

# Sweetwater 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)**

<b>School Contact Information</b>	
<b>School Name</b>	Sweetwater High School
<b>Street</b>	2900 Highland Ave.
<b>City, State, Zip</b>	National City, Ca, 91950-7415
<b>Phone Number</b>	619-474-9700
<b>Principal</b>	Maribel Gavin
<b>E-mail Address</b>	maribel.gavin@sweetwaterschools.org
<b>Web Site</b>	www.sweetwaterschools.org
<b>CDS Code</b>	37684113738226

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

### **School Description and Mission Statement (School Year 2017-18)**

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 2016-17)**

<b>Grade Level</b>	<b>Number of Students</b>
<b>Grade 9</b>	454
<b>Grade 10</b>	730
<b>Grade 11</b>	749
<b>Grade 12</b>	742
<b>Total Enrollment</b>	2,675

### Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	1.3
American Indian or Alaska Native	0.1
Asian	0.4
Filipino	12.5
Hispanic or Latino	82.4
Native Hawaiian or Pacific Islander	0.4
White	1.1
Two or More Races	1.8
Socioeconomically Disadvantaged	80.4
English Learners	25.5
Students with Disabilities	12.8
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	103	114	110	1665
Without Full Credential	4	6	9	128
Teaching Outside Subject Area of Competence (with full credential)	2	1	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	4	0	3

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

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

The school has added air-conditioning to every classroom on the campus in the summer of 2017.

**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

<b>School Facility Good Repair Status (Most Recent Year)</b>				
Year and month of the most recent FIT report: December 2017				
<b>System Inspected</b>	<b>Repair Status</b>			<b>Repair Needed and Action Taken or Planned</b>
	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer		X		
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains		X		

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	
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> 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)	54	53	53	53	48	48
Mathematics (grades 3-8 and 11)	22	19	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	751	739	98.4	52.77
Male	377	374	99.2	48.66
Female	374	365	97.59	56.99
Black or African American	12	12	100	41.67

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Asian	--	--	--	--
Filipino	110	109	99.09	69.72
Hispanic or Latino	594	584	98.32	49.83
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	16	16	100	75
Socioeconomically Disadvantaged	641	633	98.75	52.29
English Learners	260	254	97.69	20.47
Students with Disabilities	81	79	97.53	15.19
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	749	734	98	18.94
Male	375	371	98.93	18.87
Female	374	363	97.06	19.01
Black or African American	12	12	100	16.67
Asian	--	--	--	--
Filipino	110	109	99.09	34.86
Hispanic or Latino	592	579	97.8	15.37
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	16	16	100	56.25
Socioeconomically Disadvantaged	639	629	98.44	20.19
English Learners	259	252	97.3	5.16
Students with Disabilities	80	78	97.5	3.85
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
<b>Science (grades 5, 8, and 10)</b>	45	44	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. 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 2016-17)

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
2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission	95.81
2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission	44.3

### 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	8.6	45.4	27.9

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)

Community involvement is an essential element of the educational programs at Sweetwater High School. Besides many business partnerships, active parent partnerships are essential to the success of student achievement. At Sweetwater High, we offer many opportunities for parent involvement with the support of the CIS, Student Program Facilitator, and Community Relations Facilitator. We have a distinct Parent Center, led by the Community Relations Facilitator where they help coordinate parents to volunteer, take different classes, workshops, or network with other parents on a daily basis. Examples of classes are: English for Beginners, Parenting Education, Arts and Crafts, Health and Nutrition, Computer Basics, Counselor Parent Workshops, and our latest addition, Healthy Walks with the Principal and school leaders. Our parents are very proactive and are involved in monthly ELAC, Tittle1, SSC, Parent Leadership, Safety Committee and Coffee with the Principal meetings to discuss improvements and concerns. Working through our Community Relations Facilitator, parents assist daily in various capacities including volunteering in the front office or supervising student safety during lunch and nutrition break. In addition, we offer a training and Learning Walk for parents, so they understand the evaluation and feedback system for our teachers and find ways to support with student learning at home. 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 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	6.5	5.6	5.2	7.5	6.2	6.3	11.5	10.7	9.7
Graduation Rate	82.86	86.67	83.29	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	83.99	83.04	87.11
Black or African American	87.5	83.41	79.19
American Indian or Alaska Native	66.67	45.45	80.17
Asian	50	94.25	94.42
Filipino	94.29	94.23	93.76
Hispanic or Latino	83.1	81.14	84.58
Native Hawaiian/Pacific Islander	75	88.46	86.57
White	44.44	86.41	90.99
Two or More Races	83.33	88	90.59
Socioeconomically Disadvantaged	84.22	79.52	85.45
English Learners	59.03	62.12	55.44
Students with Disabilities	55.77	52.38	63.9
Foster Youth	100	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	4.2	4.0	2.5	5.7	4.6	4.2	3.8	3.7	3.6
Expulsions	0.0	0.0	0.1	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.

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 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 4	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	25	55	32	50	25	48	34	46	21	72	29	45
Mathematics	20	40	15	16	18	43	12	16	15	57	13	10
Science	24	25	56	4	26	18	63	1	20	45	48	1
Social Science	24	48	24	45	25	42	30	44	20	72	24	47

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	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 2015-16)**

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	\$83,046
Percent Difference: School Site and District	N/A	N/A		
State	N/A	N/A	\$6,574	\$82,770
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 2016-17)**

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 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	2	N/A
Science	4	N/A
Social Science	6	N/A
All courses	18	35.6

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.

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.

During the 2016-17 school year Sweetwater High School has participated in SweetPD workshops through the district, CUE conference technology training, BOOST Conference, Next Generation Science Standards training, National Science and Math Initiative teacher workshops, AP by the Sea training for advanced Placement. and Beginning Teacher Induction Training through the district.