



San Pasqual Valley High School

2008-2009 School Accountability Report Card

Grades Nine through Twelve
Lynda Schoonover, Principal

San Pasqual Valley Unified School District

www.sanpasqual.k12.ca.us

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2008-09

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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 2008-09 year, the district educated 746 students within its schools. San Pasqual Valley Unified School District is committed to providing a quality education for all its students.

Student Enrollment by Ethnic Group	
2008-09	
	Percentage
African American	0.0%
American Indian	45.7%
Asian	0.6%
Caucasian	10.4%
Filipino	0.0%
Hispanic or Latino	43.4%
Pacific Islander	0.0%
Multiple or No Response	0.0%

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 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						
	School			District		
	06-07	07-08	08-09	06-07	07-08	08-09
Suspensions	50	56	52	216	257	207
Suspension Rate	29.8%	30.1%	30.1%	28.3%	33.4%	27.7%
Expulsions	0	0	0	3	4	0
Expulsion Rate	0.0%	0.0%	0.0%	0.4%	0.5%	0.0%

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

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 illustrates the trend in enrollment for the last three years.

Enrollment Trend by Grade Level			
	2006-07	2007-08	2008-09
9th	44	84	68
10th	44	28	50
11th	39	34	19
12th	41	40	36

Dropout & Graduation Rates

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

Graduation & Dropout Rates			
	05-06	06-07	07-08
Dropout Rate	1.10%	0.00%	0.50%
Graduation Rate	100.00%	100.00%	100.00%

Class Size

San Pasqual Valley High School maintained a schoolwide average class size of 11.8 students and a pupil-to-teacher ratio of 8.6 to 1 in the 2008-09 school year. The table 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.

	Class Size Distribution											
	Average Class Size			Classrooms Containing:								
				1-20 Students			21-32 Students			33+ Students		
07	08	09	07	08	09	07	08	09	07	08	09	
English	16	15	13	17	16	18	2	1	2	2	-	-
Mathematics	13	14	15	11	9	11	1	3	1	-	-	-
Science	16	13	11	3	6	12	-	-	1	-	-	-
Social Science	20	17	16	3	7	6	1	2	2	-	-	-

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 October 2009, 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 January 2010, for San Pasqual Valley High School are illustrated in the table.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
9th-12th	English/ Language Arts	Holt, Rinehart & Winston	2004	Yes	0.0%
9th-12th	Foreign Language	Holt, Rinehart & Winston	2005	Yes	0.0%
9th-12th	Health	National Textbook Co.	2005	Yes	0.0%
9th-12th	Mathematics	Holt	2008	Yes	0.0%
9th-12th	Mathematics	McDougal Littell	2008	Yes	0.0%
9th-12th	Science	Holt	2005	Yes	0.0%
9th-12th	Science	Prentice Hall	2005	Yes	0.0%
9th-12th	Social Science/ History	Houghton Mifflin	2004	Yes	0.0%
9th-12th	Social Science/ History	McDougal Littell	2004	Yes	0.0%
9th-12th	Social Science/ History	McGraw-Hill	2004	Yes	0.0%

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.

Library Information

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 full-time library technician.

Computer Resources

Computer skills and concepts are integrated throughout the standard curriculum to prepare students for technological growth and opportunities. Students receive computer-assisted instruction on a 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			
	06-07	07-08	08-09
Computers	103	103	85
Students per computer	1.6	1.8	2
Classrooms connected to Internet	16	16	19

Science Laboratory Equipment

San Pasqual Valley High School stocks an adequate supply of lab equipment for its students. Inventory includes, but is not limited to, microscopes, slides, ring stands, clamps, support rings, utility clamps, test tubes, test tube holders, test tube brushes, crucible tongs, flasks, beakers, and bunsen burners. For a complete listing of inventory, please contact the school office at (760) 572-0222.

Additional Internet Access/Public Libraries

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

Counseling & Support Staff

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 counselor-to-pupil ratio is 87:1.* The chart 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	As Needed
Coordinator of Special Education	1	As Needed
Counselor	2	1.0
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
SDC Aide	2	2.0
Special Day Class (SDC) Teacher	1	0.5
Speech and Language Specialist	1	As Needed

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.

Curriculum Development

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.

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

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.

Data Sources

Data within the SARC was provided by San Pasqual Valley Unified School District, retrieved from the 2008-09 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

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.

California Standards Test

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. Course specific tests are not shown; for more information please see <http://star.cde.ca.gov>.

California Standards Test (CST)									
Subject	School			District			State		
	2007	2008	2009	2007	2008	2009	2007	2008	2009
English/Language Arts	26	31	35	26	31	30	43	46	50
Mathematics	*	6	7	28	28	27	40	43	46
Science	26	11	23	22	25	29	38	46	50
History/Social Science	13	12	11	12	15	12	33	36	41

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

California Standards Test (CST)				
Subgroups				
Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
African American	*	*	*	*
American Indian	42	7	*	8
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	24	5	22	10
Pacific Islander	*	*	*	*
Caucasian	47	12	*	*
Males	30	7	26	10
Females	39	6	21	11
Socioeconomically Disadvantaged	35	7	23	11
English Learners	3	*	*	5
Students with Disabilities	6	*	*	*
Migrant Education	*	*	*	*

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

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.

