



# San Pasqual Valley Elementary School

## 2006-2007 School Accountability Report Card

Published in December 2007

Grades Kindergarten through Fifth  
Dawn Ponce, Principal

### San Pasqual Valley Unified School District

[www.sanpasqual.k12.ca.us](http://www.sanpasqual.k12.ca.us)

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#### Principal's Message

The 2006-07 school year was a busy, productive year at San Pasqual Valley Elementary School. Our site initiated the "Reading First" Program due to having received grant funding. The Intervention and Enrichment programs provided students extra help in areas of difficulty for each child. Our hard working, dedicated staff has provided guidance and support for each child throughout the year. Working together with parents we provide a quality educational program for all students at our school. This School Accountability Report Card will give you a complete overview of these accomplishments as well as information regarding the entire San Pasqual Valley Unified School District.

#### Mission Statement

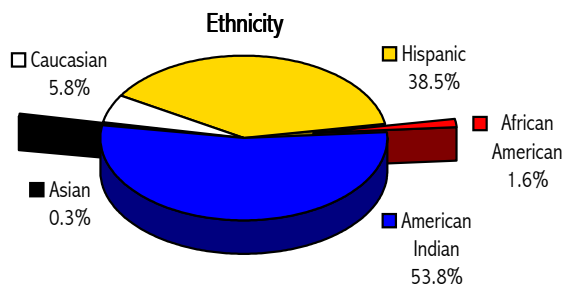
The San Pasqual Valley Elementary School staff believes in the worth and dignity of each individual. The interchange of ideas and democratic process is promoted in the classrooms. We believe that education is a lifelong process of learning and living. Our school is providing a curriculum directly related to the California Standards and Frameworks for the skills needed to be successful in society.

#### 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 school 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 Elementary School continues to focus on standards-based teaching, primarily centered around Language Arts. Staff meets with parents regularly to inform parents of their child's academic growth. The school understands the value of a partnership between home and school, and the staff works hard to cultivate that relationship.

During the 2006-07 year, the student population of San Pasqual Valley Elementary School included 100% socioeconomically disadvantaged students, 11% 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 Elementary 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 Elementary 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. The discipline policies were created to instill a solid foundation of positive character traits through a student's entire educational career. 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 through parent conferences and school assemblies.

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 ES			SPVUSD		
	04-05	05-06	06-07	04-05	05-06	06-07
Suspensions	59	86	51	282	207	216
Suspension Rate	17.9%	23.4%	13.5%	37.1%	27.2%	28.3%
Expulsions	0	0	0	16	5	3
Expulsion Rate	0.0%	0.0%	0.0%	2.0%	0.6%	0.4%

### Extracurricular Activities & Recognition Programs

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. Recognition programs include:

- Honor Roll
- Perfect Attendance
- Student of the Quarter
- Good Behavior
- Grade Level Awards

The school is proud of its 21st Century after-school enrichment programs that enrich students both academically and socially. Academic academies offer supplemental instruction in core subject areas. Other programs focus on character building and life skills.

### School Leadership

Principal Dawn Ponce came to our school and district in February 2006 with 24 years of experience in the California School system and six years experience as a school administrator. Her primary duty upon arrival at San Pasqual Valley Elementary School was to work collaboratively with teachers, Imperial County Office of Education, the School Site Council, and district administration to create the Alternative Governance Plan that is a requirement of all schools in Year Four of Program Improvement.

Continued partnerships with parent groups and educational staff such as "Partnership for Student Success" (a group partnered with the Imperial County Office of Education), Title VII Committee, DELAC, Migrant Education Committee, and School Site Council ensure support and continuation of our successful programs while also building strong support for our new governance plan.



The School Site Council, consisting of school staff 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.

