

San Pasqual Valley High School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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 2018-19)

School Contact Information	
School Name	San Pasqual Valley High School
Street	Rt. 1, 676 Baseline Rd.
City, State, Zip	Winterhaven, CA 92283
Phone Number	760.572.0222 Ext. 2298
Principal	Darrell W. Pechtl
E-mail Address	dpechtl@spvusd.org
Web Site	http://www.spvusd.org/schools-highschool/index.html
CDS Code	1363214000000

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 2018-19)

Principal's Message

I'd like to welcome you to San Pasqual Valley High School's Annual School Accountability Report Card and thank you for taking time to explore it. Since coming aboard as principal, I've been excited and inspired by the amazing effort put forth by students and staff alike to make SPVHS a stronger, richer, more dynamic community. Our strong sense of mission and pride are derived from generations of strong Warrior graduates laying a foundation strengthened by diverse cultural traditions as well as the belief in the abilities and faith in the opportunities for each succeeding generation. These strengths were in evidence during our 2016 WASC Accreditation Mid-Term Visit, which resulted in our continued full Accreditation through June of 2019.

"When you are in doubt, be still, and wait; when doubt no longer exists for you, then go forward with courage" These words of Ponca Chief White Eagle embody the focus of our efforts here at San Pasqual Valley High School. We are a community dedicated to the idea of preparing our young men and women to "go forward with courage". It is our belief at San Pasqual Valley High School that our students can and will excel in an environment that is tailored to their evolving needs and interests. We continue to provide the tools and encouragement for students to be able to accomplish personal and academic goals.

Our Mission:

Together ...
 WE BELIEVE
 WE ACHIEVE
 WE SUCCEED

Our Vision

At San Pasqual Valley High School we believe that all students can achieve at high levels and become productive members of the 21st Century Society.

To this end, we will provide a rigorous, relevant, standards-based curriculum through varied and effective teaching strategies in a caring, safe, learning environment.

Our Student Learner Outcomes

San Pasqual Valley High School is committed to developing students who will be...

Productive Members of Society...

Who engage in healthy lifestyles, collaborate with others and exhibit resilience

Engaged Learners...

Who make informed decisions using critical thinking

Upstanding Citizens...

Who demonstrate positive actions such as honesty, integrity, generosity and peaceful communication while demonstrating cultural respect and awareness

21st Century Learners

Who utilize technology responsibly to create innovative outcomes

We believe all students can learn. We believe each student to be self-worthy. We believe each student deserves to be respected. We believe in striving for excellence. We believe that students have the right to learn. We believe that teachers have the right to teach. We continue to look for new and innovative ways to expand our student's education. We are expanding access to online learning through both credit recovery and distance learning programs, we have begun both Robotics and Coding courses as well as new AP offerings in US History.

Community & 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 2016-17 year, the district educated 734 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 2017-18)

Grade Level	Number of Students
Grade 9	51
Grade 10	49
Grade 11	42
Grade 12	37
Ungraded Secondary	1
Total Enrollment	180

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	46.1
Asian	0.0
Filipino	0.0
Hispanic or Latino	44.4
Native Hawaiian or Pacific Islander	0.0
White	3.9
Socioeconomically Disadvantaged	97.2
English Learners	29.4
Students with Disabilities	16.7
Foster Youth	0.0

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	15	16	19	51
Without Full Credential	1	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: 01/24/2019

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.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Pearson Adopted 2015	Yes	0.0%
Mathematics	Holt Adopted 2008 McDougal Littell	Yes	0.0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	Adopted 2008		
Science	Holt Adopted 2005 Prentice Hall Adotped 2005	Yes	0.0%
History-Social Science	Houghton Mifflin Adopted 2004 McDougal Littell Adotped 2004 McGraw- Hill Adopted 2004	Yes	0.0%
Foreign Language	Holt, Rinehart & Winston Adopted 2005	Yes	0.0%
Health	National Textbook Co Adotped 2005.	Yes	0.0%
Visual and Performing Arts	Gardners's Art through the ages Fourteenth Edition	Yes	0.0%
Science Laboratory Equipment (grades 9-12)	Prentice Hall Chemistry 2007	Yes	0.0%

School Facility Conditions and Planned Improvements (Most Recent Year)

San Pasqual Valley High School was built more than 30 years ago. Facilities are situated on 0.7 acres and span 48,315 square feet. They include 18 permanent classrooms, a library, two computer labs, gymnasium, staff room, and athletic fields. Recent projects included replacing one wing with new classrooms and a restroom facility built from the ground up, completed February 2012. The facility strongly supports teaching and learning through its ample classroom.

