



San Pasqual Valley Elementary School

2008-2009 School Accountability Report Card

Grades Kindergarten through Fifth
Frankie Franco, Principal

San Pasqual Valley Unified School District

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2008-09

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Principal's Message

The 2007-08 school year was a busy, productive year at San Pasqual Valley Elementary School. Our site continued the "Reading First" Program. 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 education 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 2008-09 school 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.

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.

Student Enrollment by Ethnic Group

2008-09	
	Percentage
African American	1.3%
American Indian	55.7%
Asian	0.3%
Caucasian	3.0%
Hispanic or Latino	39.5%
Multiple or No Response	0.3%

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 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	51	62	99	216	257	207
Suspension Rate	13.5%	15.9%	25.1%	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 & 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 ASES 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.

Enrollment By Grade

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 Elementary 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
K	62	86	74
1st	69	60	92
2nd	54	66	56
3rd	59	58	62
4th	68	58	53
5th	65	62	58

Class Size

San Pasqual Valley Elementary School maintained a schoolwide average class size of 16.5 students and a pupil-to-teacher ratio of 14.1 to 1 in the 2008-09 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													
	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	
K	21	17	18	1	5	4	2	-	-	-	-	-	-
1	17	20	18	4	3	5	-	-	-	-	-	-	-
2	17	19	13	3	3	4	-	-	-	-	-	-	-
3	20	20	15	3	2	4	-	-	-	-	-	-	-
4	22	24	24	-	-	-	3	2	2	-	-	-	-
5	19	23	19	3	-	3	-	2	-	-	-	-	-
K-3	-	18	-	-	1	-	-	-	-	-	-	-	-
4-8	6	23	-	1	-	-	-	1	-	-	-	-	-
Other	7	6	8	1	1	2	-	-	-	-	-	-	-

Curriculum Development

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.

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 Elementary School are illustrated in the table.

District-Adopted Textbooks				
Grade Levels	Subject	Publisher	Adoption Year	GizUWJYbh
K-5	Mathematics	Harcourt	2008	Yes
K-5	Mathematics	Harcourt Brace	2003	Yes
K-5	Reading/ Language Arts	Houghton T&E	2001	Yes
K-5	Science	Scott Foresman	1999	Yes
K-5	Social Science/ History	Scott Foresman	2006	Yes

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.

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 weekly basis within 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			
	06-07	07-08	08-09
Computers	63	75	83
Students per computer	6.0	5.2	4.8
Classrooms connected to Internet	26	26	29

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 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 counselor-to-pupil ratio is 1:395.* The chart lists the support services staff available to all students at the school.

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

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.

School Facilities

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. Facility information is current as of January 2010. 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 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 restrooms on school grounds are in working order. The chart lists the results of the most recent school facilities inspection, as of January 2010.

School Facility Conditions				
Date of Last Inspection: 09/10/2009				
Overall Summary of School Facility Conditions: Good				
Items Inspected	Facility Component System Status			8 YÜWjYbWm' / Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			106A - AC/Vents cleaned. Cafeteria - AC
Interior	X			
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			106A - Remove storage from above cabinets, strap down TV. 106C - Remove storage from above cabinets. 107C - remove storage from above cabinets.
Electrical	X			107C - light out.
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	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 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.

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.

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	27	27	27	26	31	30	43	46	50
Mathematics	42	40	43	28	28	27	40	43	46
Science	24	29	16	22	25	29	38	46	50
History/Social Science	*	*	*	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	26	37	12	*
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	26	50	15	*
Native Hawaiian	*	*	*	*
Caucasian	*	*	*	*
Males	28	44	22	*
Females	26	42	10	*
Socioeconomically Disadvantaged	28	43	16	*
English Learners	16	47	6	*
Students with Disabilities	4	9	*	*
Migrant Education	30	50	*	*

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

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	In PI	Not in PI
First Year in PI	2009-2010	-
Year in PI (2009-10)	Year 1	-
# of Schools Currently in PI	-	2
Percentage of Schools in PI	-	40.00%

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.

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.

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.

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

API School Results

	06-07	07-08	08-09	2009 API Growth Score
Statewide Rank	2	2	2	
Similar Schools Rank	8	8	7	
All Students				
Actual Growth	5	12	-45	646
Socioeconomically Disadvantaged				
Actual Growth	22	13	-46	646
American Indian				
Actual Growth	-13	24	-60	616
Hispanic or Latino				
Actual Growth	44	4	-34	679
English Learners				
Actual Growth	51	38	-35	676

Adequate Yearly Progress (AYP)

	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Made AYP Overall	No		No	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Proficient	No	No	No	No
API School Results	No		Yes	
Graduation Rate	N/A		Yes	

Physical Fitness

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 2008-09 school year, 6.8% of all fifth graders at San Pasqual Valley Elementary met the standards in all six fitness areas.

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 Elementary School had 27 fully credentialed teachers.

	Teacher Credential Status			
	School			District
	06-07	07-08	08-09	08-09
Fully Credentialed	24	20	27	56
Without Full Credentials	0	4	1	3
Working Outside Subject	0	0	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.

	Misassignments/Vacancies		
	06-07	07-08	08-09
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	1
Total Misassignments of Teachers	0	0	1
Vacant Teacher Positions	0	1	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	100.0%	0.0%
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 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.

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

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.

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 & 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

Contact Information

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

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.

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	\$55,612
District	\$59,089
Percentage of Variation	5.89%
School & State	
State	\$56,376
Percentage of Variation	1.36%

Teacher & Administrative Salaries as a Percentage of Total Budget

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 Web site.

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%

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