

John Swett High School

2021-2022 School Accountability Report Card

(Published During the 2022-2023 School Year)



JOHN SWETT HIGH SCHOOL

General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://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 <https://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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2022-23 School Contact Information

School Name	John Swett High School
Street	1098 Pomona St.
City, State, Zip	Crockett, CA 94525-1426
Phone Number	510.787.1088
Principal	Mrs. Leslie Marley
Email Address	lmarley@jsusd.org
School Website	www.jsusd.org/page/13
County-District-School (CDS) Code	07 61697 0737023

2022-23 District Contact Information

District Name	John Swett Unified School District
Phone Number	510-245-4300
Superintendent	Dr. Charles Miller
Email Address	cmiller@jsusd.org
District Website Address	www.jsusd.org

2022-23 School Overview

We at John Swett High School envision self-motivated graduates who will be responsible, trustworthy citizens, respectful of cultural diversity, and able to communicate effectively, think critically and behave compassionately. Our teachers and staff work tirelessly to ensure that all our students have the ability to reach their highest potential.

Our Schoolwide Learner Outcomes are a driving force in curricular development and teaching methodology and are intended to challenge students to develop the following skills:

- *Socially Responsible and Ethical Citizens

- *Well: Physically, Mentally and Emotionally

- *Effective Communicators

- *Thoughtful Problem Solvers

- *Technologically Skilled: College and Career Ready

These spell out SWETT.

Students at John Swett have access to high quality instruction, many extra curricular activities and athletics, and a safe, student centered environment. All of our students have access to our award winning Careers Academy, which train students in many professional pathways. John Swett High School is a great place for kids and families, and many of our students go on to great college and career opportunities!

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	93
Grade 10	104
Grade 11	93
Grade 12	85
Total Enrollment	375

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.6
Male	50.4
American Indian or Alaska Native	0.8
Asian	10.4
Black or African American	11.7
Filipino	13.1
Hispanic or Latino	36.3
Native Hawaiian or Pacific Islander	0.3
Two or More Races	9.6
White	16.5
English Learners	10.7
Foster Youth	0.3
Homeless	1.9
Migrant	0.0
Socioeconomically Disadvantaged	57.9
Students with Disabilities	18.4

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	17.80	74.68	55.40	82.88	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.10	13.02	6.90	10.33	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.20	5.02	2.40	3.59	12115.80	4.41
Unknown	1.70	7.28	2.10	3.20	18854.30	6.86
Total Teaching Positions	23.80	100.00	66.80	100.00	274759.10	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full Time Equivalent (FTE) status. 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. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. 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. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	3.10	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	3.10	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	1.20	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	1.20	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	14.50	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The John Swett Unified School District is committed to providing sufficient numbers of state-approved textbooks and materials to all of our students, including English-language learners. Each student has access to his or her own copy of the standards-aligned textbooks that have been approved by the State Board of Education to use in class and to take home. We adopted a new Social Studies book series this year and Science books next year to align with current State standards.

Year and month in which the data were collected

10/2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Literature & Language Arts, Holt 2006 Literature, Prentice Hall 2006 The U.S. in Literature 2005 Elements of Literature 2001 Perrine's Literature 2006	Yes	0
Mathematics	Algebra 1 & 2, Pearson 2016 Geometry, Pearson 2016 Advanced Mathematical Concepts: Precalculus with Applications 2005 Calculus of a Single Variable, Sixth Edition 2007 California Mathematics Review 2007	Yes	0
Science	Physical Science with Earth Science 2005 Biology: The Dynamics of Life 2005 Modern Chemistry 1999 Basic Electronics, Eighth Edition 2005 Conceptual Physics 2005 Fundamentals of Physics 2005 The Water Planet 2005 Life on an Ocean Planet 2007	Yes	0
History-Social Science	America History, Houghton Mifflin, 2018 Modern World History, Houghton Mifflin, 2018 United States Government, Houghton Mifflin, 2018 Give Me Liberty, W. W. Norton and Co, 2009 Economics: Principles in Action, Prentice Hall 2009 Psychology: Principles in Practice, Holt 2005 Psychology: Themes & Variations, Sixth Edition; Thomas Wadsworth 2005	Yes	0
Foreign Language	Realidades 1-4, Prentice Hall 2005	Yes	0

