



San Pasqual Valley Middle School

2006-2007 School Accountability Report Card

Published in December 2007

Grades Six through Eight
Rauna Fox, Principal

San Pasqual Valley Unified School District

www.sanpasqual.k12.ca.us

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Principal's Message

I'd like to welcome you to San Pasqual Valley Middle 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 Middle 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

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

School Motto

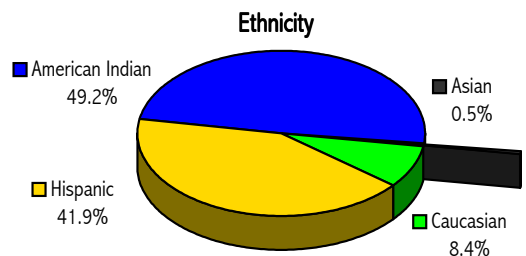
Together we believe, we achieve, we succeed.

Community & School Profile

San Pasqual Valley Unified School District is located in Imperial County near the Arizona border. The district is comprised of one elementary school, one middle school, one comprehensive high school, and one alternative education high school. During the 2006-07 year, the district educated 764 students within its schools. San Pasqual Valley Unified School District is committed to providing a quality education for all its students.

San Pasqual Valley Middle School is proud of its academic achievements. Once one of the lowest scoring middle schools in the state, the school had made remarkable strides in test scores. Teachers are making data-driven decisions to identify problems and establish solutions. The middle school has established its own identity separate from the high school to create a social climate necessary for middle school students.

During the 2006-07 year, the student population of San Pasqual Valley Middle School was 191 students, which included 100% socioeconomically disadvantaged students, 22% 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 Middle 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 Middle 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 the Student/Parent Handbook at the beginning of the year. Policies are reinforced throughout the school year through parent conferences and school assemblies.

The table below displays the total number and percentage of suspensions and expulsions 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 Middle			SPVUSD		
	04-05	05-06	06-07	04-05	05-06	06-07
Suspensions	153	91	104	282	207	216
Suspension Rate	82.7%	52.0%	54.5%	37.1%	27.2%	28.3%
Expulsions	14	5	3	16	5	3
Expulsion Rate	7.6%	2.9%	1.6%	2.0%	0.6%	0.4%

Extracurricular Activities & Recognition Programs

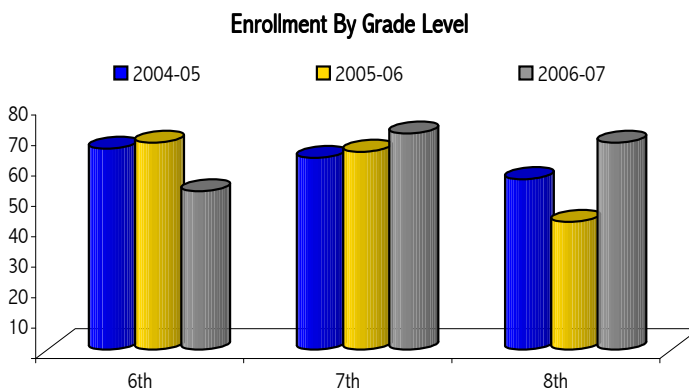
Students are encouraged to participate in the school's additional academic and extracurricular activities that are an integral part of the educational program. These schoolwide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems.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

- Honor Roll
- Perfect Attendance
- Basketball
- Baseball
- Wildcat Pride
- Craft Club
- Football
- Soccer
- Softball
- Student of the Month
- ASB

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 include Community Garden, MESA, and word processing.

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. Student attendance is carefully monitored to identify those students exhibiting excessive absences. The district's Outreach Consultant monitors attendance daily to identify those students exhibiting excessive absences. Good attendance incentives, such as weekly awards and prizes, have increased attendance rates significantly. The following chart illustrates the enrollment trend over the most recent three year period.



School Leadership

Principal Rauna Fox became principal of the school in the fall of 2006 and is backed by more than 16 years of educational experience. Close collaboration between the Principal and staff ensures San Pasqual Valley Middle 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.

