



San Pasqual Valley High School

2006-2007 School Accountability Report Card

Published in December 2007

Grades Nine through Twelve
Lynda Schoonover, Principal

San Pasqual Valley Unified School District

www.sanpasqual.k12.ca.us

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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. As principal, I could not be more proud of the school over which I preside, and am honored to have the opportunity to share the basis for such pride with you. 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 High School that students can and will excel in an environment that is tailored to their evolving needs. We strive to provide the tools and encouragement for students to be able to accomplish personal and academic goals.

Mission Statement

To help each student develop skills and attitudes necessary to be successful in school and society. To achieve this mission, we will:

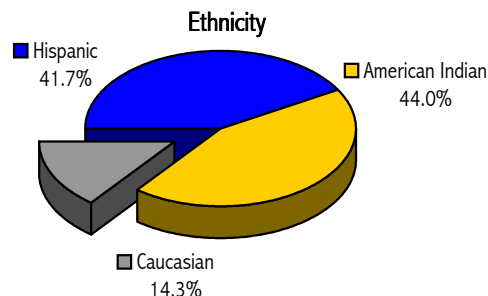
- Provide a wide variety of learning strategies, experiences, and support services to promote student learning.
- Provide positive recognition through academic, athletic, and social activities.
- Provide a safe and orderly environment for students and staff.
- Promote respect of self, others, and property.

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.

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 2006-07 year, the district educated 764 students within its schools. San Pasqual Valley Unified School District is committed to providing a quality education for all its students.

San Pasqual Valley High School is proud of its academic achievements. During the 2006-07 year, the student population of San Pasqual Valley High School was 168 students, which included 100% socioeconomically disadvantaged students, 25% English learners, and 12% students with disabilities. Additional student demographics are illustrated in the chart at right.



Discipline & Climate for Learning

Students at San Pasqual Valley High School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The school's discipline philosophy promotes a safe school, a warm, friendly classroom environment, and demonstrates that good discipline is a solid foundation on which to build an effective school. The goal of San Pasqual Valley High School's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent positive reinforcement and consequences for their behavior. Students and parents are notified of discipline policies through their student planner at the beginning of the year. Policies are reinforced throughout the school year.

The Suspensions and Expulsions table below displays the total number and percentage of incidents at the school and in the district. Suspension numbers may be inflated because some students may have been suspended multiple times. Expulsions occur only when required by law or when all other alternatives have been exhausted.

Suspensions & Expulsions						
	San Pasqual Valley HS			SPVUSD		
	04-05	05-06	06-07	04-05	05-06	06-07
Suspensions	42	20	50	282	207	216
Suspension Rate	20.8%	10.9%	29.8%	37.1%	27.2%	28.3%
Expulsions	2	0	0	16	5	3
Expulsion Rate	1.0%	0.0%	0.0%	2.0%	0.6%	0.4%

Extracurricular Activities

Students are encouraged to participate in the school's additional academic and extracurricular activities that are an integral part of the educational program. These schoolwide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Extracurricular and enrichment activities, clubs, and recognition programs include:

- Associated Student Body
- Mestizo Club
- After-school Tutoring
- ROP Programs
- Yearbook
- Strong Hearts Native American Society
- Future Farmers of America (FFA)
- Basketball
- Cheerleading
- Football
- Softball
- Volleyball
- Track
- Wrestling
- SSC
- Baseball

Class Size

San Pasqual Valley High School maintained a schoolwide average class size of 14.4 students and a pupil-to-teacher ratio of 9.5 to 1 in the 2006-07 school year. The table below illustrates the average class size by subject. The corresponding numbers show how many classes were taught with a certain number of students in each class, based on three different class sizes.

