals and critical areas of need for the school. A subsequent plan was developed to meet the new concerns for school culture, English Learners, and instructional practices.

In the 2016-2017 school year we continued our efforts to provide relevant professional development opportunities for our staff. The goal of mastering fewer teaching and learning strategies continues this school year with a focus on in-classroom tutorials across all disciplines. Our AVID Coordinator has offered several trainings throughout the year on how to conduct tutorials and teachers have been observing each other to give feedback on the effectiveness of this strategy. PLCs continue to meet and evaluate data in order to create better First Best Lessons and plan for appropriate interventions to ensure every student has the opportunity to master the curriculum and be A-G ready upon graduation. Also, money was allocated to offer a three day Kagan training at our site where staff members from all subject areas were invited to participate and learn valuable cooperative learning strategies. Different departments also attending other Kagan workshops such as "Brain Friendly Teaching", "Coaching", and "Lesson Planning" to be able to apply better strategies and best practices in their daily lessons and target the needs English Learners. Other professional development opportunities that teachers at San Ysidro High School have participated in this year are the "California Mathematics Council", "Socratic Seminar Training", and the "Greater San Diego Math Conference". Finally, teachers have had the opportunity throughout the year to attend different technology workshops and trainings at the site and at the district level. Our Blended Learning Specialist is facilitating numerous workshops to help teachers apply technology in their daily lessons. Finally, fifteen teachers and three administrators will be attending the CUE conference this spring and will be organizing a professional development session for the rest of the staff to share best practices learned at the conference. Currently, the administration team and a group of teacher leaders from each core content area are putting together a professional development plan for the 2017-2018 year to ensure we continue building capacity within our staff.