San Pasqual Valley High School
2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC. For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/ For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2021-22 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	Juan Morales
Email Address	jmorales@spvusd.org
School Website	www.spvusd.org
County-District-School (CDS) Code	13632140000000

2021-22 District Contact Information

District Name	San Pasqual Valley Unified School District
Phone Number	760.572.0222
Superintendent	Dr. Katrina Leon
Email Address	kleon@spvusd.org
District Website Address	www.spvusd.org

2021-22 School Overview

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 when we received our notice from the Accrediting Commissions for Schools – Western Association of Schools and Colleges (WASC) informing us that we had received our Full Six-Year term of accreditation!

"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 Present Day 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.

2021-22 School Overview

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

Contemporary 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 2021-2022 year, the district educated 604 students within its schools. San Pasqual Valley Unified School District is committed to providing a quality education for all its students.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	45
Grade 10	44
Grade 11	45
Grade 12	36
Total Enrollment	170

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	40.6
Hispanic or Latino	48.8
Two or More Races	9.4
White	1.2
English Learners	28.2
Homeless	3.5
Socioeconomically Disadvantaged	84.7
Students with Disabilities	17.6

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	11.5	82.3	32.3	74.5	228366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	0.0	0.0	4205.9	1.5
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.5	10.9	7.0	16.1	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0	3.1	7.2	12115.8	4.4
Unknown	0.9	6.9	0.9	2.2	18854.3	6.9
Total Teaching Positions	13.9	100.0	43.4	100.0	274759.1	100.0

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2020-21 Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	0.0
Misassignments	1.5
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	1.5

2020-21 Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	0.0
Total Out-of-Field Teachers	0.0

2020-21 Class Assignments

Indicator	2020-21
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	12.0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.8

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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 22, 2021, 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.

Year and month in which the data were collected	01/16/2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	ERWC Adopted 2020	Yes	0.0%
Mathematics	Holt Adopted 2008 McDougal Littell Adopted 2008	Yes	0.0%
Science	Holt Adopted 2005 Prentice Hall Adotped 2005	Yes	0.0%
History-Social Science	McGraw- Hill Adopted 2019	Yes	0.0%
Foreign Language	Holt, Rinehart & Winston Adopted 2005	Yes	0.0%
Health	National Textbook Co Adopted 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)	McGraw- Hill Adopted 2020	Yes	0.0%

School Facility Conditions and Planned Improvements

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. In 2012, a new wing with classrooms and a restroom facility were added.   Currently, a new gym with locker rooms, lobby, wrestling room and weight room are under construction. 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.

Year and month of the most recent FIT report	01/13/22

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	Room 28 - Stained ceiling tile (NE corner); Room 29 - 4-1/2 inch holes on wall (SW corner), ceiling tile stains (3); Room 30 - Damaged ceiling tile (NW corner), stained ceiling tiles on center, east and north corners; Room 31 - Stained ceiling tile (SE corner and center); Room 32 - Stained ceiling tile (NW corner); Room 35 - Stained ceiling tile (South); Weight Room - Broken ceiling and stained ceiling tile (center); 317B - Stained ceiling tiles (South); 317C - Stained ceiling tiles; 317D - Formica peeling off counter (South). All items will be repaired and/or cleaned.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Boys RR Old Building - Spider webs on ceiling and corners; Girls RR Old Building - Spider webs on ceiling and corners; Girls RR New Building - Spider webs. Boys RR New Building - Spider webs; All items will be repaired and/or cleaned.
Electrical	X			Weight Room - Light cover falling off (West side); All items will be repaired and/or cleaned; Room 36 - Light cover falling off (South), repair projector connection (South); Gym - Door bar falling off, 6 lights not working. All items will be repaired and/or cleaned.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Office RR East - Light out (1); Boys RR New Building - Urinal out of service. Gym Boys Lockers - Toilet does not flush (1), Toilets (2) no water pressure. Gym Boys Lockers - Toilet leak by flush handle. All items will be repaired and/or cleaned.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes	**State Priority: Pupil Achievement**

State Priority: Pupil Achievement

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

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

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

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

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

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

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

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	46	NT	NT	NT	NT
Female	26	NT	NT	NT	NT
Male	20	NT	NT	NT	NT
American Indian or Alaska Native	19	NT	NT	NT	NT
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	23	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	14	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	23	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	NT	NT	NT	NT

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	46	NT	NT	NT	NT
Female	26	NT	NT	NT	NT
Male	20	NT	NT	NT	NT
American Indian or Alaska Native	19	NT	NT	NT	NT
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	23	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	14	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	23	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

11th. Grade Student Groups	11th. Grade Total Enrollment	11th. Grade Number Tested	11th. Grade Percent Tested	11th. Grade Percent Not Tested	11th. Grade Percent At or Above Grade Level
All Students	56	28	48%	52%	21%
Female	31	19	61%	39%	21%
Male	25	9	36%	64%	22%
American Indian or Alaska Native	24	11	46%	54%	27%
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A

Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	26	13	50%	50%	15%
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	2	2	100%	0%	50%
White	2	1	50%	50%	0%
English Learners	16	9	56%	44%	0%
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	1	1	100%	0%	100%
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	56	28	48%	52%	21%
Students Receiving Migrant Education Services	8	4	50%	50%	0%
Students with Disabilities	10	7	70%	30%	0%