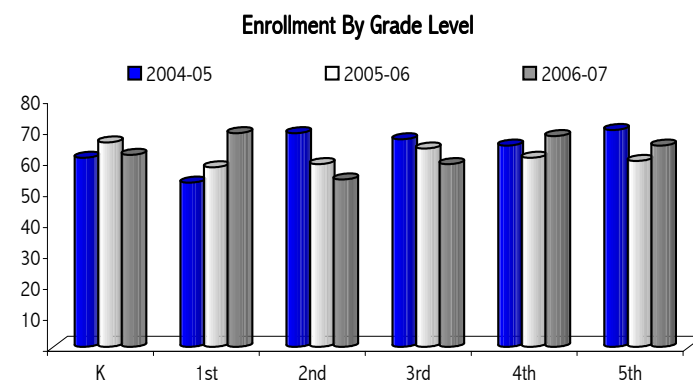
### Parent and Community Involvement

Parents and the community are highly supportive of the educational programs at San Pasqual Valley Elementary School. Parents may participate in the School Site Council, Title VII Indian Education Committee, and the DELAC. Numerous programs and activities are enriched by the generous contributions made by the following organizations:

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

### School Enrollment & Attendance

Schoolwide enrollment at the beginning of the 2006-07 school year was 377 students. School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. The district's Outreach Consultant and Attendance Clerk monitor attendance daily to identify those students exhibiting excessive absences. The following chart illustrates the enrollment trend at the school over the last three years.



### Instructional Time

During the 2006-07 school year, all instructional time offered at San Pasqual Valley Elementary School exceeded State requirements. For the 2006-07 school year, San Pasqual Valley Elementary School offered 180 days of instruction. Two minimum days were used for staff development and parent conferences.

	Instructional Minutes By Grade Level	
	Minutes Required	Actual Minutes
K	36,000	66,690
1st-3rd	50,400	66,690
4th-6th	54,000	66,690

## Class Size

San Pasqual Valley Elementary School maintained a schoolwide average class size of 18 students and a pupil to teacher ratio of 15.3 to 1 in the 2006-07 school year. The Class Size Distribution table shows the average class size by grade. 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												
	Classrooms Containing:											
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	05	06	07	05	06	07	05	06	07	05	06	07
K	20	22	21	2	1		1	3	2			
1st	18	19	17	3	3	4						
2nd	17	19	17	4	3	3						
3rd	16	16	20	4	4	3						
4th	31	29	22				2	2	3			
5th	23	28	19				3	3	2			
4th-5th	n/a	n/a	6				1					
Other	8	7	7	1	1	1						

The California Class Size Reduction (CSR) program provides funding to reduce kindergarten through third grade classes to 20 students or less. The adjacent chart lists the percentage of classrooms meeting CSR requirements over the last three years.

	CSR Participation		
	04-05	05-06	06-07
K	67%	67%	33%
1st	100%	100%	100%
2nd	100%	100%	100%
3rd	100%	100%	100%

## School Facilities & Safety

San Pasqual Valley Elementary School was built in 1965 and modernized in 1995. Facilities are situated on 10 acres and span 40,634 square feet. They include 20 permanent classrooms, nine relocatable classrooms, a library, a multipurpose room, computer lab, two playgrounds, a staff room, and restrooms. During the summer of 2007, repairs to the playground concrete were completed. The facility strongly supports teaching and learning through its ample classroom and playground space.

### Safety

Safety of students and staff is a primary concern of San Pasqual Valley Elementary 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, staff members supervise students and school grounds, including the cafeteria and playgrounds, to ensure a safe and orderly environment.

The comprehensive Safe School Plan was developed by the district to comply with Senate Bill 187 (SB 187) of 1997. Each school includes the following requirements of SB 187 within their safe school plans: current status of school crime; child abuse reporting procedures; disaster procedures, routine and emergency; policies related to suspension and expulsion; notification to teachers; sexual harassment policy; provision of a school-wide dress code; safe ingress and egress of pupils, parents, and school employees; safe and orderly school environment; and school rules and procedures.

The school evaluates the plan annually and updates it as needed.

