

School Accountability Report Card Reported for School Year 2006-07 Published During 2007-08

2006-07 School Accountability Report Card Reported (SARC)

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

I. About This School

Contact Information

This section provides the schools contact information.

School		District	
School Name	Sweetwater High	District Name	Sweetwater Union High
Street	2900 Highland Ave.	Phone Number	(619) 691-5500
City, State, Zip	National City, CA 91950-7415	Web Site	www.suhsd.k12.ca.us
Phone Number	(619) 474-9700	Superintendent	Jesus Gandara
Principal	Wes Braddock	E-mail Address	lillian.leopold@suhsd.k12.ca.us
E-mail Address	wesley.braddock@suhsd.k12.ca.us	CDS Code	37-68411-3738226

School Description and Mission Statement

This section provides information about the school's goals and programs.

Identified as an under-performing school by the state, Sweetwater High is also working to increase test scores and the number of students entering colleges by partnering with UCSD and Project Create, SDSU, and Southwestern College.

The SUHI staff consists of 201 teachers, administrators, counselors and support staff. All are determined to provide the best possible education and environment to National City students. Fifteen percent of the staff members are SUHI alumni and have a special understanding of the issues facing SUHI students.

As the center of the National City community, SUHI is the pride of the community and houses numerous long-standing traditions. Many students are enrolled in the award winning Marine Corp Junior ROTC program and perform regularly. The Red Devil band and the choir are large and perform regularly in parades as well as concerts. There are also many students enrolled in the auxiliary corps and cheerleading.

All instruction and staff development is focused on teaching to the state standards and raising student test scores. A wide variety of objectives focus the work at SUHI on this and are apparent throughout the campus.

Several schoolwide programs have been introduced to improve student achievement. Above all, teachers have been changing their instruction to standards-based and have aligned their curriculum. There are several supplementary programs to increase the language and math skills of students.

Accelerated Reader/Read 180 improve reading. There is an extensive tutoring program available to all students. The Omega Project extends learning and extracurricular activities beyond "normal" school hours.

Technology is integrated into all curriculum areas and plays an important part to bridge the digital divide.

Students now have over 700 computers to use, located in classrooms as well as six computer labs. Computers are used for career exploration and development, internet research, presentations, math skill reinforcement, Accelerated Reader and writing. The computer labs and library are open for extended hours to allow students more time to use the technology.

There are other programs that exist to meet specific needs. There is an extensive Special Day Class program including 39 students in a Special Abilities Cluster. A workability program provides services for those students over 18, and there is a large Resource Specialist program.

Over 600 students are designated as limited English proficient (LEP) with approximately 125 in English language development (ELD) classes. Most students list Spanish as their home language. There are also a number of students who come to Sweetwater High School speaking only Tagalog, Hindi, or other languages. Approximately 50% of these students did very well on the California English Language Development Test (CELDT) but continue to have low scores on standardized tests.

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.

Opportunities for Parental Involvement

This section provides information about opportunities for parents to become involved with school activities.

Community involvement is an essential element of the educational programs at Sweetwater High School. Besides many business partnerships, parents are a welcome addition to the campus. All school parent meetings are held monthly to discuss improvements and concerns. Parents also serve on many school committees including the School Site Council, District Categorical Committee, GATE Parent Committee, etc.

Beyond advisory committees, parents are key to our everyday operations. Working through our parent volunteer coordinator, parents work daily in various capacities from library assistants to cafeteria assistants. Each year culminates with a luncheon to celebrate the many hours these parents contribute to the success of SUHI.

Student Enrollment by Grade Level

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Grade 9	485
Grade 10	820
Grade 11	774
Grade 12	712
Total Enrollment	2,791

Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	3.12 %	White (not Hispanic)	2.54 %
American Indian or Alaska Native	0.43 %	Multiple or No Response	0.07 %
Asian	0.47 %	Socioeconomically Disadvantaged	57 %
Filipino	12.33 %	English Learners	34 %
Hispanic or Latino	80.29 %	Students with Disabilities	10 %
Pacific Islander	0.75 %		

Average Class Size and Class Size Distribution (Secondary)

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2004-05			2005-06			2006-07					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	23-32	33+		1-20	23-32	33+		1-20	23-32	33+
English	26.8	29	36	31	28.0	25	29	44	29.3	17	37	34
Mathematics	31.8	3	28	35	31.4	3	38	32	32.0	2	32	33
Science	27.0	6	48		27.5	4	53	1	26.9	5	50	1
Social Science	30.8	8	22	42	31.5	6	26	43	32.8	3	24	50

II. School Climate

School Safety Plan

This section provides information about the school's comprehensive safety plan.

