

Southwest Middle

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	Southwest Middle
Street	2710 Iris St
City, State, Zip	San Diego, Ca, 92154-3338
Phone Number	619-628-4000
Principal	William Walsh
E-mail Address	william.walsh@sweetwaterschools.org
Web Site	www.sweetwaterschools.org
CDS Code	37684116062012

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)

School Description

Southwest Middle School (SOM) was built in 1929 and is one of the district's oldest schools. It is located minutes from the international border in a socioeconomically challenged area. Students at Southwest Middle are required to wear uniforms and attend classes in a rotating block schedule of three classes per day, four days a week and meeting in all classes on the fifth day. There are 53 pro-hour days spread throughout the year, most of them occurring once a week on Fridays and during testing periods.

Southwest has a total enrollment of 690 students. SOM is a schoolwide Title I site where 98% of students qualify for free and/or reduced lunch. Ninety-eight percent of students come from traditionally underrepresented groups: 1% are African-American, 1% Filipino, 92% Latino, and 1% are White; 242 are English learners (EL). Southwest offers students a variety of instructional programs such as our Dual Immersion Program (50% English instruction/50% Spanish instruction), a traditional Bilingual Program (core classes in Spanish with English Language Development for newcomer ELs), a Structured English Immersion (SEI) program for long-term EL students who are at CELDT levels 2 or 3 and who have been in U.S. schools for 6 years or more, and a Gifted & Talented Education (GATE) program. In addition, students needing extra assistance and help with mastering standards are placed in intervention and/or support classes both during and before or after the school day. 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.

The Mission of Southwest Middle School, a diverse bi-national border community, is to foster a rigorous academic program in a caring, supportive culture that empowers all students to succeed academically, socially, and emotionally through a system of learning distinguished by:

- data-driven instruction focused on a standards-based curriculum
- Professional Learning Communities comprised of teachers, administrators, district and county personnel working collaboratively to assess data and best teaching practices
- learning community partnerships comprised of students, parents, site support personnel, and community-based organizations
- a community commitment to high standards of performance
- various forums and leadership opportunities for all voices to be included in the decision-making process
- a commitment to the continuous social and emotional growth of students

OBJECTIVES

100% of our students will demonstrate mastery of content standards.

100% of our students will succeed in activities that promote social and emotional well-being.

100% of Southwest Middle School parents will attend a school-sponsored function.

TACTICS

1. We will use effective and innovative instructional practices to help all students achieve the mission and objectives.
2. We will use and develop systems to ensure a culture that promotes mastery of content standards.
3. We will implement programs that promote the social and emotional well-being of students.
4. We will expand parent and community involvement to achieve our mission and objectives.

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

Grade Level	Number of Students
Grade 7	318
Grade 8	373
Total Enrollment	691

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	1.9
American Indian or Alaska Native	0.3
Asian	0.1
Filipino	1.2
Hispanic or Latino	94.2
Native Hawaiian or Pacific Islander	0
White	1
Two or More Races	1.3
Socioeconomically Disadvantaged	87
English Learners	50.7
Students with Disabilities	12.2
Foster Youth	0

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	34	28	35	1847
Without Full Credential	4	2	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	0	0	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	91.2	8.8
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 2016

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. 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
Mathematics	Textbooks and instructional materials were adopted consistent with the textbook cycle 2008-09. 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
Science	Textbooks and instructional materials were adopted consistent with the textbook cycle 2008-09. 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
History-Social Science	Textbooks and instructional materials were adopted consistent with the textbook cycle 2006-07. 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
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. 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
Visual and Performing Arts	Textbooks and instructional materials were adopted consistent with the textbook cycle 1998-99. 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

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/>.

Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment

Age of School Buildings

The school has an administration building, an auditorium, 36 classrooms and a library. The main campus was built in 1929. Additions were constructed in 1938, 1939, 1944, 1950, 1953, 1954, 1955, 1957, 1969, 1970, 1987 and 1988. Twelve portable classrooms were constructed in 1985, 1987 and 1988. Nineteen permanent classrooms have been constructed.

The school opened in 1929 with an administration building, a cafeteria, a gym, and a library. District records do not indicate the original number of classrooms.

