San Pasqual Valley High School
School Accountability Report Card
Reported Using Data from the 2019-2020 School Year
Published During 2020-2021

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 webpage 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.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	San Pasqual Valley High School
Street	Rt. 1, 676 Baseline Rd.
City, State, Zip	Winterhaven, CA 92283
Phone Number	760.572.0222 Ext. 2298
Principal	Juan Morales
Email Address	jmoralesl@spvusd.org
Website	http://www.spvusd.org/schools-highschool/index.html
County-District-School (CDS) Code	13632140000000

District Contact Information (School Year 2020-2021)

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

Principal's Message

I'd like to welcome you to San Pasqual Valley High School's Annual School Accountability Report Card and thank you for taking time to explore it. Since coming aboard as principal, I've been excited and inspired by the amazing effort put forth by students and staff alike to make SPVHS a stronger, richer, more dynamic community. Our strong sense of mission and pride are derived from generations of strong Warrior graduates laying a foundation strengthened by diverse cultural traditions as well as the belief in the abilities and faith in the opportunities for each succeeding generation. These strengths were in evidence during when we received our notice from the Accrediting Commissions for Schools – Western Association of Schools and Colleges (WASC) informing us that we had received our Full Six-Year term of accreditation!

"When you are in doubt, be still, and wait; when doubt no longer exists for you, then go forward with courage" These words of Ponca Chief White Eagle embody the focus of our efforts here at San Pasqual Valley High School.   We are a community dedicated to the idea of preparing our young men and women to "go forward with courage".   It is our belief at San Pasqual Valley High School that our students can and will excel in an environment that is tailored to their evolving needs and interests. We continue to provide the tools and encouragement for students to be able to accomplish personal and academic goals.

Our Mission:
Together ...
WE BELIEVE
WE ACHIEVE
WE SUCCEED

Our Vision

At San Pasqual Valley High School we believe that all students can achieve at high levels and become productive members of the 21st Century Society.

To this end, we will provide a rigorous, relevant, standards-based curriculum through varied and effective teaching strategies in a caring, safe, learning environment.

Our Student Learner Outcomes

San Pasqual Valley High School is committed to developing students who will be…

Productive Members of Society…

Who engage in healthy lifestyles, collaborate with others and exhibit resilience

Engaged Learners…
Who make informed decisions using critical thinking

Upstanding Citizens…
Who demonstrate positive actions such as honesty, integrity, generosity and peaceful communication while demonstrating cultural respect and awareness

21st Century Learners
Who utilize technology responsibly to create innovative outcomes

We believe all students can learn. We believe each student to be self-worthy. We believe each student deserves to be respected. We believe in striving for excellence. We believe that students have the right to learn. We believe that teachers have the right to teach.   We continue to look for new and innovative ways to expand our student's education.   We are expanding access to online learning through both credit recovery and distance learning programs, we have begun both Robotics and Coding courses as well as new AP offerings in US History.

Community & School Profile

San Pasqual Valley Unified School District is located in Imperial County near the Arizona border. The district is comprised of one elementary school, one middle school, one comprehensive high school, and one alternative education high school. During the 2016-17 year, the district educated 734 students within its schools. San Pasqual Valley Unified School District is committed to providing a quality education for all its students.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Grade 9	40
Grade 10	48
Grade 11	49
Grade 12	42
Total Enrollment	179

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	43
Hispanic or Latino	45.3
White	2.8
Two or More Races	8.4
Socioeconomically Disadvantaged	97.2
English Learners	25.7
Students with Disabilities	15.6
Homeless	8.4

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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	19	18	18	52
Without Full Credential	0	1	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	1	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: 01/21/2021

San Pasqual Valley Unified School District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the school's instructional program and provides students with their own textbooks. San Pasqual Valley Unified School District held a Public Hearing on September 22, 2020, 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.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Pearson Adopted 2015	Yes	0.0%
Mathematics	Holt Adopted 2008 McDougal Littell Adopted 2008	Yes	0.0%
Science	Holt Adopted 2005 Prentice Hall Adotped 2005	Yes	0.0%
History-Social Science	McGraw- Hill Adopted 2019	Yes	0.0%
Foreign Language	Holt, Rinehart & Winston Adopted 2005	Yes	0.0%
Health	National Textbook Co Adotped 2005.	Yes	0.0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Visual and Performing Arts	Gardners's Art through the ages Fourteenth Edition	Yes	0.0%
Science Laboratory Equipment (grades 9-12)	Prentice Hall Chemistry 2007	Yes	0.0%

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

School Facility Conditions and Planned Improvements

San Pasqual Valley High School was built more than 30 years ago. Facilities are situated on 0.7 acres and span 48,315 square feet. They include 18 permanent classrooms, a library, two computer labs, gymnasium, staff room, and athletic fields. Recent projects included replacing one wing with new classrooms and a restroom facility built from the ground up, completed February 2012.The facility strongly supports teaching and learning through its ample classroom.

