

San Ysidro High School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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 2017-18)

School Contact Information	
School Name	San Ysidro High School
Street	5353 Airway Road
City, State, Zip	San Diego, Ca, 92154-4806
Phone Number	619-710-2300
Principal	Eduardo Reyes
E-mail Address	eduardo.reyes@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 2017-18)

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 (SYHS) 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. SYHS 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 82% of the students speak a language other than English. The majority (93.48%) of the student population is Hispanic/Latino, with increasing numbers of Asian, Pacific Islander, Filipino, African-American, and Caucasian.

Their community values are predominantly 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. 82.93% 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 (2010=729, 2011=739, 2012=756, and 2013=764), Hispanic/Latino subgroup (2010=721, 2011=729, 2012=750, and 2013=759), economically disadvantaged group (2010=725, 2011=728, 2012=747, and 2013=758), and our English Learner subgroup (2010=706, 2011=722, 2012, 735, and 2013=737). 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).

Although the school-wide and most significant subgroup did not meet their API goals those years, we are currently in PI (Program Improvement) year 5 based on several factors including our proficiency percentages scores for ELA CAHSEE. However a team of parents, teachers, and administrators created an action plan which is currently being employed this school year 2015-2016 which has focused on literacy, Common Formative Assessments (CFA), data analysis, and student work display. We are also working on developing appropriate teacher professional development and addressing the needs of our vast majority of students in language and writing.

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 and 2017 recognition as a high achieving school and for improving student achievement.

MISSION

San Ysidro High School will prepare all students to be college and career ready upon graduation.

VISION

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 2016-17)

Grade Level	Number of Students
Grade 9	539
Grade 10	658
Grade 11	630
Grade 12	620
Total Enrollment	2,447

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	1.6
American Indian or Alaska Native	0.4
Asian	0.2
Filipino	1.8
Hispanic or Latino	93.5
Native Hawaiian or Pacific Islander	0.1
White	0.8
Two or More Races	1.3
Socioeconomically Disadvantaged	74.5
English Learners	44.4
Students with Disabilities	10.9
Foster Youth	0.2

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	101	112	107	1665
Without Full Credential	4	4	6	128
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	3	1	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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: August 2017

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 2006-07. Grades 9-12 texts were approved by the Board of Trustees as being standards-based. For the adopted textbook list go to https://drive.google.com/open?id=1c5CpBW474khSJ DdUuhX20RYksFhGucu9	Yes	0
Mathematics	Textbooks and instructional materials were adopted consistent with the textbook cycle 2014-2015. High school texts for Integrated Math (IM) 1, IM 2, IM 3, were approved by the Board of Trustees as being standards based. Textbooks for Pre-Calculus with Trigonometry, Pre-Calculus, Calculus, and Statistics were adopted consistent with the textbook cycle in 2015-2016. These books were approved by the Board of Trustees as being standards-based. For the adopted textbook list go to https://drive.google.com/open?id=1c5CpBW474khSJ DdUuhX20RYksFhGucu9	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	Textbooks and instructional materials were adopted consistent with the textbook cycle 2007-08. Grades 9 - 12 texts were approved by the Board of Trustees as being standards-based. For the adopted textbook list go to https://drive.google.com/open?id=1c5CpBW474khSJ DdUuhX20RYksFhGucu9	Yes	0
History-Social Science	Textbooks and instructional materials were adopted consistent with the textbook cycle 2006-07. Grades 9 - 12 texts for were approved by the Board of Trustees as being standards-based. For the adopted textbook list go to https://drive.google.com/open?id=1c5CpBW474khSJ DdUuhX20RYksFhGucu9	Yes	0
Foreign Language	Textbooks and instructional materials were adopted consistent with the textbook cycle 2016-17. Middle school texts were selected from the state adopted list. Grades 9 - 12 texts were approved by the Board of Trustees as being standards-based. For the adopted textbook list go to https://drive.google.com/open?id=1c5CpBW474khSJ DdUuhX20RYksFhGucu9	Yes	0
Health	Textbooks and instructional materials were adopted consistent with the textbook cycle 2016-17. Grades 9 - 12 texts were approved by the Board of Trustees as being standards-based. For the adopted textbook list go to https://drive.google.com/open?id=1c5CpBW474khSJ DdUuhX20RYksFhGucu9	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 theater. Texts were approved by the Board of Trustees. For the adopted textbook list go to https://drive.google.com/open?id=1c5CpBW474khSJ DdUuhX20RYksFhGucu9	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)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: December 2017				
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			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: December 2017				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); 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
Grades Three through Eight and Grade Eleven**

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	55	45	53	53	48	48
Mathematics (grades 3-8 and 11)	34	29	31	32	36	37

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 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	600	577	96.17	45.38
Male	315	301	95.56	39.6
Female	285	276	96.84	51.64
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	564	541	95.92	44.51
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	474	454	95.78	46.22
English Learners	312	297	95.19	26.78
Students with Disabilities	64	62	96.88	11.29

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	600	569	94.83	29.05
Male	315	298	94.6	27.61
Female	285	271	95.09	30.63
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	564	534	94.68	27.77
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	474	446	94.09	29.21
English Learners	312	295	94.55	16.33
Students with Disabilities	64	59	92.19	3.45
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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
Grades Five, Eight, and Ten**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	35	32	53	49	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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Career Technical Education Programs (School Year 2016-17)

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 sports medicine. Careers in Business: business technology, and business computer fundamentals.

Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of pupils participating in CTE	228
% of pupils completing a CTE program and earning a high school diploma	3.35%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	28.5%

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

UC/CSU Course Measure	Percent
2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission	96.57
2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission	40

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	12.5	30.4	31.5

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 State priority: Parental Involvement (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 2017-18)

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, mini 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 offered by our Blended Learning Specialist (BLS), 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.

All parents are invited to attend these meetings and conferences. All parents events are announced via Infinite Campus messaging system 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 Integrated Services 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 State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	4.4	5.3	6	7.5	6.2	6.3	11.5	10.7	9.7
Graduation Rate	84.01	85.56	82.59	82.46	84.62	82.79	80.95	82.27	83.77

Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)

Group	Graduating Class of 2016		
	School	District	State
All Students	78.49	83.04	87.11
Black or African American	77.78	83.41	79.19
American Indian or Alaska Native	0	45.45	80.17
Asian	100	94.25	94.42
Filipino	94.74	94.23	93.76
Hispanic or Latino	77.85	81.14	84.58
Native Hawaiian/Pacific Islander	0	88.46	86.57
White	80	86.41	90.99
Two or More Races	50	88	90.59
Socioeconomically Disadvantaged	76.47	79.52	85.45
English Learners	61.81	62.12	55.44
Students with Disabilities	45.56	52.38	63.9
Foster Youth	0	61.11	68.19

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	4.6	3.8	3.0	5.7	4.6	4.2	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.1	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

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 30th, 2017: Public Input meeting
- December 14th, 2017: Plan Revised
- March 1st, 2018: 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 2017-18)

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	76

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	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	47	36	41	22	67	34	38	23	58	34	36
Mathematics	17	42	6	19	18	40	16	12	18	36	9	13
Science	25	21	39	11	26	14	43	9	21	34	41	7
Social Science	24	43	21	38	22	47	31	29	21	56	24	31

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 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	6.8	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	1.0	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 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$5212.00	\$518.00	\$4694.00	\$78759.00
District	N/A	N/A	\$1742.00	\$83,046
Percent Difference: School Site and District	N/A	N/A	169.5	-5.2
State	N/A	N/A	\$6,574	\$82,770
Percent Difference: School Site and State	N/A	N/A	-28.6	-4.8

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

Types of Services Funded (Fiscal Year 2016-17)

- General Operations - services, materials, and support to the general education program
- LCAP - support to school, monies for specific services that focus on interventions (Tutoring, Beyond the Bell, Saturday Academies, Prevention and 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.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,920	\$50,221
Mid-Range Teacher Salary	\$77,008	\$83,072
Highest Teacher Salary	\$100,812	\$104,882
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)	\$145,114	\$128,094
Average Principal Salary (High)	\$155,085	\$146,114
Superintendent Salary	\$235,000	\$226,121
Percent of Budget for Teacher Salaries	35%	34%
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 2016-17)

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	2	N/A
Social Science	3	N/A
All courses	12	19.1

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)

In the 2017-2018 school year, San Ysidro's goal is to provide professional development (PD) for all teachers on EL instructional strategies to focus on effective first instruction. Consequently, we funded a four day summer QTEL training for 30 teachers in different departments. As a result of this training, our EL Resource Teacher and ELA curriculum specialist are working directly with the 4 core content curriculum specialists and all department chairs to assist with the implementation of focused and targeted EL strategies. In order to better assist teachers, a toolkit of research based strategies was generated, which includes video and student samples for teacher reference. Ongoing support will be provided to departments through the curriculum specialists and/or department chairs, who will be conducting non evaluative observations for teacher feedback. When requested, the EL Resource teacher and ELA coach will go into classrooms to offer instructional support. Additionally, our Blended Learning Specialist will provide PD on using technology to support effective first best lessons in all content areas during pro-hour or PLC meetings. PLC's will continue to meet to plan first best lessons and evaluate data in order to assess student's mastery of the curriculum and plan appropriate interventions. Monies have also been allocated to provide staff members with Illuminate training to facilitate data analysis of CFA's in all departments. Additionally, we are funding Kagan training at our site for 25 teachers where they will learn strategies to improve engagement and retention of academic content to ensure students master a differentiated thinking skills curriculum, this training is offered.