	Teaching Load Distribution											
	Average Class Size			Classrooms containing:								
				1-20 Students		21-32 Students		33+ Students				
05	06	07	05	06	07	05	06	07	05	06	07	
English	14	15	16	23	21	17	5	1	2			2
Math	17	17	13	10	10	11	3	2	1			
Science	22	16	16	6	8	3	6	1				
Social Science	15	18	20	9	6	3	1	2	1			

Instructional Time

Students in grades nine through twelve at San Pasqual Valley High School received 73,620 minutes of instruction for the 2006-07 year, which exceeded the state requirement of 64,800 minutes at the high school level.

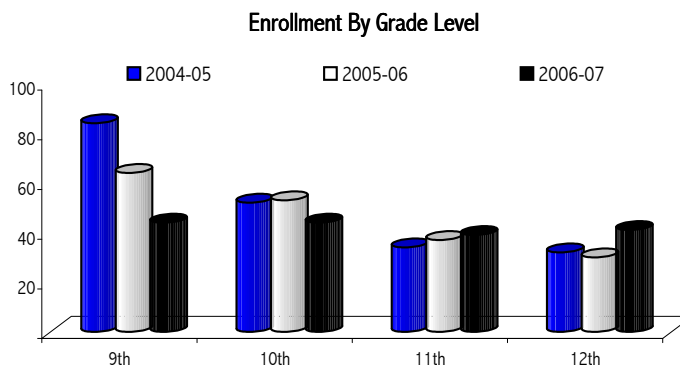


For the 2006-07 school year, San Pasqual Valley High School offered 180 days of instruction consisting of 140 regular days and 40 minimum days. Minimum days are used for parent conferences and staff development. Every Friday is an early release day to allow for teacher collaboration.

School Enrollment & Attendance

School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, attendance is critical to academic achievement and regular daily attendance is a priority at San Pasqual Valley High School.

The Attendance Clerk and Outreach Consultant carefully monitor the student attendance on a daily basis to identify those students exhibiting excessive absences. The chart below illustrates the trend in enrollment for the last three years.



Graduation and dropout rate data for the past three years is shown in the chart below.

	Graduation Rates			Dropout Rates		
	03-04	04-05	05-06	03-04	04-05	05-06
SPVHS	100.0%	97.1%	100.0%	0.0%	0.0%	1.1%
SPVUSD	100.0%	97.1%	97.4%	0.0%	0.0%	1.8%
California	70.7%	71.1%	67.1%	3.2%	3.1%	3.6%

Counseling & Other Support Services

It is the goal of San Pasqual Valley High School to assist students in their social, personal, and academic development. The district makes available professional guidance and counseling personnel to work with students who experience achievement or behavioral difficulties. The chart below lists the support services staff available to students at San Pasqual Valley High School.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Behavioral Health Services Consultant	1	**
Coordinator of Special Education	1	**
Counselor*	1	0.5
Health Clerk	1	1.0**
Library Technician	1	0.5
Outreach Consultant	1	1.0
Resource Specialist Program (RSP) Teacher	1	1.0
RSP Aide	1	1.0
Special Day Class (SDC) Teacher	1	0.5
SDC Aides	2	2.0
Speech/Language Specialist	1	**

*Counselor to Pupil Ratio: 1:168.

**Services provided by the district on an "as needed" basis.

The district's Gifted and Talented Education (GATE) program is offered to students in grades 9-12 who have been recognized by their teachers as capable of high levels of achievement. Identified students may take online Advanced Placement courses and University of California College Prep courses in place of their elective.

San Pasqual Valley High School offers support and assistance to students who are performing below grade level or whose behavior is interfering with their academic or social development. The AVID (Advancement Via Individual Determination) program works with students and helps them to focus on academic goals and become college-bound. High Point Intervention instructional materials are used schoolwide to identify students who are falling below grade level standards in language arts and reading.

Students with special needs receive additional assistance in a Special Day Class (SDC) or with a Resource Specialist Program (RSP) teacher and aides, who supplement instruction in-class and provide additional assistance.

All teachers are trained in intensive English Language Development Support programs to assist English Learners (EL) in reaching grade level standards. Students receive differentiated instruction in their regular classroom. Identified students are also enrolled in an English Language Development (ELD) class in place of their elective.

