

San Pasqual Valley Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or 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).

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

School Contact Information (School Year 2019-20)

Entity	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	Ruben Gonzalez
Email Address	rgonzalez@spvUSD.org
Website	www.spvUSD.org
County-District-School (CDS) Code	13632146008635

Entity	Contact Information
District Name	San Pasqual Valley Unified
Phone Number	760.572.0222
Superintendent	Rauna Fox
Email Address	rfox@spvUSD.org
Website	www.spvUSD.org

School Description and Mission Statement (School Year 2019-20)

Principal's Message

Welcome to San Pasqual Valley Elementary School's School Accountability Report Card. The purpose of this report card is to afford you further insight into the quality education program we offer. The San Pasqual Elementary Teachers and Staff are committed to working together to provide a safe, positive, and supportive learning environment, where students receive a balanced education that addresses the whole child. We value your confidence in our work and look forward to forming 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 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. The District is comprised of one elementary school, one middle school, one comprehensive high school, Bill Manes Alternative Education, and one Adult Education Program. The District educates approximately 712 students within its schools. The enrollment of the elementary school for the 2017-18 school year is 356 including the State Preschool Program. San Pasqual Valley Unified School District is committed to providing a quality education for all its students.

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 17 general education teachers, a behavior intervention specialist, a physical education teacher, 2 school counselors, a library clerk, a school resource officer, and an Outreach Consultant. There are two special education teachers. The special education programs consist of one Resource Specialist Program (RSP) and one Special Day Class (SDC) programs. Each program is staffed with one to three aides depending on the needs of the students.

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 Ban, 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, English Language Advisory Committee and volunteering.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	55
Grade 1	39
Grade 2	47
Grade 3	64
Grade 4	42
Grade 5	63
Total Enrollment	310

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.6
American Indian or Alaska Native	56.5
Hispanic or Latino	38.1
White	1.9
Two or More Races	1.9
Socioeconomically Disadvantaged	92.6
English Learners	18.7
Students with Disabilities	17.1
Foster Youth	1.3
Homeless	10

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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	21	20	19	50
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	1

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: 09/10/19

San Pasqual Valley Unified School District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the school's instructional program and provides students with their own textbooks. San Pasqual Valley Unified School District held a Public Hearing on September 16, 2016, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment, pursuant to the settlement of Williams vs. the State of California. All students, including English learner students, are provided their own individual standards-aligned instructional materials in core subjects for use in the classroom and to take home.

All textbooks and instructional materials used within the district are aligned with the California State Content Standards and Frameworks and have been selected from the state's most recent list of standards-based materials.

San Pasqual Valley Unified School District follows the California Department of Education Instructional Materials adoption cycle to ensure that instructional materials are relevant and up-to-date. Selection criteria is based on state and district standards, reviewed per the state list, and recommendations made to the Board of Trustees for final adoption. The selection process is uniform district wide in order to assure continuity and consistency throughout the instructional program. The table displays information collected in September about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Computer Resources

Computer skills and concepts are integrated throughout the standard curriculum to prepare students for technological growth and opportunities. Students receive computer-assisted instruction on a weekly basis with their classes. All classrooms contain at least one Internet-connected computer. In addition to classroom and library computers, the school has a computer lab with 30 computer workstations, three classroom sets of iPads (25 per set) and one mobile laptop cart (30 laptops). Software programs develop critical thinking skills, technological skills and mathematical proficiency.

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located throughout Imperial County, which contain numerous computer workstations. For more information on locations and hours please visit <http://www.co.imperial.ca.us/library/default.html>.

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	Scott Foresman Adopted 1999	Yes	0.0%
History-Social Science	Scott Foresman Adopted 2006	Yes	0.0%

School Facility Conditions and Planned Improvements (Most Recent Year)

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.

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

Year and month of the most recent FIT report: 09/05/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	It is recommended that the administration and the director of maintenance tour the school grounds and make a list to determine concrete areas that need repair and replacement. There are too many to list on this document.
Overall Rating	Exemplary	

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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	24	22	28	27	50	50
Mathematics (grades 3-8 and 11)	20	16	14	13	38	39

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	173	165	95.38	4.62	22.42
Male	79	75	94.94	5.06	20.00
Female	94	90	95.74	4.26	24.44
Black or African American	--	--	--	--	--
American Indian or Alaska Native	86	80	93.02	6.98	22.50
Filipino					
Hispanic or Latino	80	78	97.50	2.50	20.51
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Socioeconomically Disadvantaged	157	149	94.90	5.10	21.48
English Learners	45	43	95.56	4.44	25.58
Students with Disabilities	25	23	92.00	8.00	21.74
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	173	164	94.80	5.20	15.85
Male	79	74	93.67	6.33	17.57
Female	94	90	95.74	4.26	14.44
Black or African American	--	--	--	--	--
American Indian or Alaska Native	86	79	91.86	8.14	13.92
Filipino					
Hispanic or Latino	80	78	97.50	2.50	16.67
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races					
Socioeconomically Disadvantaged	157	148	94.27	5.73	15.54
English Learners	45	43	95.56	4.44	13.95
Students with Disabilities	25	23	92.00	8.00	8.70
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	11.8	16.2	17.6

Note: 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.