Parent and Community Involvement

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

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

Class Size

San Pasqual Valley Middle School maintained a schoolwide average class size of 28.0 and a pupil to teacher ratio of 25 to 1 in the 2006-07 school year. The Teaching Load Distribution table below illustrates the average class size by subject. The corresponding numbers show how many classes were taught with a certain number of students in each class, based on three different class sizes.

	Teaching Load Distribution											
	Average Class Size			Classrooms Containing:								
	05	06	07	1-20 Students			21-32 Students			33+ Students		
	05	06	07	05	06	07	05	06	07	05	06	07
English	25	22	19	3	8	4	9	4	3			
Math	28	27	24		4	3	8	8	5		1	
Science	31	26	26		2	2	2	4	5		1	
Social Science	28	26	23		1	3	9	5	5			

Instructional Time

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

	Instructional Minutes By Grade Level	
	Minutes Required	Actual Minutes
6th-8th	54,000	66,690

Textbooks & Instructional Materials

San Pasqual Valley Unified School District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the school's instructional program and provides students with their own textbooks.



San Pasqual Valley Unified School District held a Public Hearing in September 2007, and determined that each school within the district has 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 November 2007 for San Pasqual Valley Middle 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	Holt, Rinehart & Winston	6-8	2004	All textbooks are in adequate supply and in excellent to good condition. The school and district place great emphasis on providing students with the most up-to-date, state-adopted textbooks and instructional materials; 100% of students in each core subject area possess the necessary textbooks and instructional materials.	0%
Math	Harcourt Brace	6	2004		0%
	Prentice Hall	7-8			0%
Social Studies	McDougal Littell	6-8	2004		0%
	Houghton Mifflin	6-8			0%
	McGraw-Hill	6-8			0%
Science	McGraw-Hill	6-8	2004		0%
Health	Bot-Nik	6-8	2005	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.



San Pasqual Valley Middle School students have access to the library at the comprehensive high school. Students have the opportunity to visit the library on a regular basis. 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 regular schedule. The classrooms share a mobile laptop lab, which contains 31 laptops. The purchase of the mobile lab was funded by a grant from the USDA. Software programs develop critical thinking skills, technological skills and mathematical proficiency.

Computer Resources			
	04-05	05-06	06-07
Computers	27	36	37
Students per computer	7	4.9	5.2
Classrooms connected to Internet	7	5	9

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 Middle School had nine fully credentialed teachers.



	San Pasqual Middle			SPVUSD
	04-05	05-06	06-07	06-07
Fully Credentialed	7	9	9	50
Without Full Credentials*	0	4	2	10
Teaching Outside Subject Area	0	0	2	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	1
Teacher Misassignments (other)	0	0	1
Total Teacher Misassignments	0	0	2
Vacant Teacher Positions	0	0	0

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered "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
San Pasqual Middle School	100.0%	0.0%
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

Curriculum Improvement

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



Student Achievement & Testing

San Pasqual Valley Middle 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.

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 seven.

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.

	CAT/6 Norm Referenced Test					
	% At or Above 50th Percentile					
	Reading			Math		
	05	06	07	05	06	07
San Pasqual Middle	24	49	29	22	49	39
SPVUSD	24	49	29	22	49	39
California	46	46	47	49	50	51
	Subgroups					
Females	25	55	36	13	48	39
Males	24	43	21	32	50	39
Socioeconomically Disadvantaged	24	47	29	22	45	39
English Learners	7	14	0	7	14	23
American Indian	24	63	36	19	58	36
Hispanic	24	34	14	24	34	36

API School Results				
	04-05	05-06	06-07	2007 API
Statewide Rank	2	2	3	Growth
Similar Schools Rank	8	7	9	Score
All Students				
Actual API Growth	-5	57	-26	638
American Indian				
Actual API Growth	7	85	-40	646
Hispanic				
Actual API Growth	n/a	28	-4	612
Socioeconomically Disadvantaged				
Actual API Growth	-2	55	-22	638

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

Physical Fitness Test

In the spring of each year, San Pasqual Valley Middle School is required by the state to administer a physical fitness test to all students in seventh 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, 32.0% of all seventh graders at San Pasqual Valley Middle School were in the HFZ.