School Facilities & Safety

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. During the 2006-07 school year, the school underwent general maintenance and upkeep of the gymnasium and locker rooms. In addition to various modernization projects, the gym floor was resurfaced and potentially hazardous sidewalks were repaired in several areas. The facility strongly supports teaching and learning through its ample classroom and playground space. The chart below shows the results of the most recent school facilities inspection, as of November 2007.

School Facility Conditions				
Date of Last Inspection: Aug. 23, 2007				
Overall Summary of School Facility Conditions: Good				
Item Inspected	Facility Component System Status			Repair Needed & Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates (interior/exterior)	X			Rm 31, 30, 26 and 36: Door threshold height needs to be reduced.
Interior Surfaces (walls, floors, & ceilings)	X			Boys P.E: Graffiti on wall. Rm 27: Linoleum tile has small holes.
Hazardous Materials (interior/exterior)	X			
Structural Damage	X			Rm 30: Stained ceiling tiles and cracks in linoleum tile.
Fire Safety	X			
Electrical (interior/exterior)	X			Rm 101: Ballast/Flickering lights.
Pest/Vermin Infestation	X			
Drinking Fountains (inside/outside)		X		Office: Drinking fountain over pressured, causing water damage to wall. Rm 31: Fountain not working. Sink needs cleaning; drain needs to be replaced.
Restrooms		X		Boys RR 310: Clean urinals. Girls RR 310: Toilet has extended flush. Boys P.E.: Handicapped RR needs cleaning; stall doors need to be stabilized and repaired. Girls P.E: Water damage on walls; Drain in drinking fountain needs to be replaced; leak in handicapped room sink. Girls RR 312: Leak in stall.
Sewer	X			
Playground/School Grounds	X			
Roofs	X			
Overall Cleanliness	X			

Safety

The safety of students and staff is a primary concern of San Pasqual Valley High School. Visitors are required to check in at the school office upon arrival and required to return to the school office upon departure. During lunch, recesses, and before and after school, one full-time and one part-time safety supervisor oversee 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 in the fall, at the start of each school year. The plan was last updated and reviewed with school staff in June 2007.

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.

Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2007-08 school year, the San Pasqual Unified School District budgeted \$40,000 for the deferred maintenance program. This represents .35% of the district's general fund budget. There were no deferred maintenance projects scheduled for this school. For a complete list of deferred maintenance projects, please contact the district office.

School Leadership

Principal Lynda Schoonover has led the school for five years, backed by more than 25 years of educational experience. Close collaboration between the principal and staff ensures San Pasqual Valley High School's instructional programs are monitored, evaluated, and improved on a regular basis. Coordinating with the principal are the District English Language Advisory Council (DELAC), and School Site Council.

The School Site Council, consisting of school staff, students, and parents, is a major governing body that meets monthly to address programs and components that make up the school, to discuss the effectiveness and appropriateness of the various programs and components relative to the goals of the school, and to act as a communication liaison between the community and the school.

Community Involvement

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, Title VII Parent Committee, Back to School Night, FFA, and Booster Club. Numerous programs and activities are enriched by the generous contributions made by the following organizations:

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

Student Achievement & Testing

San Pasqual Valley High School offers students multiple opportunities to demonstrate what they know and are able to do in the various disciplines of the school curriculum to obtain accurate measures of student progress. Multiple measures of student achievement are analyzed to monitor student progress and to evaluate the effectiveness of the instructional program. These assessments include teacher tests, district benchmarks, classroom observation, report card grades, and results of standardized tests.

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to schools most like it.

No Child Left Behind

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal.

The Federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that meet their AYPs and the former school would be required to provide the transportation to the new site. After two consecutive years of failure in a particular subgroup, the school becomes eligible for Title I Program Improvement (PI). Schools can be categorized as PI for a maximum of five years, however, a school may exit from this status after two consecutive years of success in the affected subgroup(s).

