

Sweetwater 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	Sweetwater High
Street	2900 Highland Ave.
City, State, Zip	National City, Ca, 91950-7415
Phone Number	619-474-9713
Principal	Maribel Gavin
E-mail Address	maribel.gavin@sweetwaterschools.org
Web Site	www.sweetwaterschools.org
CDS Code	37684113738226

District Contact Information	
District Name	Sweetwater Union High
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)

Sweetwater High is extremely proud that in 2014-2015 they received a full WASC accreditation of 6 years with a 3 year review.

The mission of Sweetwater High School, the distinguished, educational cornerstone of National City committed to academic, social and ethical growth for its diverse students, is to ensure graduates possess skills necessary for success in post-secondary education and career aspirations and become contributing members of their community through a system of learning characterized by:

- A rigorous and relevant curriculum for all students
- A culture of learning, emphasizing high expectations for all students, staff and parents
- A caring professional staff leading students to maintain healthy relationships and make positive life choices
- A community focused on accountability, assessment and achievement for all stakeholders
- Resources and opportunities to maximize student achievement and potential

Sweetwater High School is extremely proud of the achievements of its students. The pride felt by students, faculty and staff is palpable. Recognitions abound: district, state and community officials continue to recognize the achievements of Sweetwater High School.

We are extremely proud of our teaching staff and all of their efforts in maximizing student achievement. The Sweetwater staff has continued to overcome the many challenges faced by our student body and the community at-large. All of our students are anxious to achieve.

The myriad of programs offered at SUHI complement student academics and they are key to allowing students to showcase their talents. We are proud of our award winning band, choir, MCJROTC, athletic teams, our after school programs and our very active Associated Student Body.

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.

Sweetwater High School's after school and intervention programs are standards based interventions geared for all students' individual needs.

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

Grade Level	Number of Students
Grade 9	427
Grade 10	788
Grade 11	752
Grade 12	731
Total Enrollment	2,698

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	0.3
Asian	0.3
Filipino	13.1
Hispanic or Latino	81.2
Native Hawaiian or Pacific Islander	0.4
White	1.1
Two or More Races	2.1
Socioeconomically Disadvantaged	84.8
English Learners	24.2
Students with Disabilities	12.9
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	108	103	114	1847
Without Full Credential	3	4	6	89
Teaching Outside Subject Area of Competence (with full credential)	0	2	1	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	2	4	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	84.5	15.5
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 http://curriculum.suhsd.k12.ca.us/	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 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 an administration building, 94 classrooms, a gym and a library. The main campus was built in 1921. Additions were constructed in 1949, 1952, 1954, 1957, 1958, 1960, 1961, 1966, 1968, 1971, 1972, 1985, 1986, 1999, 2001 and 2003. Twelve portable classrooms were constructed in 1985 and 1986.

Sixty-three permanent classrooms have been constructed.

The school opened in 1921 with an administration building, 8 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.

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: November 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			
Restrooms/Fountains: Restrooms, Sinks/Fountains		X		
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: November 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: November 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	54	47	53	44	48
Mathematics	21	22	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	744	703	94.5	53.6
Male	11	374	351	93.8	48.9
Female	11	370	352	95.1	58.5
Black or African American	11	14	12	85.7	41.7
American Indian or Alaska Native	11	--	--	--	--
Asian	11	--	--	--	--
Filipino	11	93	88	94.6	81.8

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Hispanic or Latino	11	597	567	95.0	49.3
Native Hawaiian or Pacific Islander	11	--	--	--	--
White	11	--	--	--	--
Two or More Races	11	20	19	95.0	57.9
Socioeconomically Disadvantaged	11	621	594	95.7	54.6
English Learners	11	146	128	87.7	11.0
Students with Disabilities	11	94	81	86.2	21.0
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	744	716	96.2	22.5
Male	11	374	359	96.0	24.9
Female	11	370	357	96.5	20.1
Black or African American	11	14	12	85.7	16.7
American Indian or Alaska Native	11	--	--	--	--
Asian	11	--	--	--	--
Filipino	11	93	89	95.7	44.9
Hispanic or Latino	11	597	579	97.0	18.6
Native Hawaiian or Pacific Islander	11	--	--	--	--
White	11	--	--	--	--
Two or More Races	11	20	19	95.0	50.0
Socioeconomically Disadvantaged	11	621	602	96.9	23.0
English Learners	11	146	136	93.2	0.8
Students with Disabilities	11	94	83	88.3	6.0

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
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)	49	45	44	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	780	750	96.2	44.4
Male	396	380	96.0	48.2
Female	384	370	96.4	40.5
Black or African American	13	11	84.6	18.2
Filipino	116	112	96.6	58.9
Hispanic or Latino	623	601	96.5	42.1
Two or More Races	12	12	100.0	66.7
Socioeconomically Disadvantaged	650	629	96.8	45.0
English Learners	174	163	93.7	11.7
Students with Disabilities	86	83	96.5	28.9

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. Sweetwater High School offers the following programs: Careers in Health Sciences and Medical Technology, and Careers in Welding Technology.

Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of pupils participating in CTE	5
% of pupils completing a CTE program and earning a high school diploma	39%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	6%

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	96.6
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	40.9

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	13.8	35	36.5

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)

Community involvement is an essential element of the educational programs at Sweetwater High School. Besides many business partnerships, parents are a welcome addition to the campus. At Sweetwater High, we offer many opportunities for parent involvement. We have a distinct Parent Center, where parents are welcomed to volunteer and take different classes on a daily basis. Examples of classes are: Health and Nutrition, Computer Basics, Burlington English, Parenting Education, and Arts and Crafts, Dr. Villarreal, PIQUE, and Counselor Parent Workshops. Our parents are very proactive and are involved in monthly ELAC, Tittle1, SSC, GATE, Parent Leadership and Coffee with the Principal meetings to discuss improvements and concerns. Working through our parent volunteer coordinator, parents assist daily in various capacities. In addition, we offer a training and Learning Walk for parents and students, so that they understand the evaluation and feedback system for our teachers. We believe in the importance to have an open door for our parents to give feedback and suggestions to empower their participation. Beyond advisory committees, parents are key to our everyday operations. Each year culminates with a luncheon to celebrate the many hours these parents contribute to the success of SUHI.

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	5.20	6.50	5.60	6.40	7.50	6.20	11.40	11.50	10.70
Graduation Rate	86.43	82.86	86.67	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	92	81	78
American Indian or Alaska Native	100	94	78
Asian	75	94	93
Filipino	94	94	93
Hispanic or Latino	81	80	83
Native Hawaiian/Pacific Islander	100	93	85
White	56	81	91
Two or More Races	93	89	89
Socioeconomically Disadvantaged	55	51	66
English Learners	63	60	54
Students with Disabilities	42	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	3.6	4.2	4.0	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 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.

Key Elements of the Plan:

- Update Site Safety Binder distributed to all school staff
- Train all staff on emergency procedures during the school years' first staff meetings
- Comply with 3 in 1 safety drills
- Assess needs of safety updates due to construction
- 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	In PI
First Year of Program Improvement	2010-2011	2008-2009
Year in Program Improvement*	Year 4	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	25	58	22	55	25	55	32	50	25	55	32	50
Mathematics	24	58	21	55	20	40	15	16	20	40	15	16
Science	24	30	56	2	24	25	56	4	24	25	56	4
Social Science	21	71	20	47	24	48	24	45	24	48	24	45

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	7.4	366.0
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	1.6	N/A
Social Worker		N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist	1.4	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)

General Operations - services, materials, and support to the general education program

Title I - specialized learning assistance for students with educationally disadvantaged students in order to support them in to meeting proficiency levels and close the achievement gap. There is dedicated funding for professional development and parent involvement.

LCAP - funding for specific services that focus on English Learners, Free Reduced Lunch, Foster and Homeless Youth intervention programs development to ensure that we are providing the best service according to the needs of our students

CPA - The California Partnership Academies Grant funds two programs. The "Health and Fire Science" and "Welding and Environmental Science." The funding supports Career Technical Education, professional development, equipment and enrichment activities.

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	13	N/A
Fine and Performing Arts		N/A
Foreign Language	5	N/A
Mathematics	3	N/A
Science	9	N/A
Social Science	18	N/A
All courses	49	.6

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)

Sweetwater High is involved in extensive professional development to improve instruction so that all students achieve. Additional trainings and workshops are held outside of the school day. This has been done to maximize the time teachers are in their classrooms thereby maximizing learning.

For the 2014-15 school year Sweetwater High School has dedicated seventeen PLC (Professional Learning Community) planning days. PLCs are formed by teachers who teach the same courses. They meet during the professional development time to create common assessments, review student data, and plan interventions for struggling students.

During the 2011-2012 school year, the staff was trained on how to use Safari Montage, a multi-media resource for enriching lessons. Staff also received refresher training on Data Director, a powerful software tool for creating and scoring assessments as well as analyzing student assessment data.

During the 2012-13 school year, Sweetwater High School will participate in Ken O'Conner's Grading for Learning Webinar. All PLC's in the core areas participate in the District CIA (Curriculum /Instruction /Assessment) pull-outs to continue to reflect and refine our best practices in the classroom.

During the 2013-14 school year Sweetwater High School has participated in: Walk through trainings, Career Technical Education Conferences, NSTA, CATE, Math conferences, and Structured English Immersion trainings.

During the 2014-15 school year Sweetwater High School has participated in ...Walk through trainings, Career Technical Education Conferences, NSTA, CATE, Canvas Conference and training, CUE, Math conferences, Foreign Language Council of SD, AP by the Sea, AVID Summer Institute, Reading Apprenticeship Introduction, Counselor Workshops, Teacher Growth Institute, BOOST Conference, CSC Conference, Leadership trainings and Structured English Immersion trainings.

During the 2015-16 school year Sweetwater High School has participated in Career Technical Education Conferences, AP by the Sea, AVID Summer Institute, Counselor Workshops, BOOST Conference, Leadership training, Structured English Immersion training, District CIA (Curriculum /Instruction /Assessment) pull-out dates, leadership retreats, Next Generation Science Standards training, core curriculum training through SDCOE, Illuminate Conference, Infinite Campus training, and Achieve 3000 training.