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% 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: 8/5/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Water line rusted at the coupling
Interior: Interior Surfaces	X			Fault light on fire panel 4: wall damage@ Rm 119; stained ceiling tiles; Hole in wall; Hole in wall at back storage room; wall damage at west end; cable wire hanging @ Northside of exterior wall;
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			room cluttered and limited access to back room 10;

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 8/5/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Electrical: Electrical	X			Light covers missing and light out in back storage room; diffuser missing; Daisy chain in kitchen office; Elect panel cover missing + Junction box cover missing; Floor outlet cover missing
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			second sink not working RR500; Exterior drinking fountain leaking; too much water pressure + low water pressure & east DF: leaking
Safety: Fire Safety, Hazardous Materials	X			fire hose blocked, back exit door cluttered & blocked; peeling paint at exterior wall; fire extinguisher tag missing
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			exterior windows have a gap; uneven pavement@playground-trip hazard-typical; door placard missing

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 8/5/2016				
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	21	26	47	53	44	48
Mathematics	11	15	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	7	327	302	92.3	23.9
	8	372	355	95.4	27.1
Male	7	158	150	94.9	22.7
	8	187	176	94.1	20.4
Female	7	169	152	89.9	25.2
	8	185	179	96.8	33.7
Black or African American	7	--	--	--	--
	8	--	--	--	--
American Indian or Alaska Native	7	--	--	--	--
	8	--	--	--	--
Asian	7	--	--	--	--
Filipino	7	--	--	--	--
	8	--	--	--	--
Hispanic or Latino	7	309	285	92.2	22.5
	8	349	332	95.1	25.7
Native Hawaiian or Pacific Islander	8	--	--	--	--
White	7	--	--	--	--
	8	--	--	--	--
Two or More Races	7	--	--	--	--
	8	--	--	--	--
Socioeconomically Disadvantaged	7	285	265	93.0	23.9
	8	312	298	95.5	24.5
English Learners	7	154	138	89.6	3.6
	8	163	151	92.6	4.0
Students with Disabilities	7	38	37	97.4	5.4
	8	44	42	95.5	4.8
Students Receiving Migrant Education Services	8	--	--	--	--
Foster Youth	7	--	--	--	--
	8	--	--	--	--

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	7	327	318	97.3	14.2
	8	372	368	98.9	15.3
Male	7	158	155	98.1	15.5
	8	187	185	98.9	12.0
Female	7	169	163	96.5	13.0
	8	185	183	98.9	18.7
Black or African American	7	--	--	--	--
	8	--	--	--	--
American Indian or Alaska Native	7	--	--	--	--
	8	--	--	--	--
Asian	7	--	--	--	--
	8	--	--	--	--
Filipino	7	--	--	--	--
	8	--	--	--	--
Hispanic or Latino	7	309	301	97.4	13.4
	8	349	345	98.8	14.0
Native Hawaiian or Pacific Islander	8	--	--	--	--
White	7	--	--	--	--
	8	--	--	--	--
Two or More Races	7	--	--	--	--
	8	--	--	--	--
Socioeconomically Disadvantaged	7	285	278	97.5	13.0
	8	312	309	99.0	12.1
English Learners	7	154	150	97.4	1.4
	8	163	161	98.8	1.3
Students with Disabilities	7	38	37	97.4	2.7
	8	44	43	97.7	4.8
Students Receiving Migrant Education Services	8	--	--	--	--
Foster Youth	7	--	--	--	--
	8	--	--	--	--

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)	58	34	28	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	371	357	96.2	27.7
Male	187	180	96.3	27.2
Female	184	177	96.2	28.3
Hispanic or Latino	348	335	96.3	26.3
Socioeconomically Disadvantaged	311	299	96.1	25.4
English Learners	162	156	96.3	9.0
Students with Disabilities	44	41	93.2	24.4

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.

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
7	13.5	25.4	34.5

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)

Southwest Middle is the heart of the community. Many families who live in the area are multi-generational and live and work within the surrounding area. Parents and community members work in partnership with our school to raise student achievement. As contributing members of our school community, parents participate in academic progress meetings, 7th grade orientation, College Making It Happen Night, the Compact for Success, Parents Back to School Day, Open House and our STEAM expo. Parents are also actively involved as parent volunteers assisting wherever they are needed, and by participating in our Title 1, English Learners Advisory Committee (ELAC), and Gifted and Talented Education (GATE) parent committees as well as serving on the School Site Council (SSC). In addition, parents serve as vital links to other parents by their participation and leadership through the District Advisory Committee (DAC), District English Learners Advisory Committee (DELAC), and DAC-GATE parent groups.