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 for the 2007-08 school year:

- Develop Site Safety Binder (to be distributed to all school staff)
- Train all staff on emergency procedures during 3-day inservice or during the school year's first staff meeting
- Comply with 3 in 1 safety drills
- Assessment of current crime in school
- Identify strategies and programs that provide safety on campus

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Suspensions	12.7	18.0	17.8	25.1	11.4	12.7
Expulsions	0.0	0.0	0.0	0.2	0.1	0.1

III. School Facilities

School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

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. Additional information can be found on the district's construction/modernization website on the Internet at <http://www.suhd.k12.ca.us/PropBB/>.

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 2007-08 school year, the district has budgeted \$2,900,000 for the deferred maintenance program. This represents .85% of the district's general fund budget.

Deferred Maintenance Projects

For the 2007-08 school year, the district's governing board approved deferred maintenance projects for this school in the form of exterior painting. The district's complete deferred maintenance plan is available at the district office.

Modernization/Expansion (New Construction on Existing Campus) Projects

New 3 story classroom/library/theater building and new stadium bleachers are in design and scheduled to start construction in January 2009.

School Facility Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates (interior and exterior)	X			
Interior Surfaces (walls, floors, and ceilings)	X			
Hazardous Materials (interior and exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (interior and exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (inside and outside)	X			
Restrooms	X			
Sewer	X			
Playground/School Grounds	X			

Roofs	X			
Overall Cleanliness	X			

Overall Summary of School Facility Good Repair Status

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary		X		

IV. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>

Teachers	School			District
	2004-05	2005-06	2006-07	2006-07
With Full Credential	105	109	112	1,810
Without Full Credential	3	1	1	59
Teaching Outside Subject Area of Competence	9	6	10	N/A

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2005-06	2006-07	2007-08
Misassignments of Teachers of English Learners	13	3	1
Total Teacher Misassignments	13	4	2
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	97.9	2.1
All Schools in District	98.5	1.5
High-Poverty Schools in District	97.9	2.1
Low-Poverty Schools in District	99.5	0.5

V. Support Staff

Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	5.4	516
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Textbooks and instructional materials were adopted consistent with the textbook cycle. 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.	0%
Mathematics	Textbooks and instructional materials were adopted consistent with the textbook cycle. 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.	0%
Science	Textbooks and instructional materials were adopted consistent with the textbook cycle. 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.	0%
History-Social Science	Textbooks and instructional materials were adopted consistent with the textbook cycle. 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.	0%
Foreign Language	Textbooks and instructional materials were adopted consistent with the textbook cycle. 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.	0%
Health	Textbooks and instructional materials were adopted consistent with the textbook cycle. 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.	0%
Science Laboratory Equipment (grades 9-12)	One set of lab equipment per lab station.	0%

VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2005-06)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$7,641	\$580	\$5,391	\$59,481
District	N/A	N/A	\$1,670	\$62,348
Percent Difference – School Site and District	N/A	N/A	70%	5%
State	N/A	N/A	\$4,943	\$62,833
Percent Difference – School Site and State	N/A	N/A	8%	6%

Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

General Operations	- services, materials, and support to the general education program
Gifted and Talented	- specialized learning assistance for student with great ability, achievement, or potential
Special Projects	- monies from agencies (e.g., federal state) earmarked for specific services
II/USP	- Staff Development for Standards-Based Instruction

Teacher and Administrative Salaries (Fiscal Year 2005-06)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/>

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$ 36,016	\$ 39,456
Mid-Range Teacher Salary	\$ 61,733	\$ 66,091
Highest Teacher Salary	\$ 80,811	\$ 82,529
Average Principal Salary (Middle)	\$118,456	\$104,975
Average Principal Salary (High)	\$125,517	\$116,464
Superintendent Salary	\$210,000	\$171,138
Percent of Budget for Teacher Salaries	38.9 %	37.39 %
Percent of Budget for Administrative Salaries	4.839 %	5.16 %

VIII. Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

CST Results for All Students - Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English-Language Arts	25	29	30	34	36	38	40	42	43
Mathematics	12	13	19	22	24	24	38	40	40
Science	19	22	23	25	31	34	27	35	38
History-Social Science	26	26	25	29	28	29	32	33	33

CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period. Note: To protect student privacy, an asterisk (*) is shown when the number of students tested is 10 or less. A blank indicates no data are available.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	26	20	18	26
American Indian or Alaska Native	*	*	*	*
Asian	*	*	*	*
Filipino	46	25	37	36
Hispanic or Latino	28	17	21	22
Pacific Islander	46	*	*	*
White (not Hispanic)	48	34	20	38
Male	30	21	27	29
Female	31	17	19	21
Economically Disadvantaged	29	19	23	24
English Learners	3	6	3	5
Students with Disabilities	3	1	3	5
Students Receiving Migrant Education Services	23	46	*	*

California High School Exit Exam (CAHSEE) Results

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the federal No Child Left Behind (NCLB) law. The CAHSEE has an English language-arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. Note: To protect student privacy, scores are not shown when the number of students is 10 or less. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement.

CAHSEE Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level.