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

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

School Facility Good Repair Status
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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 01/27/2020

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	Poor	Room 32- 2 broken tiles, water stains on wall, broken door; Girls PE Office- Lock on storeroom door won't open; Girls Locker Room- Broken tiles; Boys Locker Room Bathroom- Graffiti on walls of stall; Boys Locker Room- Dirty walls by drinking fountain, Graffiti, paint bubbling in office; Gym Girls RR-Cracked tiles; Gym Boys RR-Cracked tiles in stall, Graffiti, Lock missing, Leaking sink; Gym- Stains on South wall under fire extinguisher; Custodian Closet in Office- Carpet is tearing, Sink dirty and leaking; Library- Light out, stained carpet by South door, missing ceiling tile, ripped vinyl table cover; Boys New RR- Cracked tile NE corner, Broken lock on stall, Broken coat hook on stall, Graffiti, Sensor broken and hanging, No toilet paper, Urinal, sink, light fixture, and floors dirty;Faculty Restroom Mens- Spiderwebs, Dirty floors and sinks; Faculty Restroom Womens- Spiderwebs, Dirty floors and sinks. All items will be repaired and/or cleaned.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Fair	Boys RR 312- Non working urinal; Room 32- dirty and slippery floors; Boys Locker Room Bathroom- Graffiti on walls of stall; Boys Locker Room- Dirty walls by drinking fountain, Graffiti, Paint bubbling in office; Gym Boys RR- Cracked tiles in stall, Graffiti, Exhaust cover missing, Lock missing, Leaking sink; Ice Room- Hole in ceiling, Paint peeling; East Bathroom in Office- Floor and sink dirty; West Bathroom in Office- Floor and urinal dirty; Custodian Closet in Office- Carpet is tearing, Sink dirty; Boys New RR- Cracked tile NE corner, Broken lock on stall, Broken coat hook on stall, Graffiti, Sensor broken and hanging, No toilet paper, Urinal, sink, light fixture, and floors dirty. All items will be repaired and/or cleaned.

System Inspected	Rating	Repair Needed and Action Taken or Planned
Electrical: Electrical	Poor	Girls RR 312- Light fixtures missing;Girls PE Office- non working lights in restroom, outlet loose; Wrestling Room- No lock on circuit breaker; Boys Locker Room- Lights not working; Gym Boys RR- Exhaust cover missing; Gym- Lights not working; Patio- Exposed wiring; Ice Room- Missing outlet cover, No covers on light fixtures; Attendance Office- Lights out and need replaced; Custodian Closet in Office- Light cover missing; Boys New RR- Light fixture dirty. All items will be repaired and/or cleaned.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Poor	Girls RR 312- Sink Leaking; Boys RR 312- Non working urinal, no toilet paper, handicap toilet leaks; Girls RR-toilet seat loose, non working showers; Girls PE Office- non working shower; Girls Locker Room- non working fountain; Boys Locker Room- Toilet not working; Patio- Hydration station sensor not working; Security Office- Sink leak; East Bathroom in Office- hallway fountain dirty, Hand sanitizer leaking, Toilet seat loose, Dirty sinks; West Bathroom in Office- Floor dirty and urinal dirty and leaking; Boys New RR- Cracked tile NE corner, Broken lock on stall, Broken coat hook on stall, Graffiti, Sensor broken and hanging, No toilet paper, Urinal, sink, light fixture, and floors dirty, Toilet not working, urinal constantly running; Faculty Restroom Mens- Leaking toilets; Faculty Restroom Womens- Leaking toilets; 317- Sinks and Fountains leaking and Low pressure. All items will be repaired and/or cleaned.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Poor	Office- North wall was dirty, South was by trophy case was dirty, outlets by copy machine tripping hazard, uneven payment throughout, broken water cover outside 301. All items will be repaired and/or cleaned.
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 ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	46	N/A	27	N/A	50	N/A
Mathematics (grades 3-8 and 11)	9	N/A	13	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	2	N/A	9	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Career Technical Education Programs (School Year 2019-2020)

It is the goal of San Pasqual Valley High School that students understand the importance of academic subjects and experience how employees apply subject learning to work situations. The school's programs focus on preparing students to think conceptually, communicate effectively, and apply skills in real-world contexts. Curriculum and instructional strategies that foster rigor, critical thinking, problem solving, leadership, and academic skills are consistently taught to the students to ensure work-readiness skills. We are offering Arizona Western College English 101 and English 102 credits to our seniors.

San Pasqual Valley High School's Career Technical Education program offers a Ag Careers based pathway. Courses available to San Pasqual Valley High School students include: Agriculture Fabrication and Agricultural Science. All courses satisfy the graduation requirements and standards as elective and/or core courses. Student success in competitions which serve as means of evaluating the effectiveness of the courses. The Ag teacher provides counseling and guidance through out the program. The school also take students on field trips to Yuma, Arizona to observe and shadow professionals in various fields. For questions regarding the school's CTE program, please contact the school.

Career Technical Education (CTE) Participation (School Year 2019-2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	108
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	66.7
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	100

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission	15

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 2019-2020)

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	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 2020-2021)

Parents and the community are highly supportive of the educational programs at San Pasqual Valley High School.

