

# San Pasqual Valley Middle School/San Pasqual Vocational Academy

## 2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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

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

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



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

#### California School Dashboard



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

## Internet Access

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

## 2022-23 School Contact Information

<b>School Name</b>	San Pasqual Valley Middle School/San Pasqual Vocational Academy
<b>Street</b>	676 Baseline Rd.
<b>City, State, Zip</b>	Winterhaven, CA 92283-9801
<b>Phone Number</b>	760.572.0222
<b>Principal</b>	Erin Grande
<b>Email Address</b>	egrande@spvUSD.org
<b>School Website</b>	spvUSD.org
<b>County-District-School (CDS) Code</b>	13632140000000

## 2022-23 District Contact Information

<b>District Name</b>	San Pasqual Valley Unified School District
<b>Phone Number</b>	760.572.0222
<b>Superintendent</b>	Katrina León, Ed.D.
<b>Email Address</b>	kleon@spvUSD.org
<b>District Website Address</b>	www.spvUSD.org

## 2022-23 School Overview

### Principal's Message

Welcome to San Pasqual Valley Middle School's Annual School Accountability Report Card. As principal, I am extremely proud of the middle school students and staff. The purpose of this report card is to afford you further insight into the quality educational program we offer.

It is the belief of San Pasqual Valley Middle School that students can and will excel in an environment that is tailored to their evolving needs. We strive to provide age-appropriate social, emotional, and academic strategies to support students in the middle school setting. Through daily encouragement from all staff, the students are provided the support they need to accomplish personal and academic goals.

### School Motto

Together we believe, we achieve, we succeed.

### Mission Statement

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

### School Profile

San Pasqual Valley Unified School District is located in Imperial County near the Arizona border. The district is comprised of one elementary school, one middle school, one comprehensive high school, one community day school, and one alternative

## 2022-23 School Overview

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

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	58
Grade 7	41
Grade 8	66
Total Enrollment	165

### 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	58.2
Male	41.8
American Indian or Alaska Native	50.9
Asian	0.0
Black or African American	2.4
Filipino	0.0
Hispanic or Latino	42.4
Native Hawaiian or Pacific Islander	0.0
Two or More Races	0.6
White	3.0
English Learners	21.2
Foster Youth	0.6
Homeless	4.2
Migrant	6.1
Socioeconomically Disadvantaged	88.5
Students with Disabilities	18.8

## A. Conditions of Learning **State Priority: Basic**

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

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

### 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	4.60	44.38	32.30	74.48	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	4.50	42.86	7.00	16.14	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.30	12.67	3.10	7.15	12115.80	4.41
<b>Unknown</b>	0.00	0.00	0.90	2.21	18854.30	6.86
<b>Total Teaching Positions</b>	10.50	100.00	43.40	100.00	274759.10	100.00

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

## 2021-22 Teacher Preparation and Placement

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

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

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

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	4.50	
Vacant Positions	0.00	
<b>Total Teachers Without Credentials and Misassignments</b>	4.50	

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

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	1.30	
Local Assignment Options	0.00	
<b>Total Out-of-Field Teachers</b>	1.30	

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

## 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	34.00	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

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

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

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

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 13, 2022, 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 are 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 regarding 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**

01/13/23

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Houghton Mifflin Harcourt Collections 6-8, Adopted 2017	Yes	0.0%
<b>Mathematics</b>	Houghton Mifflin Harcourt Go Math! Adopted 2014	Yes	0.0%
<b>Science</b>	Amplify Science Adopted 2019	Yes	0.0%
<b>History-Social Science</b>	Discovery Education/Experience	Yes	0.0%

<b>Health</b>	Choosing the Best Life		0.0%
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### School Facility Conditions and Planned Improvements

San Pasqual Valley Middle School buildings were built in 2000. Facilities are situated on two acres and include 20 classrooms and two student restrooms and two adult restrooms. The facility strongly supports teaching and learning through its ample classroom and playground space. Recent modernization projects included replacing a wing with new classrooms built from the ground up, starting in 2010. Phase I was completed February 2012. During the summer of 2016, a shade structure and cement basket court were added. A half-court basketball court was added in 2017, the volleyball net was relocated in 2017, and a four-square court was added in 2018. In 2021, the middle school parking lot was paved.

#### Maintenance and Repair

Safety concerns are the number one priority for Maintenance and Operations. District maintenance supervisors are proactive and conduct inspections at school sites on a continual basis. Repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The district maintenance staff has indicated that 100% of all toilets on school grounds are in good working order. The chart shows the results of the most recent school facilities inspection.

<b>Year and month of the most recent FIT report</b>	01/23/2023
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System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			Room 210- Damaged wall by door handle; Room 214 Storage - Carpet missing in NW corner. Items will be repaired.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			Room 210 - Broken outlet, Item will be repaired.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Front West gate not latching, Item will be repaired.

### Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

### State Priority: Pupil Achievement

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

#### Statewide Assessments

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**  
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

#### SARC Reporting in the 2020-2021 School Year Only

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

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

#### Options

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

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

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



## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	27	N/A	25	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	7	N/A	7	N/A	33

## 2021-22 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	170	166	97.65	2.35	27.11
<b>Female</b>	95	92	96.84	3.16	33.70
<b>Male</b>	75	74	98.67	1.33	18.92
<b>American Indian or Alaska Native</b>	81	81	100.00	0.00	27.16
<b>Asian</b>	0	0	0.00	0.00	0.00
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0.00	0.00	0.00
<b>Hispanic or Latino</b>	80	78	97.50	2.50	26.92
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	38	37	97.37	2.63	10.81
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	126	122	96.83	3.17	27.05
<b>Students Receiving Migrant Education Services</b>	12	12	100.00	0.00	50.00
<b>Students with Disabilities</b>	34	34	100.00	0.00	2.94

## 2021-22 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	171	165	96.49	3.51	7.32
<b>Female</b>	95	91	95.79	4.21	10.00
<b>Male</b>	76	74	97.37	2.63	4.05
<b>American Indian or Alaska Native</b>	81	79	97.53	2.47	5.13
<b>Asian</b>	0	0	0.00	0.00	0.00
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0.00	0.00	0.00
<b>Hispanic or Latino</b>	81	79	97.53	2.47	10.13
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	38	37	97.37	2.63	0.00
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	127	121	95.28	4.72	5.83
<b>Students Receiving Migrant Education Services</b>	12	12	100.00	0.00	25.00
<b>Students with Disabilities</b>	34	34	100.00	0.00	0.00

## CAASPP Test Results in Science for All Students

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	2.38	10	0.99	7.24	28.5	29.47

## 2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	73	71	97.26	2.74	10
<b>Female</b>	37	37	100	0	11.11
<b>Male</b>	36	34	94.44	5.56	8.82
<b>American Indian or Alaska Native</b>	30	29	96.67	3.33	10.71
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	42	41	97.62	2.38	9.76
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	20	19	95	5	0
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	52	50	96.15	3.85	4.08
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	12	12	100	0	0

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

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

#### 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100%	100%	100%	100%	100%
Grade 7	100%	100%	100%	100%	100%
Grade 9	92%	83%	65%	85%	85%

## C. Engagement

### State Priority: Parental Involvement

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

#### 2022-23 Opportunities for Parental Involvement

Parents and the community are supportive of the educational programs at San Pasqual Valley Middle School. Parents may participate in the School Site Council, Peace Builders Picnics, Awards Assemblies, Positive Parenting Training, Title VII Indian Education Committee, MPAC/DELAC, and DIPAC. 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
- School Bell
- Fort Yuma Indian Health Services

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	184	181	45	24.9
Female	102	101	29	28.7
Male	82	80	16	20.0
American Indian or Alaska Native	88	87	31	35.6
Asian	0	0	0	0.0
Black or African American	4	4	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	85	83	12	14.5
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	1	1	0	0.0
White	5	5	1	20.0
English Learners	42	40	6	15.0
Foster Youth	1	1	0	0.0
Homeless	11	11	4	36.4
Socioeconomically Disadvantaged	174	172	44	25.6
Students Receiving Migrant Education Services	13	13	0	0.0
Students with Disabilities	35	34	8	23.5

### C. Engagement

#### State Priority: School Climate

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

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

## Suspensions and Expulsions

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

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	10.23	6.32	2.45
Expulsions	0.00	0.00	0.05

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	8.15	0.00	6.88	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	8.15	0.00
Female	9.80	0.00
Male	6.10	0.00
American Indian or Alaska Native	10.23	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	7.06	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	7.14	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	8.62	0.00
Students Receiving Migrant Education Services	7.69	0.00
Students with Disabilities	11.43	0.00

## 2022-23 School Safety Plan

Safety of students and staff is a primary concern of San Pasqual Valley Middle School. Visitors are required to check in at the school office upon arrival and required to return to the school office upon departure. During lunch, recesses, and before and after school, school staff supervise students and school grounds 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. The School Safety Plan is fully integrated with the larger plan governing the district.

San Pasqual Valley Middle 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. School transportation is provided to all San Pasqual Valley Middle School students each day.

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 most current plan was Board approved in February 2022.

## 2019-20 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	9	14		
Mathematics	11	14		
Science	13	5	2	
Social Science	15	5	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	12	13		
Mathematics	14	14		
Science	19	4	2	
Social Science	19	3	3	



## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	9	22		
Mathematics	10	20		
Science	10	11		
Social Science	10	11		

## 2021-22 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	165

## 2021-22 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	\$11,031	\$2,365	\$8,666	\$81,354
<b>District</b>	N/A	N/A	\$7,301	\$86,998
<b>Percent Difference - School Site and District</b>	N/A	N/A	17.1	-6.7
<b>State</b>	N/A	N/A	\$6,594	\$73,001
<b>Percent Difference - School Site and State</b>	N/A	N/A	27.2	10.8

## 2021-22 Types of Services Funded

Based on 2021-22 audited financial statements, San Pasqual Valley Unified School District spent an average of \$20,394 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 2021-22 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
- Strong Workforce
- Migrant Education
- ASES
- Impact Aid
- Lottery
- Carl Perkins
- CARES/ESSER

## 2020-21 Teacher and Administrative Salaries

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

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$51,472	\$46,419
<b>Mid-Range Teacher Salary</b>	\$75,902	\$69,902
<b>Highest Teacher Salary</b>	\$98,184	\$97,912
<b>Average Principal Salary (Elementary)</b>	\$116,642	\$111,731
<b>Average Principal Salary (Middle)</b>	\$116,642	\$122,012
<b>Average Principal Salary (High)</b>	\$105,646	\$122,212
<b>Superintendent Salary</b>	\$175,884	\$150,971
<b>Percent of Budget for Teacher Salaries</b>	30%	29%
<b>Percent of Budget for Administrative Salaries</b>	5%	6%

## Professional Development

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

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

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

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

Professional Development Opportunities that have been offered during the 21-22, 22-23 school years are as follows: Second Step, Trauma-Informed Practices, Capturing Kids Hearts, Behavioral and Mental Health, Diversity and Cultural Awareness, Formative Data Collection Tools and Communication protocols, School Safety Trainings, STAR, Freckle

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

Subject	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	2-5	2-5	5-10