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 working order.

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)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 08/20/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Tear on East Wall, Tile needs to be pushed down on North wall, Staff sink needs to be cleaned, Cracked urinal in restroom, High School Office; Baseboard missing on North wall, Tile missing on east wall by vent, Library. All repairs completed.
Interior: Interior Surfaces	Poor	Rubber strip missing under cabinet, Room 28; Floor tiles chipped, Room 29; Cracked tile, paint peeling by cabinet, Room 317A; Chair rubs against wall, Room 317A; Trim missing on ledge, shelf paint peeling, Room 317D; Floor tiles chipped and broken, counters dirty and chipped, Room 34; Chipped tiles, Room 35. All repairs completed.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	Dirty floor, Room 317A. All repairs completed.
Electrical: Electrical	Fair	Lights not working, Room 28; Light in store room not working, Room 317E; No wiring cover, Room 34. All repairs completed.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	Faucets need cleaned, Art room; No latch on door, sink stained, dusty surfaces, toilet seat loose, toilet continuously running, New Girl's Restroom; Lights do not work, hard water stains in sink, Staff Restroom Women; Graffiti in restroom and dirty; Staff Restroom Men; Tagging on door, dirty sinks and broken faucet, New Boy's Restroom; Dirty sink, Room 317C; Dirty sink, Room 31; Dirty sink, Room 34; Dirty sink, Room 35. All repairs completed.
Safety: Fire Safety, Hazardous Materials	Good	No First Aid kit, Weight Room. All repairs completed.
Structural: Structural Damage, Roofs	Good	Water pooling and leaking, Room 35. All repairs completed.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Sidewalk tripping hazard, Room 29. All repairs completed.

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 08/20/2018	
Overall Rating	Fair

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	36.0	31.0	22.0	28.0	48.0	50.0
Mathematics (grades 3-8 and 11)	5.0	6.0	12.0	14.0	37.0	38.0

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.

Note: 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.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	37	36	97.30	30.56
Male	19	19	100.00	21.05
Female	18	17	94.44	41.18
American Indian or Alaska Native	14	14	100.00	57.14
Hispanic or Latino	21	20	95.24	10.00
White	--	--	--	--
Socioeconomically Disadvantaged	36	35	97.22	31.43
English Learners	16	16	100.00	6.25
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	37	36	97.3	5.56
Male	19	19	100	10.53
Female	18	17	94.44	0
American Indian or Alaska Native	14	14	100	0
Hispanic or Latino	21	20	95.24	10
White	--	--	--	--
Socioeconomically Disadvantaged	36	35	97.22	5.71
English Learners	16	16	100	6.25
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Career Technical Education Programs (School Year 2017-18)

It is the goal of San Pasqual Valley High School that students understand the importance of academic subjects and experience how employees apply subject learning to work situations. The school's programs focus on preparing students to think conceptually, communicate effectively, and apply skills in real-world contexts. Curriculum and instructional strategies that foster rigor, critical thinking, problem solving, leadership, and academic skills are consistently taught to the students to ensure work-readiness skills.

San Pasqual Valley High School's Career Technical Education program offers a Ag Careers based pathway. Courses available to San Pasqual Valley High School students include: Agriculture Fabrication and Agricultural Science. All courses satisfy the graduation requirements and standards as elective and/or core courses. Student success in competitions which serve as means of evaluating the effectiveness of the courses. The Ag teacher provides counseling and guidance through out the program. The school also take students on field trips to Yuma, Arizona to observe and shadow professionals in various fields. For questions regarding the school's CTE program, please contact the school.

Career Technical Education Participation (School Year 2017-18)

Measure	CTE Program Participation
Number of pupils participating in CTE	80
% of pupils completing a CTE program and earning a high school diploma	15%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	75%

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	100.0
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	9.1

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	32.1	17.0	18.9

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2018-19)

Parents and the community are highly supportive of the educational programs at San Pasqual Valley High School.

Parents may participate in the School Site Council, DELAC, Title VII Parent Committee, Back to School Night, and FFA Community Advisory Board.

Quarterly Parent Information Meetings are held in the HS Library, addressing attendance, college applications and mandated testing issues so parents can support student success.

Senior Parent Meetings provide parents with updates on scheduled Senior activities and important benchmark dates.

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: Pupil Engagement

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

- High school dropout rates; and
- High school graduation rates.