Contact Information

Parents who wish to participate in San Pasqual Valley Middle School's school committees, school activities, or become volunteers may contact Principal Rauna Fox at (760) 572-0222, ext. 2496.

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 Middle School did not meet all the 2007 AYP criteria.

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

Federal Intervention Programs		
Program Improvement (PI)		
	San Pasqual Middle	SPVUSD
Program Improvement Status	In PI	Not in PI
First Year of PI	2004-05	n/a
Year in PI (in 2007-08)	Year 4	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 eighth grade Science and Social Science, for the most recent three-year period, is shown below. Summative scores are not available for eighth grade Math. For results on course specific tests, please see <http://star.cde.ca.gov>.

California Standards Test (CST)																				
Combined % of Students Scoring at Proficient and Advanced Levels																				
	Language Arts						Math						Science	Social Science						
	6th		7th		8th		6th		7th		8th		8th							
	05	06	07	05	06	07	05	06	07	05	06	07	06	07	05	06	07			
All Students																				
San Pasqual Middle	14	21	24	20	37	25	27	18	28	12	25	24	10	37	23	18	20	8	2	13
SPVUSD	14	21	24	20	37	25	27	18	28	12	25	24	10	37	23	18	20	8	2	13
California	38	41	42	43	43	46	39	41	41	40	41	42	37	41	39	38	42	31	34	35
Females																				
San Pasqual Middle	15	26	9	25	39	33	27	22	32	13	26	9	13	33	27	27	15	6	4	9
SPVUSD	15	27	8	25	39	33	27	22	33	13	27	9	13	33	27	27	15	6	4	9
California	41	44	45	48	48	51	43	45	46	39	41	41	37	41	38	35	41	30	31	33
Males																				
San Pasqual Middle	14	17	35	16	33	15	25	12	24	10	23	35	8	40	18	6	26	10	0	18
SPVUSD	13	17	36	16	34	15	25	12	24	10	23	35	8	40	18	6	27	10	0	18
California	35	39	40	38	38	42	34	37	37	41	42	42	37	41	39	41	45	33	36	37
English Learners																				
San Pasqual Middle	0	0	0	0	7	0	0	0	7	0	13	8	7	7	15	0	14	0	0	7
SPVUSD	0	0	0	0	7	0	0	0	7	0	13	8	7	7	16	0	14	0	0	7
California	7	8	9	9	9	10	6	6	6	13	14	14	11	13	13	9	12	5	6	6
Socioeconomically Disadvantaged (SED)																				
San Pasqual Middle	16	20	24	20	34	24	24	20	28	10	24	24	9	34	23	21	21	7	3	13
SPVUSD	15	21	24	20	34	25	24	20	28	10	23	24	9	35	23	21	20	7	3	13
California	22	26	27	28	28	31	22	25	26	26	28	28	23	27	27	23	29	17	19	29
American Indian																				
San Pasqual Middle	13	30	15	24	38	31	19	17	21	13	24	15	5	33	25	29	10	0	0	7
SPVUSD	13	30	16	24	38	31	20	17	20	13	25	16	5	33	25	29	10	0	0	6
California	32	38	38	37	38	42	35	37	37	32	35	35	29	33	33	31	35	28	27	29
Hispanic																				
San Pasqual Middle	15	8	27	16	34	14	22	14	24	11	23	31	12	34	23	9	17	17	0	14
SPVUSD	14	8	27	16	34	14	23	14	24	11	23	31	12	34	23	9	17	17	0	14
California	22	27	30	28	28	32	23	25	26	26	29	29	23	28	27	23	28	17	20	21

Teacher Evaluation and Professional Development

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. First year teachers are evaluated twice a year; teachers in their second through fifth years are evaluated annually, and teachers who have been in the district six or more years are evaluated at least once every other year. Evaluations are conducted by the principal and assistant principal, who have been trained and certified for competency to perform teacher evaluations. Evaluation criteria includes:

- Engaging and Supporting All Students in Learning
- Understanding and Organizing Subject Matter for Student Learning
- Assessing Student Learning
- Creating and Maintaining Effective Environments for Student Learning
- Planning Instruction and Designing Learning Experiences for All Students
- Developing as a Professional Educator

The district scheduled three staff development days during the 2006-07 school year. Training focused on Bea McGarvey - Classroom Instruction that Works and District Data Analysis.