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	6.9	5.0	7.5	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.

Southwest Middle School uses a pyramid of interventions for creating a safe and secure learning environment for students and staff. Key elements of the school safety plan include:

- Develop Site Safety Binder (to be distributed to all school staff)
- Train all staff on emergency procedures at the beginning of each school year
- Conduct 3 in 1 safety drills (duck, cover, evacuate)
- Assessment of current crime in school
- Identify strategies and programs that provide safety on campus that include Positive Behavioral Interventions and Supports which emphasize Restorative Practices

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	2003-2004	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	21	24	14		23	16	20		22	13	21	
Mathematics	20	24	8		21	14	17		21	12	18	
Science	19	27	7		23	13	17		22	11	19	
Social Science	20	23	10		24	6	22		25	5	23	

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	2.0	343.0
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	0.6	N/A
Social Worker		N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist	0.2	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	\$0.0	\$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 - Southwest attempts to provide services, materials, and support to all students in each of our programs.

STEAM (science, technology, engineering, arts, and math) themes. The five fastest growing job sectors in San Diego County all are in STEAM related fields, and we want our Buccaneers to be on the forefront of the future job growth in our city! We have also combined our award-winning Dual Language English-Spanish program with our STEAM academy to create the first-of-its-kind Dual Language STEAM Academy because we believe our bilingual and bi-cultural students will be well-situated to participate in economic growth in the future that occurs south of the international border as well

Gifted and Talented - GATE-identified students and students with high performance abilities are placed in mainstream classes with the general student population to serve as high performing role models for their peers. Teachers utilize differentiated instruction and enrichment activities to effectively address GATE students' academic and social needs students. These students are provided curriculum and instruction above and beyond the core curriculum and enrichment opportunities that develop their social and emotional well-being.

AVID - AVID is a college preparatory program designed for future first-time college students. It enables disadvantaged secondary students to succeed in rigorous curricula, enter mainstream activities in school, and improve their opportunities to enroll and succeed in four-year colleges and universities.

Dual Immersion Program - Designed for students continuing from a K-6 Dual Language school, the Dual Immersion Program offers students an opportunity to take 50% of their classes in English and 50% of their classes in Spanish with the intent of becoming fully bi-literate and bi-cultural.

ELD/Bilingual Program - Parents of English learners have the opportunity to place their child in a traditional Bilingual Program where students take all core classes in Spanish with their ELD class and electives in English. This program allows students to keep up academically at grade level while they are learning English.

Intervention -

Support Classes - Students at SOM have a variety of opportunities before, during and after the school day to receive additional instruction, assistance and support in meeting grade level standards. Our programs include: The Before and After School Program, Tutoring, Academic Intervention & Monitoring (AIM - after school and on Saturdays), Math Support Classes, Reading Support Classes, Credit Recovery Classes and EL Modules.

S.E.I. Program- The SEI Program is designed for EL students who are at CELDT levels 2 or 3 and have been in U.S. schools for 6 or more years. Teachers use research based strategies (Marzano, SDAIE, et. al.) to develop students' literacy skills (reading, writing, speaking, and listening across all content areas).

Special Ed. Program- SOM offers a full program for mild to moderate (RSP and SDC) students. RSP students, under the IEP guidelines, are placed in inclusion classes across all content areas. Special Ed. students identified via academic criteria are offered reading support (READ 180) and tutoring after school.

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 2012-13, 2013-14 and 2014-15, and 2015-2016 school years and as a National AVID Demonstration School, Southwest Middle School staff participated in the AVID Summer Institute, plus ongoing AVID training throughout the year. All teachers continue to participate weekly in PLC professional growth opportunities. Being a leader in the use of technology, Southwest Middle teachers participated in on-going professional development on Smart Exchange, Safari Montage, iPads, Achieve 3000, and Excel. To further improve instructional practices, staff participated in trainings on DLT, ALD, Structured Student Interactions, Socratic Seminar, Understanding by Design, and Instructional Learning Walks.