API School Results				
	06-07	07-08	08-09	2009 API Growth Score
Statewide Rank	3	3	2	
Similar Schools Rank	10	9	8	
All Students				
Actual Growth	-15	-11	13	639
Socioeconomically Disadvantaged				
Actual Growth	-4	-12	13	639
American Indian				
Actual Growth	-	-	-	-
Hispanic or Latino				
Actual Growth	-	-	5	612

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress web page at <http://nces.ed.gov/nationsreportcard/>.

The first table displays the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight by scale score and achievement level.

The second table displays the participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) by students with disabilities and/or English language learners for grades four and eight.

NOTE: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school.

National Assessment of Educational Progress					
Reading and Mathematics Results for Grades 4 & 8					
By Performance Level - All Students					
	Average Scale Score		% at Each Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007 Grade 4	209	220	30	18	5
Reading 2007 Grade 8	251	261	41	20	2
Math 2009 Grade 4	232	239	41	25	5
Math 2009 Grade 8	270	282	36	18	5

National Assessment of Educational Progress				
Reading and Mathematics Results for				
Students with Disabilities (SD) and/or English Language Learners (ELL)				
By Grades 4 & 8 and Participation Rate - All Students				
	Participation Rate			
	State		National	
	SD	ELL	SD	ELL
Reading 2007 Grade 4	74	93	65	80
Reading 2007 Grade 8	78	92	66	77
Math 2009 Grade 4	79	96	84	94
Math 2009 Grade 8	85	96	78	92

Adequate Yearly Progress

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 have met their AYPs, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart.

Adequate Yearly Progress (AYP)				
	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
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	No
API School Results	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 2008-09 school year, 26.9% of ninth grade students at San Pasqual Valley High School tested in the HFZ.

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2009-10)	-	-
# of Schools Currently in PI	-	2
% of Schools Identified for PI	-	40.00%

Completion of High School Graduation Requirements

Beginning with the graduating class of 2006, students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2008-09 school year in the 12th grade, the table displays by student group the percent who met all state and local graduation requirements for grade 12 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/>.

Completion of High School Graduation Requirements			
	School	District	State
All Students	97.0%	97.0%	*
Socioeconomically Disadvantaged	97.0%	97.0%	*
American Indian	100.0%	100.0%	*
Hispanic or Latino	93.0%	93.0%	*
Caucasian	100.0%	100.0%	*
Students with Disabilities	100.0%	100.0%	*

* Data was not available at the time of publication.

California High School Exit Exam (CAHSEE)

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the Federal No Child Left Behind (NCLB) law. The CAHSEE has an English language-arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement. The first table displays the percent of students achieving at the Proficient or Advanced level for the past three years. The second table displays the percent of students, by group, achieving at each performance level in English language-arts and math separately for the most recent testing period.

CAHSEE By Subject									
	2006-07			2007-08			2008-09		
	School	District	State	School	District	State	School	District	State
English	37.5	33.3	48.6	48.1	46.4	52.9	42.1	36.4	52.0
Mathematics	33.3	29.5	49.9	44.4	42.9	51.3	35.9	32.6	53.3

CAHSEE By Student Group						
	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	57.9	21.1	21.1	64.1	28.2	7.7
Males	70.6	17.6	11.8	58.8	35.3	5.9
Females	47.6	23.8	28.6	68.2	22.7	9.1
Hispanic or Latino	69.2	19.2	11.5	69.2	26.9	3.8
English Learners	93.3	6.7	-	86.7	13.3	-
Socioeconomically Disadvantaged	57.9	21.1	21.1	64.1	28.2	7.7

Advanced Placement 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 lists information regarding the enrollment in advanced placement courses at San Pasqual Valley High School.

Advanced Placement Classes		
	# of Courses	Enrollment
Fine and Performing Arts	1	1
Totals	1	1
Percent of Students in AP Courses	3	

College Entrance Info

California high school students have two options for attending public universities in the State: Universities of California (UC), or California State Universities (CSU). There are eight UC campuses statewide, and 28 CSU schools. A college preparatory high school program includes a minimum of the following courses, referred to as the "A-G requirements."

- A: Two years of history/social science
- B: Four years of English
- C: Three years of college preparatory mathematics (Four recommended for UC)
- D: Two years of laboratory science (Three recommended for UC)
- E: Two years of a single language other than English (Three recommended for UC)
- F: One year of visual/performing arts
- G: One year of a college preparatory elective in one of the above subjects

All courses must be completed with a grade of "C" or better. The minimum GPA required for admission to a UC is 3.15, and 2.0 for the CSU system. For more information about admissions to UC schools, please visit www.ucop.edu/pathways. To prepare for entrance to a CSU school, visit www.csumentor.edu.