Subject	2004-05			2005-06			2006-07		
	School	District	State	School	District	State	School	District	State
English	36.1	45.8	49	39.1	49.9	51.1	44	48.5	48.6
Mathematics	32.5	41	45.2	36.5	46.1	46.8	51.8	52.8	49.9

CAHSEE Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at each performance level in English language-arts and mathematics separately for the most recent testing period. Note: To protect student privacy, an asterisk (*) is shown when the number of students tested is 10 or less. A blank indicates no data are available.

Group	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	56	29	15	48.2	37.7	14
Male	57.5	27.9	14.6	45.3	38.5	16.3
Female	54.5	30.2	15.4	51.3	37	11.8
African American	40	55	5	50	35	15
American Indian or Alaska Native						
Asian	100	0	0	100	0	0
Filipino	38.8	35.7	25.5	33.7	39.8	26.5
Hispanic or Latino	59.8	27.1	13	50.9	36.9	12.2
Pacific Islander						
White (not Hispanic)	37.5	33.3	29.2	41.7	50	8.3
English Learners	72.6	23.4	4	60	32.5	7.5
Socioeconomically Disadvantaged	59.4	27.1	13.5	48.4	38.5	13.1
Students Receiving Migrant Education Services						
Students with Disabilities	95	1.7	3.3	86.7	13.3	0

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

Grade Level	Percent of Students Meeting Fitness Standards
9	24.6

IX. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2004	2005	2006
Statewide	2	3	4
Similar Schools	5	7	7

API Changes by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant. A blank indicates no data are available.

Group	Actual API Change			API Score
	2004-05	2005-06	2006-07	2007
All Students at the School	51	20	21	691
African American				
American Indian or Alaska Native				
Asian				
Filipino	73	18	1	764
Hispanic or Latino	46	19	26	677
Pacific Islander				
White (not Hispanic)				
Socioeconomically Disadvantaged	64	2	25	685
English Learners	N/A	24	32	630
Students with Disabilities	N/A	-6	57	483

Adequate Yearly Progress

The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	Yes	Yes

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	In PI	Not In PI
First Year of Program Improvement	1999-2000	
Year in Program Improvement	Year 5	
Number of Schools Currently in Program Improvement	N/A	8
Percent of Schools Currently in Program Improvement	N/A	27.6

X. School Completion and Postsecondary Preparation

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data is available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
Dropout Rate (1-year)	2.5	1.2	1.6	2.1	1.8	1.7	3.2	3.1	3.5
Graduation Rate	90.0	91.7	94.0	89.4	89.5	89.3	85.3	85.0	83.0

Completion of High School Graduation Requirements

Students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2006-07 school year in the 12th grade, as evidenced by that school year's October CBEDS enrollment, this table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>. Note: "N/A" means that the student group is not numerically significant.

Group	Graduating Class of 2007		
	School	District	State
All Students	82.2%	80.2%	N/A
African American	82.6%	83.1%	N/A
American Indian or Alaska Native	100.0%	78.1%	N/A
Asian	100.0%	93.7%	N/A
Filipino	93.1%	92.9%	N/A
Hispanic or Latino	79.7%	76.4%	N/A
Pacific Islander	75.0%	81.8%	N/A
White (not Hispanic)	93.3%	88.3%	N/A
Socioeconomically Disadvantaged	83.8%	79.1%	N/A
English Learners	66.3%	58.6%	N/A
Students with Disabilities	67.4%	70.2%	N/A

Career Technical Education Participation

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
Number of pupils	582
Percent of pupils completing a CTE program and earning a high school diploma	87%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	Careers in Health Sciences = 75% Careers in Animal Science = 0% Welding Technology = 0%

Courses for University of California and/or California State University Admission

This table displays for the most recent year two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in and completion of courses required for UC/CSU admission can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	Percent
Students Enrolled in Courses Required for UC/CSU Admission	71.7
Graduates Who Completed All Courses Required for UC/CSU Admission	27.7

Advanced Placement Courses

This table displays for the most recent year the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>. "N/A" indicates no data are available.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science		N/A
English	2	N/A
Fine and Performing Arts	1	N/A
Foreign Language	2	N/A
Mathematics	2	N/A
Science		N/A
Social Science	4	N/A
All courses	11	5.6

XI. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Sweetwater High is involved in extensive professional development to improve instruction so that all students achieve. During the 2004-05 school year, shortened days provided time for teachers to review information and develop an Action Plan to improve achievement. Additional trainings and workshops were held outside of the school day. This has been done to maximize the time teachers are in their classrooms thereby maximizing learning. Beginning in May 2003 the school has held weekly trainings for staff through a new program called SUHI University as well as additional instruction provided online at <http://www.suhd.k12.ca.us/suh/---suhionline/indexonline/html>. Currently training is focused on Mastery Learning and Differentiated Instruction to best meet the individual learning styles and motivation levels of all students.

For the 2005-06 and 2006-07 school years, Sweetwater High used 6 minimum days. Staff used the days for Professional Learning Communities meetings.