Parents may participate in the School Site Council, DELAC, DIPAC, Title VII Parent Committee, Back to School Night, and FFA Community Advisory Board.

Quarterly Parent Information Meetings are held in the HS Library, addressing attendance, college applications and mandated testing issues so parents can support student success.

Senior Parent Meetings provide parents with updates on scheduled Senior activities and important benchmark dates.

Numerous programs and activities are enriched by the generous contributions made by the following organizations:
• American Legion Post 802
• Quechan Tribe
• Arizona Western College
• Paradise Casino
• Imperial Valley College

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 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
Dropout Rate	5.3	10.3	2.3	5.8	16.4	3.8	9.1	9.6	9
Graduation Rate	92.1	87.2	93	69.2	63.6	81.1	82.7	83	84.5

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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	5.0	25.5	6.9	25.9	3.5	3.5
Expulsions	0.0	1.4	0.0	0.9	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	8.6	7.4	
Expulsions	.56	.15	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

The safety of students and staff is a primary concern of San Pasqual Valley High School and the San Pasqual Valley Unified School District. Visitors are required to check in at the school office upon arrival and required to return to the school office upon departure. During lunch, recesses, and before and after school, two full-time supervisor oversees students and school grounds, including the cafeteria and playgrounds, to ensure a safe and orderly environment. The comprehensive Safe School Plan was developed by the district to comply with Senate Bill 187 (SB 187) of 1997.

The plan provides students and staff a means of ensuring a safe and orderly learning environment. Each school includes the following requirements of SB 187 within their safe school plans: current status of school crime; child abuse reporting procedures; disaster procedures, routine and emergency; policies related to suspension and expulsion; notification to teachers; sexual harassment policy; provision of a school-wide dress code; safe ingress and egress of pupils, parents, and school employees; safe and orderly school environment; and school rules and procedures. The school evaluates the plan annually and updates it as needed. Safety procedures, including elements of the Safe School Plan, are reviewed with school and district staff, school site council, and associated student body in the fall, at the start of each school year. The plan was last updated and reviewed in fall of 2020 and board approved in January 2021.

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
English Language Arts	8	30			11	22	2		9	26	3	
Mathematics	8	23	1		11	16	2		8	24	1	
Science	21	3	3		20	4	1		16	6		
Social Science	9	14	1		12	12	3		9	17	1	

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	358

*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 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1

*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$11,492	$2,087	$9,405	$78,664
District	N/A	N/A	$8,365	$80,030
Percent Difference - School Site and District	N/A	N/A	11.7	-1.7
State	N/A	N/A	$7,750	$68,990
Percent Difference - School Site and State	N/A	N/A	19.3	13.1

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

Types of Services Funded (Fiscal Year 2019-2020)

Based on 2018-19 audited financial statements, San Pasqual Valley Unified School District spent an average of $20,014 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 2019-20 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)
- Low Performing Students Block Grant
- Special Education
- Migrant Education
- ASES
- Impact Aid
- Lottery
- Carl Perkins
- Picacho Project
- CSI Funding
- CARES/ESSER

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$48,626	$44,318
Mid-Range Teacher Salary	$71,705	$67,053
Highest Teacher Salary	$92,756	$90,163
Average Principal Salary (Elementary)	$110,268	$106,389
Average Principal Salary (Middle)	$110,268	$113,976
Average Principal Salary (High)	$110,268	$114,214
Superintendent Salary	$165,691	$141,066
Percent of Budget for Teacher Salaries	28.0	29.0
Percent of Budget for Administrative Salaries	5.0	6.0

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

Advanced Placement (AP) Courses (School Year 2019-2020)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts	3	N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science	1	N/A
All courses	4	17.3

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

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	2-5	2-5	2-5

The Site Leadership at SPVHS, in an effort to support sustainable student achievement which is responsive to the ever changing educational landscape, has developed and implemented a staff development plan for the staff members of SPVHS. This plan identifies long term goals for each Department which align with the long term vision of the school and District while meeting the short term objectives most appropriate for the departments.

Staff Development Vision:
The teaching staff at SPVHS will develop rigorous and meaningful lessons and assessments for the students at SPVHS which will further their academic and personal/social development as they move toward their graduation and plan for life beyond high school.

Alignment:
San Pasqual Valley High School's Professional Development Plan is aligned with supporting governing documents which provide structure to our discussion and planning efforts, and help prioritize our school's staff development goals.

Primary Focus:
The primary areas of focus for staff development for San Pasqual Valley High School are the utilization California Common Core Standards in English Language Arts & Social Sciences through Project Based Learning,NGSS, Mathematics, and Career & Technical areas for education. Additional focus on the development of STEM based educational programs is also integrated into the staff development plan.

Access:
On-site staff development training offered by the county office of education and publisher-based training are sought out, identified and provided to all appropriate course related certificated staff. Conference attendance and school workshops before the beginning of the school year are offered as well. Additional opportunities for professional development are made available to support instructional programs in accordance with school plans.

Support:
San Pasqual Valley Unified School District offers support to new and veteran teachers through peer-to-peer collaboration and coaching.

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