

San Pasqual Vocational Academy

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

Internet Access

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

About This School

Contact Information (School Year 2018-19)

School Contact Information	
School Name	San Pasqual Vocational Academy
Street	676 Baseline Road
City, State, Zip	Winterhaven, CA
Phone Number	(760)572-0222
Principal	Mary Kay Monson
E-mail Address	mkmonson@spvusd.org
Web Site	www.spvusd.org
CDS Code	

District Contact Information	
District Name	San Pasqual Valley Unified School District
Phone Number	(760)572-0222
Superintendent	Rauna Fox
E-mail Address	rfox@spvUSD.org
Web Site	www.spvUSD.org

School Description and Mission Statement (School Year 2018-19)

Mission

The mission of the San Pasqual Valley Community Day School (CDS) is to provide an alternative pathway of instruction for SPV middle (SPVMS) and high school (SPVHS) students who are struggling to meet the behavioral and academic expectations of our school district. Our focus is on teaching the whole student, and we work with the staff of SPVMS and SPVHS to provide students with access to coaching and intervention while designing individualized lesson goals and strategies to meet the specific learning needs of our students. All of this while maintaining a community based, family-centered instructional program for students from the San Pasqual Valley School District (SPVUSD) area.

Purpose

Legislation enacted in 1995 established the requirement that, at the time an expulsion of a student is ordered, the governing board of the school district shall ensure that an education program is provided to the student during the expulsion period. The same legislation authorized school districts to establish community day schools (CDS) to serve these, and other at-risk/at-promise students. Subsequent legislation, in 1998, extended the authorization to also allow county offices of education to establish community day schools.

Students Served

CDS serves: expelled students, students referred by a School Attendance Review Board (SARB) or probation, and other high-risk youth, referred through a district-level process, who need a separate setting that is better matched to their academic, social, and emotional development needs than what can be provided in a traditional school setting

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Grade 7	1
Grade 8	4
Grade 9	2
Grade 10	2
Total Enrollment	9

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	0.0
American Indian or Alaska Native	44.4
Asian	0.0
Filipino	0.0
Hispanic or Latino	44.4
Native Hawaiian or Pacific Islander	0.0
White	11.1
Socioeconomically Disadvantaged	100.0
English Learners	33.3
Students with Disabilities	11.1
Foster Youth	0.0

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

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

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	NA	0	0
Total Teacher Misassignments *	NA	0	0
Vacant Teacher Positions	NA	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

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

Year and month in which data were collected: 8/2018

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 in September 11, 2018 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.

In the Fall of 2016 the middle school began the adoption process for a new language arts curriculum.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Harcourt Collections 6-8, 2017	Yes	0%
Mathematics	Houghton Mifflin Harcourt Go Math! Adopted 2014	Yes	0%
Science	Glencoe Adopted 2007	Yes	0%
History-Social Science	Prentice Hall Adopted 2006	Yes	0%
Health	Choosing the Best Life	Yes	0.0%

School Facility Conditions and Planned Improvements (Most Recent Year)

The San Pasqual Valley Vocational Academy is housed in a 2880 square foot modular building in the was constructed in 2007. The building is located on the District campus right next store to the Family resource Center that houses Behavioral Health, CHAT Therapy services and Social Services agencies.. 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 toilets on school grounds are in working order. The table shows the results of the most recent school facilities inspection.

Cleaning Process and Schedule

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

School Facility Good Repair Status (Most Recent Year)

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

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

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 01/14/2019		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	Tears in East wall and Southwest wall, Chipped/stained ceiling tile, CDS Classroom; Chipped/stained ceiling tile, Counter trim missing/broken, base on cabinet missing, Outreach Classroom; Chipped/stained ceiling tile, tile missing, Girl's Restroom; Chipped/stained ceiling tile, tear on East wall, Office 4; Tears on East wall, Office 3. All repairs completed.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Fair	Outlet plate missing on North wall, Office 3. All repairs completed.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Sink and faucet dirty, CDS Classroom. All repairs completed.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 01/14/2019	
Overall Rating	Fair

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

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

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

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
Students with Disabilities	--	--	--	--

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

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

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
Students with Disabilities	--	--	--	--

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

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

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

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

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

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

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

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2018-19)

Parents and the community are supportive of the educational program at San Pasqual Valley Vocational Academy. Parents may participate in the Positive Parenting Training, Title VII Indian Education Committee, and DELAC. Numerous programs and activities are enriched by the generous contributions made by the following organizations:

- American Legion Post 802
- Quechan Tribe
- Arizona Western College
- Paradise Casino
- Imperial Valley College

State Priority: Pupil Engagement

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

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

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

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

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

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	0.0	0.0	50.0	20.0	6.4	6.9	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	1.8	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

The safety of students and staff is a primary concern of San Pasqual Valley Vocational Academy. 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 school.

The comprehensive Safe School Plan was developed by the district to comply with Senate Bill 187 (SB 187) of 1997. The plan provides students and staff a means of ensuring a safe and orderly learning environment. Each school includes the following requirements of SB 187 within their safe school plans: current status of school crime; child abuse reporting procedures; disaster procedures, routine and emergency; policies related to suspension and expulsion; notification to teachers; sexual harassment policy; provision of a school-wide dress code; safe ingress and egress of pupils, parents, and school employees; safe and orderly school environment; and school rules and procedures. The school evaluates the plan annually and updates it as needed. Safety procedures, including elements of the Safe School Plan, are reviewed with school and District staff in the fall, at the start of each school year.

The site administration team works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	.1	9
Counselor (Social/Behavioral or Career Development)	.1	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other	.1	N/A

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	NA	NA	NA	NA
District	N/A	N/A	\$7,380	\$75,042
Percent Difference: School Site and District	N/A	N/A	-30.2	-3.5
State	N/A	N/A	\$7,125	\$63,590
Percent Difference: School Site and State	N/A	N/A	34.1	-0.7

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

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

Types of Services Funded (Fiscal Year 2017-18)

Based on 2016-17 audited financial statements, San Pasqual Valley Unified School District spent an average of \$7,380 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. *Note school not in operation in 2016-17 so that is District only expense no site.

In addition to general fund state funding, San Pasqual Valley Unified School District receives state and federal categorical funding for special programs. During the 2017-2018 school year, the district received federal and state aid for the following categorical, special education, and support programs:

- Title I
- Title II - Teacher Quality
- Title III - LEP
- Title VI - REAP
- Title VII - Indian Education
- American Indian Early Childhood Education (AIECE)
- Home-to-School Transportation
- Special Education
- Migrant Education
- ASES
- Impact Aid
- Lottery
- Picacho Project
- College Readiness Grant
- Career Technical Education Incentive Grant (CTEIG)

Teacher and Administrative Salaries (Fiscal Year 2016-17)

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

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

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

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

Cells with N/A values do not require data.

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

Professional Development (Most Recent Three Years)

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.

The staff receive project-based learning annually, as well as training related to curriculum, standards alignment, and the CAASPP system.