Additional opportunities for professional development were made available to support instructional programs in accordance with school plans. Site-based staff development topics centered around: Aligning Curriculum, Analyzing Data, Creating a Discipline Plan, and Common 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.

Substitute Teachers

Due to the rural location of the 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.

School Facilities & Safety



San Pasqual Valley Middle School buildings were built in 2000. Facilities are situated on two acres and include 10 portable classrooms and restrooms. The facility strongly supports teaching and learning through its ample classroom and playground space.

Safety

The safety of students and staff is a primary concern of San Pasqual Valley Middle School. Visitors are required to check in at the school office upon arrival and required to return to the school office upon departure. During lunch, recesses, and before 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 June 2007.

Maintenance and Repair

Safety concerns are the number one priority of Maintenance and Operations. District maintenance supervisors are proactive and conduct inspections at school sites on a continual basis. Repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The district maintenance staff has indicated that 100% of all toilets on school grounds are in good working order. Facility information is current as of August 23, 2007. The following chart shows the results of the most school facilities inspection.

School Facility Conditions				
Date of Last Inspection: Aug. 23, 2007				
Overall Summary of School Facility Conditions: Exemplary				
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			
Fire Safety	X			
Electrical (interior/exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (inside/outside)	X			Boys RR 2476: Low pressure drinking fountains. Cafeteria: Clean outside fountains
Restrooms	X			
Sewer	X			
Playground/School Grounds	X			
Roofs	X			
Overall Cleanliness	X			Cafeteria: Cleanout for A/C needs to be cleaned. Clean floors and countertops.

Cleaning Process and Schedule

The district has cleaning standards for all schools in the district. A summary of these standards is available at the school office or at the district office. The site administration team works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance Budget

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

Counseling & Other Support Services

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

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Counselor*	1	0.5
Coordinator of Special Education	1	**
Health Clerk	1	**
Speech/Language Specialist	1	**
Resource Specialist Program (RSP) Teacher	1	1.0
RSP Assistants	1	1.0
Special Day Class (SDC) Teachers	1	0.5
SDC Assistants	3	1.5
Student Success Coach (Gear-up)	1	0.2

*Counselor to pupil ratio: 1:191.

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

San Pasqual Valley Middle 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 school recently launched the Advancement Via Individual Determination Program (AVID) for seventh and eighth graders; the program helps students focus on continuing into higher education. High Point Reading Fluency instructional materials are used schoolwide to identify students who are falling below grade level standards in language arts. The school also has a two-period block of math in the regular schedule for sixth graders.

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.

The TIP program (Transition Intervention Program) is available to students with behavioral difficulties who are experiencing problems in the traditional classroom. These students are placed in a separate class to receive help with character development, learn coping skills, and behavior management. The goal of TIP is to help these students reenter the traditional classroom setting.

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.

Expenditures per Pupil		
San Pasqual Middle	Total	\$6,903
	From Restricted Sources	\$2,310
	From Unrestricted Sources	\$4,593
SPVUSD	From Unrestricted Sources	\$9,643
	Percentage of Variation Between School & District: 52.4%	
California	From Unrestricted Sources	\$4,943
	Percentage of Variation Between School & State: 7.1%	

In addition to general fund state funding, San Pasqual Valley Unified School District receives state and federal categorical funding for special programs. During the 2005-06 school year, the district received federal and state aid for the following categorical, special education, and support programs:

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

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.

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

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

Average Salary Information Teachers-Principal-Superintendent 2005-2006		
	SPVUSD	California
Beginning Teachers	\$39,662	\$34,363
Mid-Range Teachers	\$51,722	\$50,814
Highest Teachers	\$66,646	\$65,731
Elementary Principals	\$84,916	\$78,437
Middle School Principals	\$80,916	\$81,316
High School Principals	\$88,628	\$84,594
Superintendent	\$115,500	\$103,105
Salaries as a Percentage of Total Budget		
Teachers Salaries	26.0%	35.8%
Administrative Salaries	3.3%	6.5%