

San Pasqual Valley Middle School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2016-17)

School Contact Information	
School Name	San Pasqual Vallley Middle School
Street	676 Baseline Rd.
City, State, Zip	Winterhaven, CA 92283-9801
Phone Number	760.572.0222
Principal	Mary Kay Monson
E-mail Address	mkmonson@spvusd.org
Web Site	www.spvusd.org
CDS Code	13632140000000

District Contact Information	
District Name	San Pasqual Valley Unified School District
Phone Number	760.572.0222
Superintendent	Rauna Fox
E-mail Address	rfox@spvUSD.org
Web Site	www.spvUSD.org

School Description and Mission Statement (School Year 2016-17)

Principal's Message

I'd like to welcome you to San Pasqual Valley Middle School's Annual School Accountability Report Card and thank you for taking time to explore it. As principal, I could not be more proud of the school over which I preside, and am honored to have the opportunity to share the basis for such pride with you. The purpose of this report card is to afford you further insight into the quality educational program we offer.

It is the belief of San Pasqual Valley Middle School that students can and will excel in an environment that is tailored to their evolving needs. We strive to provide the tools and encouragement for students to be able to accomplish personal and academic goals.

School Motto

Together we believe, we achieve, we succeed.

Mission Statement

Providing students with a high-quality education that will equip them with the skills and knowledge and information to be successful in all post-secondary endeavors, their careers, and their lives.

School Profile

San Pasqual Valley Unified School District is located in Imperial County near the Arizona border. The district is comprised of one elementary school, one middle school, one comprehensive high school, and one alternative education high school. During the 2016-2017 year, the district educated 730 students within its schools. San Pasqual Valley Unified School District is committed to providing a quality education for all its students.

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

Grade Level	Number of Students
Grade 6	65
Grade 7	56
Grade 8	58
Total Enrollment	179

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	46.9
Asian	0
Filipino	0
Hispanic or Latino	45.3
Native Hawaiian or Pacific Islander	0
White	3.4
Two or More Races	3.9
Socioeconomically Disadvantaged	92.7
English Learners	35.8
Students with Disabilities	7.3
Foster Youth	0

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	10	10	13	51
Without Full Credential	0	0	1	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	0.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: 09/16/16

San Pasqual Valley Unified School District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the school’s instructional program and provides students with their own textbooks. San Pasqual Valley Unified School District held a Public Hearing in September 16, 2016 and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment, pursuant to the settlement of Williams vs. the State of California. All students, including English learner students, are provided their own individual standards-aligned instructional materials in core subjects for use in the classroom and to take home.

All textbooks and instructional materials used within the district are aligned with the California State Content Standards and Frameworks and have been selected from the state’s most recent list of standards-based materials.

San Pasqual Valley Unified School District follows the California Department of Education Instructional Materials adoption cycle to ensure that instructional materials are relevant and up-to-date. Selection criteria is based on state and district standards, reviewed per the state list, and recommendations made to the Board of Trustees for final adoption. The selection process is uniform district-wide in order to assure continuity and consistency throughout the instructional program. The table displays information collected in September about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

In the Fall of 2017 the middle school began the adoption process for a new language arts curriculum.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	6th Grade, McMillen McGraw-Hill; Adopted 2013 7th, 8th Grades, Pearson; Adopted 2013	Yes	0.0%
Mathematics	Houghton Mifflin Harcourt Adopted 2014	Yes	0.0%
Science	Glencoe Adotped 2007	Yes	0.0%
History-Social Science	Prentice Hall Adopted 2006	Yes	0.0%

School Facility Conditions and Planned Improvements (Most Recent Year)

San Pasqual Valley Middle School buildings were built in 2000. Facilities are situated on two acres and include 21 classrooms and restrooms. The facility strongly supports teaching and learning through its ample classroom and playground space. Recent modernization projects included replacing a wing with new classrooms built from the ground up, starting in 2010. Phase I was completed February 2012. During the summer of 2016, a shade structure and cement basket court was added.