Safety procedures, including elements of the Safe School Plan, are reviewed with school and district staff in the fall, at the start of each school year. The plan was last updated and reviewed with school staff in March 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 restrooms on school grounds are in working order. The following chart lists 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			
Interior Surfaces (walls, floors, & ceilings)	X			
Hazardous Materials (interior/exterior)	X			
Structural Damage	X			108A: Broken concrete.
Fire Safety	X			
Electrical (interior/exterior)	X			Principal 101DD: Remove wiring outside office. 109A: Check wiring.
Pest/Vermin Infestation	X			
Drinking Fountains (inside/outside)	X			Girls RR 107.1: Remove plastic on drinking fountain.
Restrooms		X		Cafeteria: Clean Boys' RR. Boys RR 1106.3, Principal 101DD, Girls RR 107.1, Health Office: Clean Toilets/Urinals Boys RR 107.4: Urinal not working.
Sewer	X			
Playground/School Grounds	X			Playground: Some concrete repair needed.
Roofs		X		Playground: Asbestos roofing. 106D: Roof missing shingles
Overall Cleanliness	X			

## 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 2006-07 school year, San Pasqual Valley Unified School District budgeted \$40,000 for the deferred maintenance program. This represents .35% of the district's general fund budget. Deferred maintenance projects for this school included complete re-roofing. The district's complete deferred maintenance plan is available at the district office.

## Student Achievement & Testing

San Pasqual Valley Elementary 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, SCOE theme assessments, and results of standardized tests.

### Norm-Referenced Test

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics. Prior to 2005, all students in grades two through eleven were tested each spring. Currently, only students in grades three and seven are tested. The chart at right reflects the percentage of student scores at or above the national average (50th percentile) in Reading and Mathematics for grade three.

	CAT/6 Norm Referenced Test					
	% At or Above 50th Percentile					
	Reading			Math		
	3rd			3rd		
	05	06	07	05	06	07
<b>San Pasqual Valley ES</b>	32	18	19	50	38	43
SPVUSD	32	18	19	50	38	43
California	36	37	38	54	55	56
	Subgroups					
Females	35	28	20	56	41	33
Males	28	19	18	43	35	54
Socioeconomically Disadvantaged	33	14	19	50	36	43
English Learners	23	11	13	46	33	57
American Indian	28	17	16	46	31	32
Hispanic	29	16	21	52	44	57

### 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				
	04-05	05-06	06-07	2007 API Growth Score
<b>Statewide Rank</b>	2	B	2	
<b>Similar Schools Rank</b>	8	B	8	
<b>All Students</b>				
<b>Actual API Growth</b>	40	n/a	5	679
<b>American Indian</b>				
<b>Actual API Growth</b>	21	n/a	-13	654
<b>English Learners</b>				
<b>Actual API Growth</b>	70	n/a	44	710
<b>Socioeconomically Disadvantaged</b>				
<b>Actual API Growth</b>	54	n/a	22	679
<b>English Learners</b>				
<b>Actual API Growth</b>	n/a	n/a	51	671

*"B" - means the school did not have a valid 2005 API Base and will not have any growth or target information.*

*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.*

### Physical Fitness Test

In the spring of each year, San Pasqual Valley Elementary School is required by the state to administer a physical fitness test to all students in fifth grade. The physical fitness test measures each student's ability to perform fitness tasks in six major areas. 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). For the 2006-07 school year, 5.0% of all fifth graders at San Pasqual Valley Elementary met the standards in all six fitness areas.

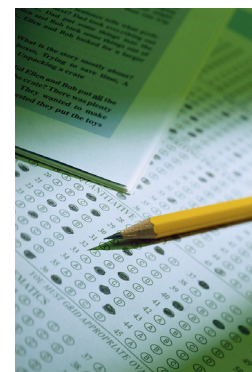
### No Child Left Behind

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).

After two consecutive years of failure of a particular subgroup to meet AYP goals, Title I schools become 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). There are several possible consequences for schools that do not meet the AYP standards including: curriculum changes; providing technical assistance and coaching for staff; additional tutoring and interventions for students; and transporting students requesting transfers to other schools within the district.



A "Yes" in the chart at right 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 Elementary School met all the 2007 AYP criteria, and is very proud to have exited Program Improvement status during the 2006-07 school year.

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

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



## 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, Math, and fifth grade Science, for the most recent three-year period, is shown below.