Adequate Yearly Progress (AYP)				
San Pasqual Valley HS			SPVUSD	
Made AYP Overall	Yes		No	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	No	Yes
API	Yes		Yes	
Graduation Rate	Yes		Yes	



Physical Fitness

In the spring of each year, San Pasqual School is required by the state to administer a physical fitness test to all students in ninth grade. The physical fitness test measures each student's ability to perform fitness tasks in six major areas; students are provided several options to perform tasks in each area. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone" (HFZ). In the 2006-07 school year, 25.0% of ninth grade students at San Pasqual Valley High School tested in the HFZ.

API School Results				
	04-05	05-06	06-07	
Statewide Rank	1	3	3	2007 API Growth Score
Similar Schools Rank	5	9	10	
All Students				
Actual API Growth	84	28	-15	637
American Indian				
Actual API Growth	73	23	*	*
Hispanic				
Actual API Growth	89	23	*	*
Socioeconomically Disadvantaged				
Actual API Growth	78	37	-4	638

Only numerically significant subgroups for each reporting period are required to be presented in this report card. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 15% of the school population tested and contains at least 30 students with valid scores.

** Data not available from the California Department of Education.*



Federal Intervention Programs

Program Improvement (PI)	San Pasqual Valley HS		SPVUSD
	Not in PI	Not in PI	Not in PI
Program Improvement Status	n/a	n/a	n/a
First Year of PI	n/a	n/a	n/a
Year in PI (in 2007-08)	n/a	n/a	n/a
Number of Schools Currently in PI	n/a	1	1
Percent of Schools Identified for PI	n/a	25.0%	25.0%

A "Yes" in the chart at left means the school or district was at or above the 2007 targets for the 95% participation rate or percent proficient. "No" means the school or district was below the 95% participation rate or percent proficient. San Pasqual Valley High School met all of the 2007 AYP criteria.

California Standards Tests

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the Spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Science, and Social Science for the most recent three-year period, is shown below. *Course specific tests are not shown; for more information please see <http://star.cde.ca.gov>.*

California Standards Test (CST)																	
Combined % of Students Scoring at Proficient and Advanced Levels																	
	Language Arts						Science				Social Science						
	9th			10th			11th			10th		10th			11th		
	05	06	07	05	06	07	05	06	07	06	07	05	06	07	05	06	07
All Students																	
SPVHS	30	33	22	20	24	28	22	26	29	15	26	13	11	17	11	20	18
SPVUSD	29	32	28	19	24	24	22	24	26	13	22	11	9	14	9	16	14
California	43	44	47	36	37	37	36	36	37	35	35	31	30	29	37	35	35
Females																	
SPVHS	43	40	39	20	35	26	24	24	47	15	16	12	10	11	6	19	15
SPVUSD	42	38	42	21	36	22	24	20	43	13	13	10	8	8	6	16	12
California	48	48	53	41	42	41	39	39	41	34	34	28	27	26	36	34	33
Males																	
SPVHS	22	25	5	20	15	30	18	29	18	15	35	13	11	24	18	21	19
SPVUSD	21	24	15	16	14	26	20	28	15	13	30	11	10	20	13	17	16
California	38	40	43	32	33	33	33	33	33	34	36	34	33	34	37	37	37
English Learners																	
SPVHS	13	*	0	*	0	*	*	*	*	0	*	*	0	*	*	*	*
SPVUSD	0	9	0	*	0	*	*	*	*	0	*	*	0	*	*	*	*
California	7	7	10	3	4	4	4	4	4	6	6	6	5	6	7	7	6
Socioeconomically Disadvantaged (SED)																	
SPVHS	26	28	23	23	19	28	5	18	30	19	26	12	9	17	5	14	18
SPVUSD	25	27	29	21	20	24	8	16	26	16	22	9	8	14	4	10	14
California	26	27	32	20	21	21	21	21	33	19	20	18	17	17	23	21	22
American Indian																	
SPVHS	23	27	26	15	18	28	17	24	25	12	22	10	6	6	8	18	18
SPVUSD	20	25	40	15	18	24	14	19	18	9	19	8	4	5	7	15	13
California	39	42	43	32	34	34	31	29	31	31	32	26	26	26	30	29	30
Hispanic																	
SPVHS	26	28	15	17	13	20	18	18	20	9	20	0	0	23	9	9	6
SPVUSD	28	29	14	14	16	17	17	15	24	8	17	0	0	19	8	8	5
California	26	28	32	20	21	23	21	21	23	19	20	17	17	18	23	21	22

* Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

Completion of High School Graduation Requirements

Beginning with the graduating class of 2006, students in California public schools will have to pass both the English-Language Arts and Mathematics portions of the California High School Exit Exam (CAHSEE) to receive a high school diploma. For students who began the 2006-07 school year in the 12th grade as evidenced by that school year's October CBEDS enrollment, the table at right displays by student group the percent who met all state and local graduation requirements for grade twelve completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CDE web site at <http://www.cde.ca.gov/ta/tg/hs>.

College Preparation

San Pasqual Valley High offers college-bound students many opportunities to get a head start on their future. The AVID (Advancement Via Individual Determination) program emphasizes college and university entrance preparation. The three main components of AVID are academic instruction, tutorial support, and motivational activities. All tenth graders meet with the school counselor to map out an educational plan. In their senior year, students sign a "Twelfth Grade Contract" signifying they understand their responsibilities and obligations necessary to graduate. The school hosts a "College Night" where representatives from area colleges come to the school to answer questions and introduce students to the various college opportunities available. Each year, tenth grade students are offered a trip to nearby Holtville to consult with academic counselors regarding their future school or career goals.

Completion of High School Graduation Requirements

	Graduating Class of 2007		
	SPVHS	SPVUSD	California
All Students	95.0%	N/A	
American Indian	100.0%	50.0%	
Hispanic	92.0%	30.0%	
Caucasian	83.0%	20.0%	
Socioeconomically Disadvantaged (SED)	95.0%	85.0%	
Students w/Disabilities	100.0%	100.0%	

Data not provided by the California Department of Education at the time of publication.

Students at San Pasqual Valley High are encouraged to take the required courses if they plan to attend a four-year university. All students must pass each course with a grade no lower than 'C' per semester. The chart at right illustrates the proportion of UC/CSU required courses taken and successfully completed in relation to the number of course enrollments (sum of total enrollment in all classes).

San Pasqual Valley High School offers one Advanced Placement (AP) course for those students seeking to qualify for college credit. Juniors and seniors achieving a score of three, four, or five on the final AP exam qualify for college credit at most of the nation's colleges. The table at right lists information regarding the enrollment in advanced placement courses at San Pasqual Valley High School.

UC/CSU Course Enrollment	
% of Student Enrollment in Courses Required for UC/CSU Admission	% of Graduates Who Completed All Courses Required for UC/CSU Admission
40.2%	*

**Data not provided by the CA Department of Education at the time of publication.*

SAT I Test Results

	04-05	05-06	06-07
%Seniors Tested			
SPVHS	25.0%	6.7%	34.1%
SPVUSD	21.0%	6.7%	
California	35.9%	40.5%	
Average Verbal			
SPVHS	*	485	386
SPVUSD	*	*	
California	499	495	
Average Math			
SPVHS	*	465	324
SPVUSD	*	*	
California	521	516	
Average Writing			
SPVHS	n/a	445	358
SPVUSD	n/a	*	
California	n/a	495	



SAT Reasoning Test

Each year, students have the opportunity to participate in the SAT testing. This instrument is designed to assess many of the skills that are important to a student's success in college and their general educational development. While the school does not offer any SAT prep courses, the school provides various resources to students who plan on taking the SAT. The AVID program offers SAT prep workshops and informational sessions.



Work Force Preparation

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 critical thinking, problem solving, leadership, and academic skills are consistently taught to the students to ensure work-readiness skills.

