San Pasqual Valley Elementary School
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

School Name	San Pasqual Valley Elementary School
Street	Rt. 1, 676 Baseline Rd.
City, State, Zip	Winterhaven, CA 92283-9801
Phone Number	760.572.0222
Principal	Queana Givens-Jarvis
Email Address	qgivens-jarvis@spvusd.org
School Website	www.spvusd.org
County-District-School (CDS) Code	13632146008635

2022-23 District Contact Information

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

2022-23 School Overview

Principal's Message

Welcome to San Pasqual Valley Elementary School's School Accountability Report Card. The purpose of this report card is to provide insight into the variety of opportunities available in the education program we offer. The SPV Elementary teachers and staff are committed to working together to provide a safe, positive, and supportive learning environment, where students receive an education that addresses the whole child - academically, socially, and emotionally. We look forward to developing strong partnerships with parents, guardians, and the community. Working together, we can all look forward to a wonderful school year with great success for all of our students.

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

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

Community & School Profile
San Pasqual Valley Unified School District is committed to providing a quality education for all its students. SPVUSD is located in Imperial County near the Arizona border. It is near the town of Winterhaven, California near the Fort Yuma-Quechan Reservation; the home of the Quechan Tribe. This small unified district has one elementary school, one middle school, one comprehensive high school, one continuation high school, and one Adult Education Program. The district educates approximately 610 students within its schools. The enrollment of the elementary school for the 2022-23 school year is 246, which includes the State Preschool Program.

San Pasqual Valley Elementary school's student population is 51.4% Native American Indian, 42.0% Hispanic, 2.3% Caucasian, 01.0% African American, and 3.3% two or more ethnicities. The school consists of 27 classrooms, a library, two computer labs, a teacher workroom/lounge, and a cafeteria. There are 14 general education teachers, one physical education

2022-23 School Overview

teacher, one art teacher, one library clerk, and a part-time computer teacher. Three paraprofessionals support the general education program. The special education program consists of one Resource Specialist Program (RSP) and a paraprofessional, and one Special Day Class (SDC) program with two paraprofessionals. Supporting our Social and Emotional Learning (SEL) and discipline efforts are 2 School Counselors, one Behavior Intervention Specialists, a School Resource Officer, and an Outreach Consultant. One Teacher On Special Assignment (TOSA) supports the entire school with professional development, data collection, reading intervention, and collaboration facilitation.

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

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	41
Grade 1	40
Grade 2	41
Grade 3	39
Grade 4	35
Grade 5	42
Total Enrollment	238

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.0
Male	50.0
American Indian or Alaska Native	53.4
Asian	0.0
Black or African American	0.0
Filipino	0.0
Hispanic or Latino	42.0
Native Hawaiian or Pacific Islander	0.0
Two or More Races	2.1
White	2.5
English Learners	19.3
Foster Youth	0.0
Homeless	3.8
Migrant	3.8
Socioeconomically Disadvantaged	80.7
Students with Disabilities	16.0

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

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)	16.00	94.12	32.30	74.48	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	5.88	7.00	16.14	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	3.10	7.15	12115.80	4.41
Unknown	0.00	0.00	0.90	2.21	18854.30	6.86
Total Teaching Positions	17.00	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						
Total Teaching Positions						

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	1.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	1.00	

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.

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	0.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	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.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	6.60	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

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 ensures that sufficient and current textbooks and materials are available to support the school's instructional program and assigns students their own textbooks and classroom laptop. 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 are provided standards-aligned instructional materials in core subjects for use in the classroom and to take home. This includes materials for students who are English learners who have Designated English Language Development (ELD) as part of their core curriculum.

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 recently approved 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 below displays information collected in September about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school. It was determined that instructional materials for Social Studies were the most in need of an update. The staff is engaged in the Social Studies curriculum adoption process and will choose the new materials by March 2023.

Year and month in which the data were collected	01/13/2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	MacMillian-McGraw Hill California Treasures	Yes	0.0%
Mathematics	Pearson Adopted 2016	Yes	0.0%
Science	Amplify Science California K-8 Adopted 2019	Yes	0.0%
History-Social Science	Scott Foresman Adopted 2006	Yes	0.0%

School Facility Conditions and Planned Improvements

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

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

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

Year and month of the most recent FIT report	09/06/22

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			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Two posts bent (Outside 110.1), Peeling ceiling paint (Library kitchen area), TLC cracks on wall & ceiling (Custodial 108.1). All items have been corrected.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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

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

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System 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
English Language Arts/Literacy (grades 3-8 and 11)	N/A	16	N/A	25	N/A	47
Mathematics (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
All Students	120	116	96.67	3.33	16.38
Female	67	65	97.01	2.99	21.54
Male	53	51	96.23	3.77	9.80
American Indian or Alaska Native	67	66	98.51	1.49	21.21
Asian	0	0	0.00	0.00	0.00
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	46	43	93.48	6.52	9.30
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	22	21	95.45	4.55	4.76
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	78	75	96.15	3.85	18.67
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	22	22	100.00	0.00	0.00