School Facility Conditions and Planned Improvements

John Swett High School was built in 1927 by the same folks that built C&H Sugar refinery in Crockett. Considering the school's age, it is in excellent condition. Entering the campus takes one back to a different era, as the brick structures and park like front provide a distinctive small-town, academic atmosphere. The football field and track, in many instances, remains the hub of the community. The gym provides bleachers above the court, providing fans with an awesome view of basketball and volleyball matches, while also creating the illusion of a smaller court, known as "the pit," which has often intimidated opponents. John Swett is one of the last high-school facilities to maintain a functioning auditorium with an opera pit and a theater accommodating 600 people.

Currently the school is has just recently completed a construction project due to a Bond measure. The school has had construction going on almost every where in the school hallways and nearby classroom areas for several years and this is the second school year without the hassle. However the poorly executed contract has not been fully completed by the Construction company and therefore more work still needs to be done by other companies. This includes HVAC, electrical, technology, and roofing. This is still a bit of a hassle, but much less disruption than the past project.

Our school maintenance staff consists of 3.0 full-time equivalent (FTE) custodians (1.0 FTE day and 2.0 FTE night) and 1.5 FTE district facilities maintenance staff who roams between the schools in the district. All classrooms are fully cleaned two days per week along with the floors being swept and the garbage being emptied on a daily basis as well as sanitation protocols.

Year and month of the most recent FIT report

10/12/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			:
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			AUDITORIUM: light bulbs are out
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 Rate

Exemplary	Good	Fair	Poor
	X		

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

ELA and 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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	63	N/A	29	N/A	47
Mathematics (grades 3-8 and 11)	N/A	26	N/A	17	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	85	76	89.41	10.59	63.16
Female	36	34	94.44	5.56	55.88
Male	49	42	85.71	14.29	69.05
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	11	11	100.00	0.00	72.73
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	28	22	78.57	21.43	63.64
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	11	11	100.00	0.00	36.36
White	17	15	88.24	11.76	80.00
English Learners	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	46	40	86.96	13.04	47.50
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	12	9	75.00	25.00	--

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	85	78	91.76	8.24	25.64
Female	36	34	94.44	5.56	14.71
Male	49	44	89.80	10.20	34.09
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	11	11	100.00	0.00	36.36
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	28	23	82.14	17.86	21.74
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	11	11	100.00	0.00	36.36
White	17	15	88.24	11.76	26.67
English Learners	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	46	42	91.30	8.70	19.05
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	12	9	75.00	25.00	--

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	24.03	NT	19.09	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	161	154	95.65	4.35	24.03
Female	79	78	98.73	1.27	21.79
Male	82	76	92.68	7.32	26.32
American Indian or Alaska Native	0	0	0	0	0
Asian	21	21	100	0	38.1
Black or African American	19	18	94.74	5.26	5.56
Filipino	19	19	100	0	26.32
Hispanic or Latino	57	53	92.98	7.02	24.53
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	16	16	100	0	25
White	29	27	93.1	6.9	22.22
English Learners	18	16	88.89	11.11	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	90	85	94.44	5.56	14.12
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	20	16	80	20	0

2021-22 Career Technical Education Programs

Our Career Academy is widely acclaimed for offering students the opportunity to gain knowledge and experience in work-related fields. Through Regional Occupational Programs (ROP) offerings, such as construction, industrial survey, and electronics, many students have decided and begun distinctive career paths. This includes acceptance into such areas as carpentry unions as entry-level apprentices. Recently, the school has begun conversations to transition students to junior colleges. We will be working on a system to evaluate the effectiveness of these programs by inviting experts from the field in to assess the skills our students have picked up in classes such as construction and industrial survey. We will also look at what percentage of students move from such classes to college or a trade union out of high school. Our programs have had a recent change to reflect pathway sequence and marketing for student understanding. Here are our updates for this year:

*Manufacturing 1 and 2: This course gives students the opportunity to experience carpentry and metal-working skills.