California Standards Test (CST)																											
Combined % of Students Scoring at Proficient and Advanced Levels																											
	Language Arts									Math									Science								
	2nd			3rd			4th			5th			2nd			3rd			4th			5th			5th		
	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07			
All Students																											
San Pasqual Valley ES	17	10	27	31	21	19	34	38	28	19	24	31	42	54	28	35	50	47	55	49	60	27	14	34	10	9	25
SPVUSD	17	20	27	31	21	19	34	38	28	19	24	31	42	54	28	35	50	47	55	49	60	27	14	34	10	9	25
California	42	47	48	31	37	37	47	49	51	43	43	44	56	59	59	54	58	58	50	54	56	44	48	49	28	32	37
Females																											
San Pasqual Valley ES	23	22	23	38	23	17	30	44	32	32	13	35	40	48	9	35	52	43	50	47	65	26	4	32	6	0	19
SPVUSD	23	22	23	38	23	16	30	34	33	32	13	35	40	49	9	36	52	44	50	47	65	26	4	32	6	0	19
California	45	51	53	35	39	41	52	54	55	46	47	48	55	58	58	54	56	58	51	55	58	45	48	49	26	30	35
Males																											
San Pasqual Valley ES	11	17	29	23	19	21	36	31	24	8	32	27	44	59	41	33	49	50	61	52	55	27	23	34	14	17	31
SPVUSD	12	17	29	24	19	22	36	31	24	8	32	27	45	59	41	33	49	50	61	51	54	27	23	34	14	17	31
California	39	43	44	29	33	33	44	46	48	39	40	41	58	59	59	56	58	58	50	54	56	43	48	48	32	34	38
English Learners																											
San Pasqual Valley ES	16	14	11	15	11	13	11	31	12	0	6	*	42	57	22	31	61	48	33	38	71	24	11	*	0	0	*
SPVUSD	16	15	11	16	11	13	11	30	12	0	6	*	42	57	23	31	61	48	34	38	70	24	11	*	0	0	*
California	23	27	22	12	15	12	19	24	19	13	13	13	43	45	43	39	41	39	32	36	32	22	24	22	6	7	6
Socioeconomically Disadvantaged (SED)																											
San Pasqual Valley ES	16	15	26	32	17	19	33	35	28	21	24	31	41	52	28	36	47	47	56	46	60	27	16	33	11	10	24
SPVUSD	15	14	27	32	17	19	34	35	28	22	24	31	41	53	28	36	47	47	57	46	60	27	16	34	11	10	25
California	28	33	35	17	22	23	32	35	36	28	28	29	45	48	48	44	46	47	38	42	45	32	35	36	14	18	22
American Indian																											
San Pasqual Valley ES	14	14	33	30	19	16	41	27	23	31	33	27	37	46	23	32	40	48	66	43	43	31	17	31	14	17	13
SPVUSD	14	15	33	29	20	16	41	27	22	31	33	27	37	47	23	33	40	48	65	44	43	31	16	31	14	17	13
California	39	40	39	27	31	26	43	44	43	39	39	39	54	54	54	48	52	48	43	45	43	34	40	35	26	30	26
Hispanic																											
San Pasqual Valley ES	15	24	18	24	16	21	29	48	32	4	17	31	44	64	29	33	64	50	52	52	84	20	14	35	0	3	35
SPVUSD	15	24	19	24	16	21	29	47	32	4	17	31	45	64	29	33	64	50	52	52	84	20	14	34	0	3	35
California	28	33	35	17	22	23	32	35	37	27	29	30	44	47	48	43	46	48	38	43	46	33	36	37	14	18	23

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

## 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 Elementary School had 24 fully credentialed teachers.

Teacher Credential Status				
	San Pasqual Valley ES			SPVUSD
	04-05	05-06	06-07	06-07
Fully Credentialed	28	24	24	50
Without Full Credentials*	1	8	4	10
Teaching Outside Subject Area	n/a	n/a	n/a	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.

