

San Pasqual Valley Elementary 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 Valley Elementary School
Street	Rt. 1, 676 Baseline Rd.
City, State, Zip	Winterhaven, CA 92283-9801
Phone Number	760.572.0222
Principal	Gabriel Sandoval
E-mail Address	gsandoval@spvusd.org
Web Site	www.spvusd.org
CDS Code	13632146008635

District Contact Information	
District Name	San Pasqual Valley Unified
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

Welcome to San Pasqual Valley Elementary School's School Accountability Report Card. The purpose of this report card is to afford you further insight into the quality education program we offer. The San Pasqual Elementary Teachers and Staff are committed to working together to provide a safe, positive, and supportive learning environment, where students receive a balanced education that addresses the whole child. We value your confidence in our work and look forward to forming strong partnerships with parents, guardians, and the community. Working together, we can all look forward to a wonderful school year with great success for all of our students.

Vision

San Pasqual Valley Elementary Staff will provide a safe and nurturing learning environment in which our students will gain the skills necessary to be successful in their education, careers, and society.

Mission

San Pasqual Valley Elementary School provides a safe and orderly environment where mutual respect is modeled and fostered. Individual academic needs are met and challenged through the implementation of a California Common Core Standards-based curriculum. Every student will be given the opportunity to master the state approved common core standards.

Community & School Profile

San Pasqual Valley Unified School District is located in Imperial County near the Arizona border. It is near the town of Winterhaven, California near the Fort Yuma-Quechan Reservation; the home of the Quechan Tribe. The District is comprised of one elementary school, one middle school, one comprehensive high school, Bill Manes Alternative Education, and one Adult Education Program. The District educates approximately 731 students within its schools. The enrollment of the elementary school for the 2015-2016 school year is 345, including the State Preschool Program. San Pasqual Valley Unified School District is committed to providing a quality education for all its students.

San Pasqual Valley District's student population is 45.3% Native American Indian, 45.0% Hispanic, 2.3% Caucasian, 01.1% African American, and 6.3% two or more ethnicities. The school consists of 29 classrooms, a library, two computer labs, a teacher workroom/lounge, and a cafeteria. There are 18 general education teachers, a behavior intervention specialist, a physical education teacher, curriculum coach, a library clerk, a school resource officer, and an Outreach Consultant. There are two special education teachers. The special education programs consist of one Resource Specialist Program (RSP) and one Special Day Class (SDC) programs. Each program is staffed with one to three aides depending on the needs of the students.

San Pasqual Valley Elementary School works closely with community groups, parents, and other institutions. These include: Special Project for Indians with Diabetes, Family Resource Center, Imperial County Behavioral Health, Quechan Social Services, Imperial County Sheriff's Department, Alcohol Drug and Prevention Program (ADAP), Imperial County food Ban, Operation School Bell, Winterhaven Fire Department, Kids Cuddle Kit Closet, TDS Telecom, and Yuma Regional Medical Center. Parent and community involvement is encouraged through involvement in an active School Site Council, English Language Advisory Committee, and the Three for Me program.

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

Grade Level	Number of Students
Kindergarten	68
Grade 1	50
Grade 2	67
Grade 3	64
Grade 4	46
Grade 5	56
Total Enrollment	351

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	1.1
American Indian or Alaska Native	45.3
Asian	0
Filipino	0
Hispanic or Latino	45
Native Hawaiian or Pacific Islander	0
White	2.3
Two or More Races	6.3
Socioeconomically Disadvantaged	97.4
English Learners	29.3
Students with Disabilities	8.3
Foster Youth	1.7

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	26	21	22	51
Without Full Credential	0	0	0	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 on 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.

Computer Resources

Computer skills and concepts are integrated throughout the standard curriculum to prepare students for technological growth and opportunities. Students receive computer-assisted instruction on a weekly basis with their classes. All classrooms contain at least one Internet-connected computer. In addition to classroom and library computers, the school has a computer lab with 30 computer workstations, three classroom sets of iPads (25 per set) and one mobile laptop cart (30 laptops). Software programs develop critical thinking skills, technological skills and mathematical proficiency.

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located throughout Imperial County, which contain numerous computer workstations. For more information on locations and hours please visit <http://www.co.imperial.ca.us/library/default.html>.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	MacMillian-McGraw Hill California Treasures	Yes	0.0%
Mathematics	Pearson Adopted 2016	Yes	0.0%
Science	Scott Foresman Adopted 1999	Yes	0.0%
History-Social Science	Scott Foresman Adopted 2006	Yes	0.0%

School Facility Conditions and Planned Improvements (Most Recent Year)

San Pasqual Valley Elementary School was built in 1965 and modernized in 1995. Facilities are situated on 10 acres and span 40,634 square feet. They include 20 permanent classrooms, four relocatable classrooms, a library, a multipurpose room, computer lab, two playgrounds, a staff room, and restrooms. Recent projects included replacing two wings with new classrooms built from the ground up, completed February 2012. The facility strongly supports teaching and learning through its ample classroom and playground space.

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 restrooms on school grounds are in working order. The chart lists the results of the most recent school facilities inspection.