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
All Students	120	116	96.67	3.33	6.90
Female	67	65	97.01	2.99	6.15
Male	53	51	96.23	3.77	7.84
American Indian or Alaska Native	67	66	98.51	1.49	6.06
Asian	0	0	0.00	0.00	0.00
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	46	43	93.48	6.52	4.65
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	22	21	95.45	4.55	0.00
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	78	75	96.15	3.85	5.33
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	22	22	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
Science (grades 5, 8 and high school)	0	7.14	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
All Students	43	42	97.67	2.33	7.14
Female	22	21	95.45	4.55	9.52
Male	21	21	100	0	4.76
American Indian or Alaska Native	25	24	96	4	12.5
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	17	17	100	0	0
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	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	27	26	96.3	3.7	11.54
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

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

At SPVE, we are stronger when we are supported by families and the community. We honor the role parents play as a child's first teacher and firmly believe each child can excel when the partnership between the home, the school, and the community is strong. Parents may participate in parent-teacher conferences, School Site Council, Title VII Indian Education Committee, and the DIPAC/ DELAC. Numerous programs and activities are enriched by the generous contributions made by the following community members and organizations:

- American Legion Post 802, Dolores Lopez
- Arizona Western College
- Home Depot, Yuma
- Imperial Valley College
- Quechan Tribe
- Chase Choate, Quechan Tribe, Environmental Protection Office
- Northern Arizona University
- Paradise Casino
- Tudor Montague, Master Gardener
- Yuma Daily Sun
- Other local businesses
-

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	272	260	112	43.1
Female	138	132	58	43.9
Male	134	128	54	42.2
American Indian or Alaska Native	140	133	59	44.4
Asian	0	0	0	0.0
Black or African American	0	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	119	115	49	42.6
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	7	6	2	33.3
White	6	6	2	33.3
English Learners	51	51	21	41.2
Foster Youth	0	0	0	0.0
Homeless	14	14	10	71.4
Socioeconomically Disadvantaged	254	243	109	44.9
Students Receiving Migrant Education Services	11	11	7	63.6
Students with Disabilities	41	40	19	47.5

C. Engagement	State Priority: School Climate

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	3.87	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	4.41	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	4.41	0.00
Female	2.90	0.00
Male	5.97	0.00
American Indian or Alaska Native	5.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	4.20	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	5.88	0.00
Foster Youth	0.00	0.00
Homeless	7.14	0.00
Socioeconomically Disadvantaged	4.72	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	7.32	0.00

2022-23 School Safety Plan

Safety of students and staff is a primary concern of San Pasqual Valley Elementary 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 Elementary 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 Elementary 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.

D. Other SARC Information | Information Required in the SARC

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

2019-20 Elementary 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	1	2	
1	22	1	1	
2	17	2		
3	24		2	
4	18	3		
5	19	2		
Other	10	1		

2020-21 Elementary 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	14	3		
1	21	1	1	
2	18	2		
3	17	2		
4	24		2	
5	18	3		
Other	8	1		

2021-22 Elementary 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	17	2		
1	14	2		
2	16	2		
3	16	2		
4	14	2		
5	17	2		
Other	11	5		

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	238

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	1.0

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
School Site	$11,698	$2,455	$9,243	$88,607
District	N/A	N/A	$7,301	$86,998
Percent Difference - School Site and District	N/A	N/A	23.5	1.8
State	N/A	N/A	$6,594	$73,001
Percent Difference - School Site and State	N/A	N/A	33.5	19.3

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)
- Comprehensive Support and Improvement Grant
- 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
Beginning Teacher Salary	$51,472	$46,419
Mid-Range Teacher Salary	$75,902	$69,902
Highest Teacher Salary	$98,184	$97,912
Average Principal Salary (Elementary)	$116,642	$111,731
Average Principal Salary (Middle)	$116,642	$122,012
Average Principal Salary (High)	$105,646	$122,212
Superintendent Salary	$175,884	$150,971
Percent of Budget for Teacher Salaries	30%	29%
Percent of Budget for Administrative Salaries	5%	6%

Professional Development

As professional educators, our learning is never done. Some of our professional learning reinforces district-wide expectations and some of our professional learning is specialized for the elementary school site.District-wide continuity is created when the district schedules staff development for the days returning from both summer and winter holiday and on 3-4 minimum schedule Fridays.

22-23 Districtwide topics include:
Safety - ALICE protocol and school intruder scenarios
Instruction - Writing strong Learning Objectives; Structuring Academic Talk
SEL/Proactive Discipline - Capturing Kids Heart

22-23 Site-based professional development focus includes:
Instruction - Thinking Maps, Kagan Cooperative Strategies
Curriculum - Social Studies Framework and Instructional Materials Adoption Process
Assessment - Achievement Team Cycles with FIABs and Writing

A constructive teacher evaluation process promotes quality instruction and is a fundamental element to growing as a professional educator. Formal observations and evaluation cycles are designed to encourage continuous improvement toward common goals, and details about the process are included in the classified and certificated bargaining agreements. Evaluations are conducted by the principal who is trained and certified to perform teacher evaluations. Evaluation criteria are aligned with the California Standards for the Teaching Profession and includes:
1. Engaging and Supporting All Students in Learning
2. Understanding and Organizing Subject Matter for Student Learning aligned to the Common Core Standards
3. Assessing Student Learning
4. Creating and Maintaining Effective Environments for Student Learning
5. Planning Instruction and Designing Learning Experiences for All Students aligned to the Common Core Standards
6. Developing as a Professional Educator

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	