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	1

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered "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
- 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
<b>San Pasqual Valley ES</b>	<b>100.0%</b>	<b>0.0%</b>
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

## Substitute Teachers

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



## Counseling & Other Support Services

It is the goal of San Pasqual Valley Elementary 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 following chart lists the support services staff available to all students at the school.

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

\*Counselor to pupil ratio: 1:377.

\*\*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 2-5 who have been recognized by their teachers as capable of high levels of achievement. Identified students are clustered in their regular classroom and receive differentiated instruction by a GATE-trained teacher. The district is also working with 17 other districts in a County Consortium to evaluate the GATE program to ensure the schools are meeting all the needs of their students.

San Pasqual Valley Elementary School offers support and assistance to students who are performing below grade level or whose behavior is interfering with their academic or social development. Some teachers are trained in the REACH (Resources for Academic Achievement) program that identifies and works with students who are falling below grade level standards in language arts and helps them to focus on academic goals and become college-bound. High Point Reading Fluency instructional materials are used for English language learners in 4th and 5th grades. Students may also receive after-school tutoring for core subject areas.

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 or in a pull-out program 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.

## Textbooks & Instructional Materials

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 or instructional materials, 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 Elementary 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
Language Arts	Houghton Mifflin	K-5	2001	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	Harcourt Brace	K-5	2003		0%
Social Studies	Scott Foresman	K-5	2006		0%
Science	Scott Foresman	K-5	1999		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 districtwide in order to assure continuity and consistency throughout the instructional program.

Students visit the library at regularly scheduled times each week, and are encouraged to visit throughout the school day, as well as before and after school. The library is staffed by a full-time library clerk. Computer resources within the library are connected to the Internet so students are able to access resources and information online to improve their research skills.



Computer skills and concepts are integrated throughout the standard curriculum to prepare students for technological growth and opportunities. Students receive computer-assisted instruction on a weekly basis with their classes. All classrooms contain at least two Internet-connected computers. In addition to classroom and library computers, the school has a computer lab with 20 computer workstations. Software programs develop critical thinking skills, technological skills and mathematical proficiency. Students receive software training on English in a Flash software program, which increases literacy and language comprehension.

	Computer Resources		
	04-05	05-06	06-07
Computers	74	68	63
Students per computer	5	5.4	6.0
Classrooms connected to Interr	23	27	26

## 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, 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 scheduled two staff development days during the 2006-07 school year. During staff development days at San Pasqual Valley Elementary School, Bea McGarvey presented information and strategies on research based instructional strategies.

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.



## Curriculum Improvement

All training and curriculum development at San Pasqual Valley Elementary 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 Elementary School's curriculum is an ongoing process.

During the 2006-07 year, San Pasqual Valley Elementary School became a "Reading First" school. A Reading First coach was hired to provide valuable staff development as well as teacher and classroom support.

## 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		
	SPYUSD	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	San Pasqual Valley ES	\$52,664
	SPVUSD	\$55,740
Percentage of Variation: 5.5%		
School & State	San Pasqual Valley ES	\$52,664
	All Unified School Districts	\$52,361
Percentage of Variation: 0.6%		

## 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 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 2006-07 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
- Home-to-School Transportation
- Instructional Materials
- Title VII School Success
- Tenth Grade Counseling
- Peer Assistance and Review
- LEP
- Staff Development
- School Improvement Program
- American Indian Early Childhood Education
- Migrant Education
- Economic Impact Aid
- Title VII Indian Education
- Special Education
- Maintenance and Operations
- Title III EIA
- Title I
- ROC/P
- Vocational and Applied Technology Education Act
- Reading First

Expenditures per Pupil		
San Pasqual Valley ES	Total	\$6,450
	From Restricted Sources	\$2,923
SPVUSD	From Unrestricted Sources	\$3,527
	From Unrestricted Sources	\$9,643
Percentage of Variation Between School & District: 63.4%		
California	From Unrestricted Sources	\$4,943
	Percentage of Variation Between School & State: 28.6%	

## Contact Information

Parents who wish to participate in San Pasqual Valley Elementary School's school committees, school activities, or become volunteers may contact Principal Dawn Ponce at (760) 572-0222, ext. 2100.