San Pasqual Valley High School's Career Technical Education program offers a variety of career-path related Regional Occupational Program (ROP) classes in the following career clusters: Art, Agriculture, Computer Literacy, Metal Crafts, and Welding. The ROP teacher also takes students on field trips to Yuma, Arizona to observe and shadow professionals in various fields. For questions regarding the school's ROP program, please contact Gina Hanna. The chart below lists the career preparation classes available to students at San Pasqual Valley High School.

Career Preparation Courses				
Course	Who offers the course?	How do these classes support student achievement?	How does the school support the needs of all students in career preparation?	Course Evaluations
Ag Fabrication	High School ROP Program	All courses satisfy graduation requirements/standards. Graduation elective course	Counseling/Guidance	Competitions, Certificates
ROP Computer Applications				

The table below displays questions and answers about student participation in San Pasqual Valley High School's Career Technical Education (CTE) programs, which consists of its ROP classes.

Regional Occupational Program (ROP) Participation	
How many of the school's pupils participate in ROP?	16
What percent of the school's pupils complete a ROP program and earn a high school diploma?	0%
What percent of the school's ROP courses are sequenced or articulated between the school and institutions of post secondary education?	0%

Substitute Teachers

Due to the rural location of the school district, San Pasqual Valley Unified School District has some difficulty obtaining qualified substitutes. When a substitute teacher is not available, credentialed staff or administrators take the role of the substitute.

Curriculum Improvement

All curriculum development at San Pasqual Valley High School revolves around the California State Content Standards and Frameworks. Teachers align classroom curriculum to ensure that all students either meet or exceed State proficiency levels. The writing and implementation of San Pasqual Valley High School's curriculum is an ongoing process.

Contact Information

Parents who wish to participate in San Pasqual Valley High School's school committees, school activities, or become volunteers may contact Principal Lynda Schoonover at (760) 572-0222, ext. 2298.

Teacher Assignment

San Pasqual Valley Unified School District recruits and employs the most qualified credentialed teachers. For the 2006-07 school year, San Pasqual Valley High School had 14 fully credentialed teachers

	Teacher Credential Status			
	SPVHS			SPVUSD
	04-05	05-06	06-07	06-07
Fully Credentialed	18	17	14	50
Without Full Credentials*	2	6	3	10
Teaching Outside Subject Area	0	5	3	4

*Data is reflective of teachers with emergency credentials, waivers, and university interns.

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year. For the 2007-08 school year, the most current data are reported below.

	Misassignments/Vacancies		
	05-06	06-07	07-08
Misassignments of Teachers of English Learners	0	0	0
Teacher Misassignments (other)	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2006-2007 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

NCLB Compliant Teachers

% of Courses in Core Academic Subjects:

	Taught By NCLB Compliant Teachers	Taught By Non-NCLB Compliant Teachers
	SPVHS	75.5%
All Schools in District	90.3%	9.7%
High-Poverty Schools in District	90.3%	9.7%
Low-Poverty Schools in District	n/a	n/a

Teacher Evaluation and Professional Development

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 and assistant principal, who have 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 scheduled three staff development days during the 2006-07 school year. Training topics included Bea McGarvey - Classroom Instruction that Works, and District Data Analysis. Additional opportunities for professional development were made available to support instructional programs in accordance with school plans. Site-based staff development topics centered around Failure is not an Option and Technology training. 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.

Textbooks & Instructional Materials

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 2007, 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. The most recent textbooks, as of October 2007, for San Pasqual Valley High School are illustrated below.

