

# San Pasqual Valley Middle School

## 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)**

<b>School Contact Information</b>	
<b>School Name</b>	San Pasqual Vallley Middle School
<b>Street</b>	676 Baseline Rd.
<b>City, State, Zip</b>	Winterhaven, CA 92283-9801
<b>Phone Number</b>	760.572.0222
<b>Principal</b>	Mary Kay Monson
<b>E-mail Address</b>	mkmonson@spvusd.org
<b>Web Site</b>	www.spvusd.org
<b>CDS Code</b>	13632140000000

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)

#### Principal's Message

Welcome to San Pasqual Valley Middle School's Annual School Accountability Report Card. As principal, I could not be more proud of the middle school students and staff. The purpose of this report card is to afford you further insight into the quality educational program we offer.

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

#### School Motto

Together we believe, we achieve, we succeed.

#### Mission Statement

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

#### School Profile

San Pasqual Valley Unified School District is located in Imperial County near the Arizona border. The district is comprised of one elementary school, one middle school, one comprehensive high school, and one alternative education high school. During the 2017-2018 year, the district educated 701 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 2017-18)

Grade Level	Number of Students
Grade 6	52
Grade 7	57
Grade 8	57
<b>Total Enrollment</b>	<b>166</b>

### 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	47.0
Asian	0.0
Filipino	0.0
Hispanic or Latino	42.2
Native Hawaiian or Pacific Islander	0.0
White	2.4
Socioeconomically Disadvantaged	93.4
English Learners	27.1
Students with Disabilities	12.7
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	13	13	10	51
Without Full Credential	1	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
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 2018-19)

Year and month in which data were collected: 08/2018

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	0.0%
Mathematics	Houghton Mifflin Harcourt Go Math! Adopted 2014	Yes	0.0%
Science	Glencoe Adotped 2007	Yes	0.0%
History-Social Science	Prentice Hall Adopted 2006	Yes	0.0%
Health	Choosing the Best Life		0.0%

## School Facility Conditions and Planned Improvements (Most Recent Year)

San Pasqual Valley Middle School buildings were built in 2000. Facilities are situated on two acres and include 21 classrooms and two student restrooms and two adult restrooms. The facility strongly supports teaching and learning through its ample classroom and playground space. Recent modernization projects included replacing a wing with new classrooms built from the ground up, starting in 2010. Phase I was completed February 2012. During the summer of 2016, a shade structure and cement basket court were added. A half-court basketball court was added in 2017, the volleyball net was relocated in 2017, and a four-square court was added in 2018.

### Maintenance and Repair

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

### 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: 8/20/18		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Poor	209 wall covering is torn on the east wall, ceiling tile is cracked in the corner; 207 tile is cracked in two areas and there are bugs in the light covers; 121 some ceiling tiles are peeling; 211 ceiling stain; 212 baseboard missing on the east wall and the wall covering is torn on the south wall; 221 need to repair the top of the ramp; 214 stained ceiling tiles; 219 outside drinking fountain is dirty; 219C Backroom ceiling tile is broken near the corner; volleyball court - gopher holes in all areas.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

### Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 8/20/18	
Overall Rating	Good

## 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)	23.0	31.0	22.0	28.0	48.0	50.0
Mathematics (grades 3-8 and 11)	6.0	10.0	12.0	14.0	37.0	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	160	154	96.25	31.17
Male	78	76	97.44	25.00
Female	82	78	95.12	37.18
American Indian or Alaska Native	74	72	97.30	38.89
Hispanic or Latino	69	66	95.65	21.21
White	--	--	--	--
Two or More Races	14	13	92.86	23.08
Socioeconomically Disadvantaged	147	142	96.60	28.87
English Learners	50	47	94.00	21.28
Students with Disabilities	18	18	100.00	0.00
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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	160	157	98.13	10.19
Male	78	77	98.72	11.69
Female	82	80	97.56	8.75
American Indian or Alaska Native	74	72	97.3	13.89
Hispanic or Latino	69	69	100	5.8
White	--	--	--	--
Two or More Races	14	13	92.86	7.69
Socioeconomically Disadvantaged	147	144	97.96	9.03
English Learners	50	50	100	6
Students with Disabilities	18	18	100	0
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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.

## 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 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	22.0	10.0	14.0

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.

## 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 programs at San Pasqual Valley Middle School. Parents may participate in the School Site Council, Peace Builders Picnics, annual PeaceBuilders Lock-in, Awards Assemblies, and 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: 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	24.5	9.8	14.8	20.0	6.4	6.9	3.7	3.7	3.5
Expulsions	0.0	4.4	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 Middle School. Visitors are required to check in at the school office upon arrival and required to return to the school office upon departure. During lunch, recesses, and before school, we have 3 employees as well as and one full-time school resource officer who oversee students and school grounds, In the cafeteria, we have 2 staff in the morning, 4 inside at lunch recess and 4 outside at lunch/recess.

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.

### Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16			2016-17			2017-18					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	9.0	18			13.0	13			11.0	13		
Mathematics	10.0	12			12.0	10	1		11.0	17		
Science	16.0	7			20.0	5	1		16.0	6	1	
Social Science	16.0	8			18.0	6	1		16.0	8		

Note: 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.

### 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	.4	166
Counselor (Social/Behavioral or Career Development)	.23	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	.5	N/A
Psychologist	.25	N/A
Social Worker		N/A
Nurse	.25	N/A
Speech/Language/Hearing Specialist	.25	N/A
Resource Specialist (non-teaching)	1	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	\$9,581	\$1,618	\$7,963	\$72,818
District	N/A	N/A	\$7,380	\$75,042
Percent Difference: School Site and District	N/A	N/A	7.6	-3.0
State	N/A	N/A	\$7,125	\$63,590
Percent Difference: School Site and State	N/A	N/A	11.1	13.5

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 \$15,343 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 2017-18 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/>.

## Professional Development (Most Recent Three Years)

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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 includes:

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