Maintenance and Repair

Safety concerns are the number one priority of Maintenance and Operations. District maintenance supervisors are proactive and conduct inspections at school sites on a continual basis. 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. The district maintenance staff has indicated that 100% of all toilets on school grounds are in good working order. The chart shows the results of the most recent school facilities inspection.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 08/18/16				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	Carpet tear in Bldg 219; Hole in south wall Bldg 219; East wall has tear Bldg 220; Tear in wall Bldg 213; Tear in wallpaper Room 118; Baseboard peeling Room #114; West wall peeling Room 214; Stall walls are peeling Bldg 207 RR; Freezer ceiling icing up causing wetness on floor, scrub floors under sinks, equipment and in food storage Cafeteria; Paint peeling around sinks, toilets and AC Gym; Graffiti and lockers broken Gym. All items repaired.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Pigeon nest in Ramada Gym. All items repaired.
Electrical: Electrical	X			Electrical outlet cover missing, storage room light does not work Gym. All items repaired.
Restrooms/Fountains: Restrooms, Sinks/Fountains			X	Drinking fountain not working, Sink is dirty Room 114; Stall seat loose Bldg 207; Drinking fountains dirty Bldg 207; Toilet has ring stains Bldg 207; Low water pressure, handicap toilet will not turn off, water fountains dirty, storage racks need attached Cafeteria; drinking fountains broken and dirty Gym; Soap dispenser broken Gym; Urinal broken Gym; Tile broken Gym; Shower heads need repaired Gym. All items repaired.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Ramp is peeling Bldg 219, Bldg 220; Outside wall has large hole Bldg 211; Graffiti on lockers, Hole in Ramada wall tripping hazard in Ramada Gym. All items repaired.

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 08/18/16				
Overall Rating	Exemplary	Good	Fair	Poor
				X

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	19	21	19	20	44	48
Mathematics	3	2	7	8	34	36

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	6	68	65	95.6	29.2
	7	59	57	96.6	15.8
	8	64	58	90.6	15.5
Male	6	31	31	100.0	29.0
	7	21	21	100.0	9.5
	8	31	28	90.3	10.7
Female	6	37	34	91.9	29.4
	7	38	36	94.7	19.4
	8	33	30	90.9	20.0
Black or African American	8	--	--	--	--
American Indian or Alaska Native	6	29	27	93.1	40.7
	7	29	28	96.5	17.9
	8	28	25	89.3	16.0

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Hispanic or Latino	6	35	34	97.1	20.6
	7	25	24	96.0	8.3
	8	26	24	92.3	12.5
White	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Two or More Races	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Socioeconomically Disadvantaged	6	61	60	98.4	26.7
	7	55	53	96.4	17.0
	8	59	53	89.8	17.0
English Learners	6	27	26	96.3	11.5
	7	20	20	100.0	10.0
	8	20	19	95.0	10.5
Students with Disabilities	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Students Receiving Migrant Education Services	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Foster Youth	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	6	68	65	95.6	1.5
	7	59	57	96.6	1.8
	8	64	58	90.6	3.5
Male	6	31	31	100.0	3.2
	7	21	21	100.0	
	8	31	28	90.3	3.6
Female	6	37	34	91.9	
	7	38	36	94.7	2.8
	8	33	30	90.9	3.5
Black or African American	8	--	--	--	--
American Indian or Alaska Native	6	29	27	93.1	3.7
	7	29	28	96.5	3.6
	8	28	25	89.3	
Hispanic or Latino	6	35	34	97.1	
	7	25	24	96.0	
	8	26	24	92.3	8.7
White	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Two or More Races	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Socioeconomically Disadvantaged	6	61	60	98.4	1.7
	7	55	53	96.4	1.9
	8	59	53	89.8	3.9
English Learners	6	27	26	96.3	
	7	20	20	100.0	
	8	20	19	95.0	5.3
Students with Disabilities	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Students Receiving Migrant Education Services	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Foster Youth	6	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	7	--	--	--	--
	8	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	41	54	28	26	27	23	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	64	57	89.1	28.1
Male	31	29	93.6	27.6
Female	33	28	84.9	28.6
American Indian or Alaska Native	28	23	82.1	43.5
Hispanic or Latino	26	24	92.3	16.7
Socioeconomically Disadvantaged	59	53	89.8	30.2
English Learners	20	19	95.0	10.5

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The “Proficient or Advanced” is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	35.1	22.8	10.5

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

Parents and the community are supportive of the educational programs at San Pasqual Valley Middle School. Parents may participate in the School Site Council, Peace Builders Picnics, annual PeaceBuilders Lock-in, Awards Assemblies, and Positive Parenting Training, Title VII Indian Education Committee, and DELAC. Numerous programs and activities are enriched by the generous contributions made by the following organizations:

- American Legion Post 802
- Quechan Tribe
- Arizona Western College
- Paradise Casino
- Imperial Valley College

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	23.6	29.7	24.5	21.2	18.3	19.9	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.1	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

The safety of students and staff is a primary concern of San Pasqual Valley Middle School. Visitors are required to check in at the school office upon arrival and required to return to the school office upon departure. During lunch, recesses, and before school, we have 4 employees as well as and one full-time school resource officer who oversee students and school grounds, In the cafeteria, we have 2 staff in the morning, 4 inside at lunch recess and 4 outside at lunch/recess.

The comprehensive Safe School Plan was developed by the district to comply with Senate Bill 187 (SB 187) of 1997. The plan provides students and staff a means of ensuring a safe and orderly learning environment. Each school includes the following requirements of SB 187 within their safe school plans: current status of school crime; child abuse reporting procedures; disaster procedures, routine and emergency; policies related to suspension and expulsion; notification to teachers; sexual harassment policy; provision of a school-wide dress code; safe ingress and egress of pupils, parents, and school employees; safe and orderly school environment; and school rules and procedures. The school evaluates the plan annually and updates it as needed. Safety procedures, including elements of the Safe School Plan, are reviewed with school and District staff in the fall, at the start of each school year.

The site administration team works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2004-2005	2012-2013
Year in Program Improvement*	Year 5	Year 2
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	75.0

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	13	16	2		13	11			19	9		
Mathematics	9	13	1		12	9			19	9		
Science	15	6	1		13	8			20	9		
Social Science	12	8	2		12	9			19	9		

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	.5	176
Counselor (Social/Behavioral or Career Development)	.25	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	.5	N/A
Psychologist	.25	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	.25	N/A
Resource Specialist	1	N/A
Other		N/A

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$8,036	\$1,188	\$6,848	\$65,779
District	N/A	N/A	\$13,050	\$66,219
Percent Difference: School Site and District	N/A	N/A	-47.5	-0.7
State	N/A	N/A	\$5,677	\$60,705
Percent Difference: School Site and State	N/A	N/A	20.6	8.4

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

Types of Services Funded (Fiscal Year 2015-16)

Based on 2014-15 audited financial statements, San Pasqual Valley Unified School District spent an average of \$13,050 of unrestricted monies to educate each student. The expenditures per pupil table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

In addition to general fund state funding, San Pasqual Valley Unified School District receives state and federal categorical funding for special programs. During the 2014-15 school year, the district received federal and state aid for the following categorical, special education, and support programs:

- Title I
- Title II - Teacher Quality
- Title III - LEP
- Title VI - REAP
- Title VII - Indian Education
- American Indian Early Childhood Education (AIECE)
- ROC/P
- Home-to-School Transportation
- Innovative Approaches to Literacy Grant
- Special Education
- Migrant Education
- ASES
- Impact Aid
- Lottery

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,321	\$40,430
Mid-Range Teacher Salary	\$62,406	\$58,909
Highest Teacher Salary	\$77,591	\$77,358
Average Principal Salary (Elementary)	\$92,369	\$94,634
Average Principal Salary (Middle)	\$90,067	\$97,839
Average Principal Salary (High)	\$91,964	\$100,453
Superintendent Salary	\$122,640	\$123,728
Percent of Budget for Teacher Salaries	32%	32%
Percent of Budget for Administrative Salaries	5%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. First-year teachers are evaluated twice a year; teachers in their second through fifth years are evaluated annually, and teachers who have been in the district six or more years are evaluated at least once every other year. Evaluations are conducted by the principal, who has been trained and certified for competency to perform teacher evaluations. Evaluation criteria includes:

- Engaging and Supporting All Students in Learning
- Understanding and Organizing Subject Matter for Student Learning
- Assessing Student Learning
- Creating and Maintaining Effective Environments for Student Learning
- Planning Instruction and Designing Learning Experiences for All Students
- Developing as a Professional Educator

The district schedules staff development days at the beginning of the year and mid-year. Additional opportunities for professional development were made available to support instructional programs in accordance with school plans.

San Pasqual Valley Unified School District offers support to new teachers through the Beginning Teacher Support and Assistance (BTSA) program. The program is designed to improve the education provided to all students by increasing teacher effectiveness.