Textbooks					
Subject	Publisher	Grade Levels	Year Adopted	Quality & Availability of Standards-Aligned Textbooks	Percent of Pupils Who Lack Textbooks and Instructional Materials
English/ Language Arts	Holt, Rinehart & Winston	9-12	2004	All textbooks are in adequate supply and in excellent to good condition. The school and district place great emphasis on providing students with the most up-to-date, state-adopted textbooks and instructional materials; 100% of students in each core subject area possess the necessary textbooks and instructional materials.	0%
Math	Prentice Hall	9-12	2004		0%
Social Science	McDougal Littell	9-12	2004		0%
	Houghton Mifflin	9-12	2004		0%
	McGraw Hill	9-12	2004		0%
Foreign Language	Holt, Rinehart & Winston	9-12	2005		0%
Health	National Textbook Company	9-12	2005		0%
Science	Holt	9-12	2006		0%
	Prentice Hall				0%

Science Laboratory Equipment: San Pasqual Valley HS stocks an adequate supply of Science Laboratory Equipment for its students. Inventory includes, but is not limited to ring stands, clamps, support rings, utility clamps, test tubes, test tube holders, test tube brushes, crucible tongs, flasks, beakers, and bunsen burners.

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.

San Pasqual Valley High School recently spent approximately \$20,000 on new books for its library as part of the newly funded Accelerated Reader program. Students are encouraged to visit the library throughout the school day and before and after school to check out books, do homework, research, or access the Internet. The library contains 11 computer workstations, all of which are connected to the Internet for research purposes. The library is staffed by a part time Library Technician.

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 regular schedule. The school has two computer labs available for student use. One lab is accessed by classes of all subjects and contains 25 computer workstations. The other lab, which contains 30 workstations, is primarily used as a Language Arts and Math lab. All students receive instruction on CAHSEE preparation programs to ensure they have the skills necessary to pass the California High School Exit Exam.



Computer Resources			
	04-05	05-06	06-07
Computers	99	105	103
Students per computer	2	2	1.6
Classrooms connected to Internet	17	16	16

Expenditures & Services Funded

Based on 2005-06 audited financial statements, San Pasqual Valley Unified School District spent an average of \$14,949 to educate each student. The Expenditures per Pupil table at right 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 2005-06 school year, the district received federal and state aid for the following categorical, special education, and support programs:

- Drug/Alcohol/Tobacco Education Funds
- Class Size Reduction
- Economic Impact Aid
- Home-to-School Transportation
- Title VII Indian Education
- Instructional Materials
- Title VII School Success
- Maintenance and Operations
- Tenth Grade Counseling
- Peer Assistance and Review
- School Improvement Program
- Vocational and Applied Technology Education Act
- Title I
- LEP
- ROC/P
- Title III EIA
- Special Education
- Staff Development
- Migrant Education

Expenditures per Pupil		
SPVHS	Total	\$10,638
	From Restricted Sources	\$2,570
	From Unrestricted Sources	\$8,068
SPVUSD	From Unrestricted Sources	\$9,643
	Percentage of Variation Between School & District: 16.3%	
California	From Unrestricted Sources	\$4,943
	Percentage of Variation Between School & State: 63.2%	

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the California Department of Education has provided average salary data from unified school districts having under 1,000 in average daily attendance throughout the state. The following information is based upon data from the 2005-06 school year, which is the most current information available at the time of publication. The table at right illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state levels.

The table below illustrates teacher and administrative salaries at the district and state level.

Average Salary Information Teachers - Principal - Superintendent 2005-2006		
	SPVUSD	California
Beginning Teachers	\$39,662	\$34,363
Mid-Range Teachers	\$51,722	\$50,814
Highest Teachers	\$66,646	\$65,731
Elementary Principals	\$84,916	\$78,437
Middle School Principals	\$80,467	\$81,316
High School Principals	\$88,628	\$84,594
Superintendent	\$115,500	\$103,105
Salaries as a Percentage of Total Budget		
Teachers Salaries	26.1%	35.8%
Administrative Salaries	3.3%	6.5%

Average Teacher Salaries		
School & District	SPVHS	\$52,664
	SPVUSD	\$55,740
	Percentage of Variation: 5.5%	
School & State	SPVHS	\$52,664
	All Unified School Districts	\$52,361
	Percentage of Variation: 0.6%	