UC/CSU Course Completion

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.

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 lists 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).

UC/CSU Course Enrollment	
	Percentage
% of Student Enrollment in Courses Required for UC/CSU Admission	44.5%
% of Graduates Who Completed All Courses Required for UC/CSU Admission	5.6%

** Duplicated Count (one student can be enrolled in several courses).*

Career Technical Education (CTE) Programs

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. The chart lists the career preparation classes available to students at San Pasqual Valley High School. 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.

CTE Programs				
Title of Career Preparation Course	Who offers the course	How do these classes support student achievement	How does the school address the needs of all students in career preparation	How are the courses evaluated for effectiveness
ROP Ag. Fabrication				
ROP Computer Applications				
ROP Graphic Arts	High School ROP Program	All courses satisfy graduation requirements/standards. Graduation elective course	Counseling/ Guidance	Competitions, Certificates
ROP Art				
ROP Agriculture				
ROP Metal Crafts				
ROP Welding				

Career Technical Education Participation

The table 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.

Enrollment & Program Completion in Career/ Technical Education (CTE) Programs (Carl Perkins Vocational and Technical Education Act)	
Question	Response
How many of the school's pupils participate in CTE?	143
What percent of the school's pupils complete a CTE program and earn a high school diploma?	8.0
What percent of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	0.0

Teacher Assignment

San Pasqual Valley Unified School District recruits and employs the most qualified credentialed teachers. For the 2008-09 school year, San Pasqual Valley High School had 16 fully credentialed teachers

	Teacher Credential Status			
	School			District
	06-07	07-08	08-09	08-09
Fully Credentialed	13	12	16	56
Without Full Credentials	1	2	1	3
Working Outside Subject	3	2	0	0

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 2009-10 school year, the most current data are reported in the chart.

	Misassignments/Vacancies		
	07-08	08-09	09-10
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	2	0
Total Misassignments of Teachers	0	2	0
Vacant Teacher Positions	0	0	0

Highly Qualified Teachers

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 2006-07 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 Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	77.6%	22.4%
District	85.4%	14.6%
High-Poverty Schools in District	85.4%	14.6%
Low-Poverty Schools in District	0.0%	0.0%

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.

Teacher Evaluation & 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 schedules three staff development days annually for the past three years. 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 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.

School Leadership

Principal Lynda Schoonover has led the school for seven 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.

School Facilities

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. The facility strongly supports teaching and learning through its ample classroom and playground space. The chart shows the results of the most recent school facilities inspection, as of January 2010.

School Facility Conditions				
Date of Last Inspection: 09/17/2008				
Overall Summary of School Facility Conditions: Good				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior	X			
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			35 Computer Lab - Some lights don't turn on.
Restrooms/Fountains	X			Girls RR 312 - Water fountain in between both bathrooms needs a handle (leaks also). Gym - Needs a knob (outside fountain). Boys RR Gym - Stall doesn't lock.
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			Library - Roof tiles. Girls RR 310 - Door damage.
External (Grounds, Windows, Doors, Gates, Fences)	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 October 2009.

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. In the 2009-10 school year, San Pasqual Valley Unified School District budgeted \$40,000 for the deferred maintenance program. This represents 0.4% of the district's general fund budget.

Teacher & Administrative Salaries

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the districts budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE website.

Average Salary Information		
Teachers - Principal - Superintendent		
2007-08		
	District	State
Beginning Teachers	\$41,669	\$38,000
Mid-Range Teachers	\$58,518	\$55,721
Highest Teachers	\$71,218	\$71,548
Elementary School Principals	\$86,615	\$85,858
Middle School Principals	\$82,479	\$91,479
High School Principals	\$90,400	\$93,937
Superintendent	\$115,500	\$115,980
Salaries as a Percentage of Total Budget		
Teacher Salaries	29.3%	34.8%
Administrative Salaries	4.6%	6.5%

School Site Teacher Salaries

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 2007-08 school year, which is the most current information available at the time of publication. The table illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state levels.

Average Teacher Salaries	
School & District	
School	\$56,249
District	\$59,089
Percentage of Variation	4.81%
School & State	
All Unified School Districts	\$56,376
Percentage of Variation	0.23%

District Expenditures

Based on 2007-08 audited financial statements, San Pasqual Valley Unified School District spent an average of \$15,660 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.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$16,228
From Restricted Sources	\$6,434
From Unrestricted Sources	\$9,794
District	
From Unrestricted Sources	\$9,794
Percentage of Variation between School & District	0.00%
State	
From Unrestricted Sources	\$5,512
Percentage of Variation between School & State	77.69%

In addition to general fund state funding, San Pasqual Valley Unified School District receives state and federal categorical funding for special programs. During the 2007-08 school year, the district received federal and state aid for the following categorical, special education, and support programs:

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