*Building Trades 1 and 2: This class offers students a safety-oriented, hands-on course that is designed to allow students an opportunity to familiarize themselves with the skills and expectations of the building-construction industry and other related trades.

*Welding 1 and 2: Emphasizing safety, this hands-on course is designed to allow students an opportunity to familiarize themselves with the skills and expectations of industry-related welding.

*Multi-media 1 and 2: This course offer student the opportunity to learn the skills for graphic design and entrepreneurial skills to create a student business making t-shirts and vinyl decals and stickers. Additionally students can learn brochure and media based presentation skills as well.

*CADD 1 and 2: This class teaches students how to use the CADD (computer aided design and drawing) program, and to learn about product design.

The primary representative of the district's career technical advisory committee is Leslie Marley, Principal, and the industries represented include oil refineries, workforce development, construction, water resources and community colleges.

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	107
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	91.78
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	50.57

B. Pupil Outcomes

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 area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	95.9	100	97.4	97.3	93.5

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 regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

As with most worthwhile organizations and consistent with a vast majority of studies, John Swett High School realizes that parent involvement is an indispensable component in relation to the overall success of individual students and the school as a whole. At John Swett High School, we greatly appreciate and encourage parent involvement in a number of areas such as the JSHS School Site Council (academic program and support), the Parent Teacher Student Association (academic and extracurricular support), JSHS Band Boosters, JSHS Athletic Boosters, Career Academy meetings, as well as ELAC English Language Advisory Committee and DELAC District English Language Advisory Committee. The District has created two additional parent groups where parents can have the voices heard or hear about what the District and JSHS are doing. Those parent groups are called the PAC Parent Advisory Council in English and in Spanish. Parents can also volunteer to be guest speakers for our AVID Advancement Via Individual Determination class or for the counseling office to give students experience in hearing about career experiences and fields.

For more information on how to become involved, please contact our school office at (510) 787-1088, or reach out to the Principal Leslie Marley via email LMarley@jsusd.org, we welcome all to visit and present on their career experiences.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

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

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		1.7	7.4		4.9	13.2		8.9	7.8
Graduation Rate		91.7	91.4		88.7	85.8		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	81	74	91.4
Female	45	44	97.8
Male	36	30	83.3
American Indian or Alaska Native	0	0	0.0
Asian	--	--	--
Black or African American	--	--	--
Filipino	11	11	100.0
Hispanic or Latino	30	28	93.3
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	--	--	--
White	15	12	80.0
English Learners	14	12	85.7
Foster Youth	0	0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	54	48	88.9
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	12	9	75.0

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	401	387	94	24.3
Female	196	193	45	23.3
Male	205	194	49	25.3
American Indian or Alaska Native	3	3	1	33.3
Asian	41	39	5	12.8
Black or African American	51	48	14	29.2
Filipino	50	49	5	10.2
Hispanic or Latino	149	145	43	29.7
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	37	36	10	27.8
White	63	61	14	23.0
English Learners	53	50	11	22.0
Foster Youth	2	2	1	50.0
Homeless	11	11	4	36.4
Socioeconomically Disadvantaged	246	238	67	28.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	75	75	30	40.0

C. Engagement

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

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	4.59	4.81	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	5.99	0.00	3.44	0.20	3.17
Expulsions	0.00	0.00	0.00	0.08	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.99	0.00
Female	2.55	0.00
Male	9.27	0.00
American Indian or Alaska Native	0.00	0.00
Asian	2.44	0.00
Black or African American	19.61	0.00
Filipino	0.00	0.00
Hispanic or Latino	4.70	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	2.70	0.00
White	6.35	0.00
English Learners	1.89	0.00
Foster Youth	0.00	0.00
Homeless	18.18	0.00
Socioeconomically Disadvantaged	8.54	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	22.67	0.00

2022-23 School Safety Plan

The district wide school safety plan has applicability to each school site. Earthquake, active shooter, shelter in place and fire drills are performed regularly. Adult visitors must sign in at the front office. School-age visitors are not permitted unless they are on a pre-approved shadow day. Our school takes student safety as our number one priority, and we strictly enforce our student discipline policies, including Positive Behavior and supports as well as Restorative practices. District staff ran Safety training for the beginning of school and all staff received a whistle to utilize in safety situations.