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 2019-20)

Parents and the community are highly supportive of the educational programs at San Pasqual Valley Elementary School. Parents may participate parent-teacher conferences, School Site Council, Title VII Indian Education Committee, and the 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
- Yuma Daily Sun
- Other local businesses

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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	2.3	2.8	20.7	6.4	6.9	25.9	3.6	3.5	3.5
Expulsions	0.0	0.0	0.6	1.8	0.0	0.9	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Safety of students and staff is a primary concern of San Pasqual Valley Elementary School. Visitors are required to sign in at the school office and obtain a visitor's pass upon arrival and required to return to the school office upon departure. During lunch, recesses, and before and after school, staff members supervise students and school grounds, including the cafeteria and playgrounds, to ensure a safe and orderly environment. The comprehensive Safe School Plan was developed by the district to comply with Senate Bill 187 (SB 187) of 1997. Each school includes the following requirements of SB 187 within their safe school plans: current status of school crime; child abuse reporting procedures; disaster procedures, routine and emergency; policies related to suspension and expulsion; notification to teachers; sexual harassment policy; provision of a school-wide dress code; safe ingress and egress of pupils, parents, and school employees; safe and orderly school environment; and school rules and procedures. The school evaluates the plan annually and updates it as needed.

Safety procedures, including elements of the Safe School Plan, are reviewed with school and district staff in the fall, at the start of each school year. The plan was last updated and reviewed with school staff in December 2019.

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes*			2017-18 Average Class Size	2017-18 # of Classes*			2018-19 Average Class Size	2018-19 # of Classes*		
		Size 1-20	Size 21-32	Size 33+		Size 1-20	Size 21-32	Size 33+		Size 1-20	Size 21-32	Size 33+
K	15	4			13	4			18	1	2	
1	21		3		17	3			19	2		
2	14	3			21		3		15	3		
3	22		3		22		2		21	2	1	
4	18	3			21	1	2		20	1	1	
5	23		2		18	3			21	1	2	
Other**	8	1			8	1			7	1		

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	310.0

*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.

Student Support Services Staff (School Year 2018-19)

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	2.0

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10,249	\$1,968	\$8,281	\$79,232
District	N/A	N/A	\$7,401	\$76,270.00
Percent Difference - School Site and District	N/A	N/A	11.2	3.8
State	N/A	N/A	\$7,506.64	\$64,732.00
Percent Difference - School Site and State	N/A	N/A	9.8	20.1

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 2018-19)

Based on 17-18 audited financial statements, San Pasqual Valley Unified School District spent an average of \$16,483 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 2018-19 school year, the district received federal and state aid for the following categorical, special education, and support programs:

- Title I
- Title II - Teacher Quality
- Title III - LEP
- Title VI - REAP
- Title VII - Indian Education
- American Indian Early Childhood Education (AIECE)
- Special Education
- Migrant Education
- ASES
- Impact Aid
- Lottery
- Picacho Project
- Career Technical Education Incentive Grant (CTEIG)
- Low Performing Students Block Grant
- Carl Perkins

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$48,145	\$43,574
Mid-Range Teacher Salary	\$70,995	\$63,243
Highest Teacher Salary	\$88,063	\$86,896
Average Principal Salary (Elementary)	\$104,937	\$103,506
Average Principal Salary (Middle)	\$104,937	\$108,961
Average Principal Salary (High)	\$104,937	\$108,954
Superintendent Salary	\$161,776	\$136,125
Percent of Budget for Teacher Salaries	33%	30%
Percent of Budget for Administrative Salaries	5%	6%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			

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 and second year teachers are evaluated twice a year; teachers in their third and on are evaluated annually. Evaluations are conducted by the principal who is trained and certified for competency to perform teacher evaluations. Evaluation criteria includes:

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

The district schedules staff development days annually. Additional opportunities for professional development are made available to support instructional programs in accordance with school plans and the California Common Core State Standards.

San Pasqual Valley Unified School District offers support to new and veteran 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.