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

11th. Grade Student Groups	11th. Grade Total Enrollment	11th. Grade Number Tested	11th. Grade Percent Tested	11th. Grade Percent Not Tested	11th. Grade Percent At or Above Grade Level
All Students	58	35	60%	40%	12%
Female	31	21	68%	32%	10%
Male	25	15	56%	44%	14%
American Indian or Alaska Native	24	14	58%	42%	14%
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	26	17	65%	35%	12%
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	2	2	100%`	0%	0%
White	2	1	50%	0%	0%
English Learners	16	12	75%	25%	0%
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	1	1	100%	0%	100%
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	58	35	60%	40%	12%
Students Receiving Migrant Education Services	8	5	63%	38%	0%
Students with Disabilities	10	7	70%	30%	14%

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

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

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	--	N/A	0.99	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	28	6	21.43	78.57	--
Female	16	4	25.00	75.00	--
Male	12	2	16.67	83.33	--
American Indian or Alaska Native	11	1	--	90.91	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	15	5	33.33	66.67	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	0	0	0	0	0
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	15	3	20.00	80.00	--
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

2020-21 Career Technical Education Programs

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. We are offering Arizona Western College Welding, Art History 101, English 101 and English 102 credits to our seniors.

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.

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	92
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	100

Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	98.82
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	30.56

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

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, DIPAC, 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

C. Engagement

State Priority: Pupil Engagement

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

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

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

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate	2.3	0.0	9.4	3.8	7.7	9.3	9.0	8.9	9.4
Graduation Rate	93.0	92.3	84.4	81.1	72.3	75.9	84.5	84.2	83.6

2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	32	27	84.4
Female	19	16	84.2
Male	13	11	84.6
American Indian or Alaska Native	13	11	84.6
Asian	0	0	0.00
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	18	15	83.3
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	0	0	0.00
English Learners	12	9	75.0
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	32	27	84.4
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	--	--	--

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	184	180	0	0.0
Female	98	97	0	0.0
Male	86	83	0	0.0
American Indian or Alaska Native	77	75	0	0.0
Asian	0	0	0	0.0
Black or African American	0	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	86	85	0	0.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	17	17	0	0.0
White	3	3	0	0.0
English Learners	50	49	0	0.0
Foster Youth	0	0	0	0.0
Homeless	6	5	0	0.0
Socioeconomically Disadvantaged	155	153	0	0.0
Students Receiving Migrant Education Services	17	17	0	0.0
Students with Disabilities	35	33	0	0.0

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

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

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	25.47	0.00	25.92	0.00	3.47	0.20
Expulsions	1.42	0.00	0.92	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	5.50	6.32	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

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, two 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, school site council, and associated student body in the fall, at the start of each school year. The plan was last updated and reviewed in fall of 2021 and going for board approval in February 2022.

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	11	22	2	
Mathematics	11	16	2	
Science	20	4	1	
Social Science	12	12	3	

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	9	26	3	
Mathematics	8	24	1	
Science	16	6		
Social Science	9	17	1	

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	9	26		
Mathematics	8	21		
Science	12	5		
Social Science	9	16		

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	170

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$12,841	$2,515	$10,326	$86,640
District	N/A	N/A	$7,537	$81,287
Percent Difference - School Site and District	N/A	N/A	31.2	6.4
State			$8,444	$71,544
Percent Difference - School Site and State	N/A	N/A	20.1	19.1

2020-21 Types of Services Funded

Based on 2020-21 audited financial statements, San Pasqual Valley Unified School District spent an average of $17,004 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 2020-21 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)
- Special Education
- Migrant Education
- ASES
- Impact Aid
- Lottery
- Carl Perkins
- CARES/ESSER

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$49,798	$45,813
Mid-Range Teacher Salary	$73,433	$70,720
Highest Teacher Salary	$94,991	$93,973
Average Principal Salary (Elementary)	$110,268	$111,613
Average Principal Salary (Middle)	$112,925	$119,477
Average Principal Salary (High)	$112,925	$120,270
Superintendent Salary	$171,093	$150,704
Percent of Budget for Teacher Salaries	29%	29%
Percent of Budget for Administrative Salaries	5%	6%

2020-21 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	10.0

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

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	3
Foreign Language	0
Mathematics	0
Science	0
Social Science	1
Total AP Courses Offered	4

Professional Development

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 EQED 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 as wells as training and support from EQED..

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

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	2-5	2-5	2-5

San Pasqual Valley Unified School District
2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	San Pasqual Valley Unified School District
Phone Number	760.572.0222
Superintendent	Dr. Katrina Leon
Email Address	kleon@spvusd.org
District Website Address	www.spvusd.org

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	357	274	76.75	23.25	15.99
Female	187	140	74.87	25.13	18.71
Male	170	134	78.82	21.18	13.08
American Indian or Alaska Native	185	148	80.00	20.00	12.50
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	145	111	76.55	23.45	20.91
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	13	5	38.46	61.54	--
White	--	--	--	--	--
English Learners	80	60	75.00	25.00	6.78
Foster Youth	--	--	--	--	--
Homeless	18	8	44.44	55.56	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	239	191	79.92	20.08	13.37
Students Receiving Migrant Education Services	12	11	91.67	8.33	30.00
Students with Disabilities	74	56	75.68	24.32	3.70

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	357	273	76.47	23.53	2.94
Female	187	142	75.94	24.06	4.23
Male	170	131	77.06	22.94	1.54
American Indian or Alaska Native	185	146	78.92	21.08	3.42
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	145	111	76.55	23.45	2.73
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	13	6	46.15	53.85	--
White	--	--	--		--
English Learners	80	61	76.25	23.75	1.67
Foster Youth	--	--	--	--	--
Homeless	18	10	55.56	44.44	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	239	188	78.66	21.34	2.13
Students Receiving Migrant Education Services	12	11	91.67	8.33	0.00
Students with Disabilities	74	56	75.68	24.32	0.00

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.