Cleaning Process and Schedule

The district has cleaning standards for all schools in the district. A summary of these standards is available at the school office or at the district office. The site administration team works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

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: 08/18/2016				
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		Graffiti Bldg 110 RR; East wall paint peeling Room 111C; Ceiling stain 111D, 112A; Freezer ceiling icing up causing wetness on floor, scrub floors under sinks, equipment and in food storage Cafeteria. All items repaired.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Gopher holes Kinder playground; All items repaired.
Electrical: Electrical	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 08/18/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Outside fountain not working Bldg 110; Low water pressure, handicap toilet broken, storage racks need to be secured to wall, water fountain dirty Cafeteria; All items repaired.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 08/18/2016				
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	16	22	19	20	44	48
Mathematics	11	14	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	3	68	63	92.7	22.2
	4	53	48	90.6	22.9
	5	61	59	96.7	20.3
Male	3	37	35	94.6	22.9
	4	26	21	80.8	28.6
	5	32	30	93.8	13.3
Female	3	31	28	90.3	21.4
	4	27	27	100.0	18.5
	5	29	29	100.0	27.6
American Indian or Alaska Native	3	33	32	97.0	25.0
	4	23	22	95.7	40.9
	5	18	18	100.0	38.9
Hispanic or Latino	3	29	26	89.7	15.4
	4	22	21	95.5	9.5
	5	19	18	94.7	16.7
White	3	--	--	--	--
	5	--	--	--	--
Two or More Races	4	--	--	--	--
	5	20	19	95.0	10.5
Socioeconomically Disadvantaged	3	66	62	93.9	22.6
	4	45	44	97.8	20.4
	5	58	56	96.5	21.4
English Learners	3	24	23	95.8	13.0
	4	15	14	93.3	
	5	11	10	90.9	
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Students Receiving Migrant Education Services	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

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	3	68	66	97.1	20.0
	4	53	50	94.3	14.0
	5	61	60	98.4	8.3
Male	3	37	36	97.3	17.1
	4	26	23	88.5	8.7
	5	32	31	96.9	3.2
Female	3	31	30	96.8	23.3
	4	27	27	100.0	18.5
	5	29	29	100.0	13.8
American Indian or Alaska Native	3	33	33	100.0	15.6
	4	23	22	95.7	22.7
	5	18	18	100.0	11.1
Hispanic or Latino	3	29	27	93.1	18.5
	4	22	21	95.5	9.5
	5	19	19	100.0	10.5
White	3	--	--	--	--
	5	--	--	--	--
Two or More Races	4	--	--	--	--
	5	20	19	95.0	5.3
Socioeconomically Disadvantaged	3	66	64	97.0	20.6
	4	45	44	97.8	15.9
	5	58	57	98.3	8.8
English Learners	3	24	24	100.0	12.5
	4	15	14	93.3	
	5	11	11	100.0	9.1
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Students Receiving Migrant Education Services	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

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)	29	22	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	61	58	95.1	27.6
Male	32	31	96.9	25.8
Female	29	27	93.1	29.6
American Indian or Alaska Native	18	17	94.4	41.2
Hispanic or Latino	19	19	100.0	31.6
Two or More Races	20	18	90.0	16.7
Socioeconomically Disadvantaged	58	55	94.8	27.3
English Learners	11	11	100.0	9.1

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
5	13.6	11.9	10.2

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 highly supportive of the educational programs at San Pasqual Valley Elementary School. Parents may participate parent-teacher conferences, School Site Council, Title VII Indian Education Committee, and the 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
- Yuma Daily Sun
- Other local businesses

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	21.7	13.4	16.5	21.2	18.3	19.9	4.4	3.8	3.7
Expulsions	0.2	0.0	0.0	0.1	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

Safety of students and staff is a primary concern of San Pasqual Valley Elementary School. Visitors are required to sign in at the school office and obtain a visitor's pass upon arrival and required to return to the school office upon departure. During lunch, recesses, and before and after school, staff members supervise students and school grounds, including the cafeteria and playgrounds, to ensure a safe and orderly environment. The comprehensive Safe School Plan was developed by the district to comply with Senate Bill 187 (SB 187) of 1997. 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 plan was last updated and reviewed with school staff in December 2012.

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	2009-2010	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 (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	22	1	3		19	4			17	4		
1	21	2	1		22		3		16	3		
2	20	2			20	2	1		22	2	1	
3	19	3			15	3			22	1	2	
4	20	3			19	3			24		2	
5	20	2	1		18	1	3		30	0	2	
Other	11	3			5	1			7	1		

Number of classes indicates how many classes fall into each size category (a range of total students per class).

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	0	0
Counselor (Social/Behavioral or Career Development)	1	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	.5	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	.5	N/A
Resource Specialist	1	N/A
Other	1	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	\$7,127	\$1,495	\$5,632	\$63,357
District	N/A	N/A	\$13,050	\$66,219
Percent Difference: School Site and District	N/A	N/A	-56.8	-4.3
State	N/A	N/A	\$5,677	\$60,705
Percent Difference: School Site and State	N/A	N/A	-0.8	4.4

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 2015-16 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)
- 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 is 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 aligned to the Common Core Standards
- Assessing Student Learning
- Creating and Maintaining Effective Environments for Student Learning
- Planning Instruction and Designing Learning Experiences for All Students aligned to the Common Core Standards
- Developing as a Professional Educator

The district schedules staff development days annually. Additional opportunities for professional development are made available to support instructional programs in accordance with school plans and the California Common Core State Standards.

San Pasqual Valley Unified School District offers support to new and veteran 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.