Recently the District and school have implemented the following safety features: The Tango Tango app where any cell phone can be converted into a School radio for emergency communication, and the Say Something App created by the Sandy Hook Foundation to give students the ability to communicate directly with safety staff to self report or report for a friend if they are in need of any type of support.

At the beginning of this school year we also had a major upgrade to our security camera system that now includes 64 cameras. With that upgrade we have greater visibility and monitoring during school hours and non school hours. e also have had an electronic gate installed to only allow in staff to the parking lot and main campus. All guests must come through the Main office. The school safety plan will be reviewed, updated and discussed in November 2022.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	20	10	9	3
Mathematics	21	8	4	7
Science	21	6	6	4
Social Science	23	7	7	7

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	15	19	7	2
Mathematics	18	13	5	3
Science	17	12	5	2
Social Science	18	13	7	5

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	18	12	3	4
Mathematics	16	13	4	2
Science	21	6	6	2
Social Science	18	12	8	2

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	187.5

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	0.2
Resource Specialist (non-teaching)	
Other	0.3

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	7863	1663	6120	77652
District	N/A	N/A	8799	\$75,325
Percent Difference - School Site and District	N/A	N/A	-35.9	3.0
State	N/A	N/A	\$6,594	\$73,001
Percent Difference - School Site and State	N/A	N/A	-7.5	6.2

2021-22 Types of Services Funded

These programs and services are provided at the school either through categorical funds or other sources that support and assist students:

- * Intervention Classes for credit recovery
- * CTE Classes
- * Beginning Teacher Support or Induction
- * PAR Mentors
- * ELD Support classes
- * AVID classes
- * Summer school

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$48,057	\$46,419
Mid-Range Teacher Salary	\$72,017	\$69,902
Highest Teacher Salary	\$95,076	\$97,912
Average Principal Salary (Elementary)	\$100,944	\$111,731
Average Principal Salary (Middle)	\$122,221	\$122,012
Average Principal Salary (High)	\$129,929	\$122,212
Superintendent Salary	\$166,762	\$150,971
Percent of Budget for Teacher Salaries	32%	29%
Percent of Budget for Administrative Salaries	6%	6%

2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	18.6
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	2
Fine and Performing Arts	1
Foreign Language	0
Mathematics	1
Science	0
Social Science	2
Total AP Courses Offered Where there are student course enrollments of at least one student.	6

Professional Development

Professional-development opportunities for staff members are ongoing. Administrators, teachers and classified staff have attended a multitude of conferences, including those presented by the District, Aeries database system, UC/CSU college preparation, Advanced Placement (AP), California Association of School Business Officials and FCMAT (CASBO) and California Association of Directors of Activities (CADA), and AVID. Students, including the Associated Student Body (ASB) treasurer, are offered the opportunity to participate in applicable conferences as well (e.g., CASBO). Additionally District in-services and teacher workdays include training in social and emotional needs through the AVID and Mental Health and Wellness Matters. This is a continued focus to support our students after return to school from a pandemic. Additionally a team from the site will begin Trauma Informed Specialist Certification beginning in November.

We have 3 staff development meetings each month to provide ongoing professional development for our staff. These days are built into our schedule on the 1st, 2nd, and 3rd Wednesdays of the month. During our professional-development meetings, we are focusing on best practices in the classroom, safety, Special education supports, EL supports, MAP testing and AVID strategies throughout the year. This year we implemented a new concept called Staff SLAM. This is where a teacher volunteers to share out a quick technique, whether it is technology, best practices, supports, or how to help each other out, it has been a great technique in building a collaborative leadership culture amongst our teachers. The last Wednesday of the month is solely devoted Departmental planning, collaboration and needs to be addressed at future staff meetings and is facilitated by our Department Chairs.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	4	3	4