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

Indicator	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Dropout Rate	16.7	5.3	5.3	21.6	7.3	5.8	10.7	9.7	9.1
Graduation Rate	80.0	94.7	92.1	70.3	92.7	69.2	82.3	83.8	82.7

For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Group	Graduating Class of 2017		
	School	District	State
All Students	100.0	85.4	88.7
Black or African American	0.0	0.0	82.2
American Indian or Alaska Native	100.0	64.7	82.8
Asian	0.0	0.0	94.9
Filipino	0.0	0.0	93.5
Hispanic or Latino	100.0	100.0	86.5
Native Hawaiian/Pacific Islander	0.0	0.0	88.6
White	0.0	100.0	92.1
Two or More Races	100.0	100.0	91.2
Socioeconomically Disadvantaged	100.0	80.6	88.6
English Learners	100.0	88.9	56.7
Students with Disabilities	100.0	85.7	67.1
Foster Youth	0.0	0.0	74.1

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	22.0	8.1	5.0	20.0	6.4	6.9	3.7	3.7	3.5
Expulsions	0.0	1.4	0.0	0.0	1.8	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

The safety of students and staff is a primary concern of San Pasqual Valley High School and the San Pasqual Valley Unified School District. 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 and after school, one full-time supervisor oversees 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.

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 plan was last updated and reviewed with school staff in the Winter of 2018.

Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16			2016-17			2017-18					
	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	9.0	26	1		7.0	37			8.0	30		
Mathematics	9.0	16			8.0	22			8.0	23	1	
Science	9.0	13			16.0	7	1		21.0	3	3	
Social Science	11.0	14			10.0	14	1		9.0	14	1	

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 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	.5	180
Counselor (Social/Behavioral or Career Development)	.33	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	.25	N/A
Speech/Language/Hearing Specialist	.25	N/A
Resource Specialist (non-teaching)	1	N/A
Other	.35	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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$11,966	\$1,785	\$10,181	\$74,371
District	N/A	N/A	\$7,380	\$75,042
Percent Difference: School Site and District	N/A	N/A	31.9	-0.9
State	N/A	N/A	\$7,125	\$63,590
Percent Difference: School Site and State	N/A	N/A	35.3	15.6

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

Based on 2016-17 audited financial statements, San Pasqual Valley Unified School District spent an average of \$17,561 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 2017-18 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
- Special Education
- Migrant Education
- ASES
- Impact Aid
- Lottery
- Picacho Project
- College Readiness Grant
- Career Technical Education Incentive Grant (CTEIG)

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,826	\$42,990
Mid-Range Teacher Salary	\$63,214	\$61,614
Highest Teacher Salary	\$83,894	\$85,083
Average Principal Salary (Elementary)	\$99,884	\$100,802
Average Principal Salary (Middle)	\$99,658	\$105,404
Average Principal Salary (High)	\$99,444	\$106,243
Superintendent Salary	\$160,000	\$132,653
Percent of Budget for Teacher Salaries	30.0	30.0
Percent of Budget for Administrative Salaries	5.0	6.0

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

Advanced Placement (AP) Courses (School Year 2017-18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	1	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	1	N/A
All courses	2	9.4

Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

The Site Leadership at SPVHS, in an effort to support sustainable student achievement which is responsive to the ever changing educational landscape, has developed and implemented a staff development plan for the staff members of SPVHS. This plan identifies long term goals for each Department which align with the long term vision of the school and District while meeting the short term objectives most appropriate for the departments.

Staff Development Vision:

The teaching staff at SPVHS will develop rigorous and meaningful lessons and assessments for the students at SPVHS which will further their academic and personal/social development as they move toward their graduation and plan for life beyond high school.

Alignment:

San Pasqual Valley High School's Professional Development Plan is aligned with supporting governing documents which provide structure to our discussion and planning efforts, and help prioritize our school's staff development goals.

Primary Focus:

The primary areas of focus for staff development for San Pasqual Valley High School are the utilization California Common Core Standards in English Language Arts & Social Sciences through Project Based Learning, NGSS, Mathematics, and Career & Technical areas for education. Additional focus on the development of STEM based educational programs is also integrated into the staff development plan.

Access:

On-site staff development training offered by the county office of education and publisher-based training are sought out, identified and provided to all appropriate course related certificated staff. Conference attendance and school workshops before the beginning of the school year are offered as well. Additional opportunities for professional development are made available to support instructional programs in accordance with school plans.

Support:

San Pasqual Valley Unified School District offers support to new and veteran teachers through peer-to-peer collaboration and coaching.

Teachers are supported utilizing teacher-principal bi-weekly meeting, and observations, as well as collaborative bi-weekly PLC opportunities. Throughout the year teachers and staff have opportunities to attend Common Core training, after school workshops, and course specific conferences throughout the state.