



San Pasqual Valley Middle School

2008-2009 School Accountability Report Card

Grades Six through Eight

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San Pasqual Valley Unified School District

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2008-09

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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 and 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.

School Profile

San Pasqual Valley Unified School District is located in Imperial County near the Arizona border. The district is comprised of one elementary school, one middle school, one comprehensive high school, and one alternative education high school. During the 2008-09 year, the district educated 746 students within its schools. San Pasqual Valley Unified School District is committed to providing a quality education for all its students.

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 a 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.

Student Enrollment by Ethnic Group

2008-09

	Percentage
African American	2.5%
American Indian	50.0%
Asian	0.0%
Caucasian	4.4%
Filipino	0.0%
Hispanic or Latino	43.1%
Unknown	0.0%
Multiple or No Response	0.0%

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.

Suspensions & Expulsions						
	School			District		
	06-07	07-08	08-09	06-07	07-08	08-09
Suspensions	104	134	52	216	257	207
Suspension Rate	54.5%	76.1%	32.5%	28.3%	33.4%	27.7%
Expulsions	3	4	0	3	4	0
Expulsion Rate	1.6%	2.3%	0.0%	0.4%	0.5%	0.0%

The table 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.

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

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 chart illustrates the enrollment trend over the most recent three year period.

Enrollment Trend by Grade Level			
	2006-07	2007-08	2008-09
6th	52	66	60
7th	71	50	57
8th	68	60	43

Class Size

San Pasqual Valley Middle School maintained a schoolwide average class size of 16.8 and a pupil-to-teacher ratio of 13 to 1 in the 2008-09 school year.

The teaching load distribution table illustrates the average class size by subject. The corresponding numbers show how many classes were taught with a certain number of students in each class, based on three different class sizes.

	Class Size Distribution											
	Average Class Size			Classrooms Containing:								
	07	08	09	1-20 Students			21-32 Students			33+ Students		
English	19	14	18	4	9	15	3	5	2	-	-	-
Mathematics	24	20	15	3	6	17	5	5	-	-	-	-
Science	26	24	17	2	2	9	5	8	-	-	-	-
Social Science	23	22	16	3	2	11	5	6	-	-	-	-

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 Middle School are illustrated in the table.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	GiZÜW]Ybh	% Lacking
6th-8th	Mathematics	Holt	2008	Yes	0.0%
6th-8th	Reading/ Language Arts	Holt, Rinehart & Winston	2004	Yes	0.0%
6th-8th	Science	Glencoe	2007	Yes	0.0%
6th-8th	Social Science/ History	Prentice Hall	2006	Yes	0.0%

San Pasqual Valley Unified School District follows the California Department of Education Instructional Materials adoption cycle to ensure that instructional materials are relevant and up-to-date. Selection criteria is based on state and district standards, reviewed per the state list, and recommendations made to the Board of Trustees for final adoption. The selection process is uniform district wide in order to assure continuity and consistency throughout the instructional program.

Computer Resources

Computer skills and concepts are integrated throughout the standard curriculum to prepare students for technological growth and opportunities. Students receive computer-assisted instruction on a regular schedule. The 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			
	06-07	07-08	08-09
Computers	37	50	76
Students per computer	5.2	3.5	2.1
Classrooms connected to Internet	9	10	13

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>.

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.

Counseling & Support Staff

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 counselor-to-pupil ratio is 1:160. 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	As Needed
Counselor	1	0.5
Health Clerk	1	As Needed
Resource Specialist Program (RSP) Teacher	1	1.0
RSP Aide	1	1.0
SDC Aide	3	1.5
Special Day Class (SDC) Teacher	1	0.5
Speech/Language Specialist	1	As Needed

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 with reenter the traditional classroom setting.

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. Facility information is current as of January 2010. The chart shows the results of the most school facilities inspection.

School Facility Conditions				
Date of Last Inspection: 09/10/2009				
Overall Summary of School Facility Conditions: Fair				
Items Inspected	Facility Component System Status			8 YÜWJYbWm' / Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/ HVAC, Sewer)		X		ÁGEJÁÈ&ÁÇ^}c0D, c^!•ÉÁ GFFHÉ&ÁÇ^}c0D, c^!•ÉÁ GFFHÉ&ÁÇ^}c0D, c^!•ÉÁ GF I ÁÈ&ÁÇ^}cÁ, c^!•ÉÁ GF I ÁÈ&ÁÇ^}c0D, c^!•ÉÁ GF I ÁÈ&ÁÇ^}c0D, c^!•É
Interior			X	U-, &^ÁÈXcæjå [~•Á&^åjå] *f çá •ÉÁGEJÁÈ&^åjå} *Áçá •ÉÁ •cæjå} ^áÈÁGFFHÉ&^åjå} *Á çá •ÉÁ•cæjå} ^áÈÁGFFHÉÁ [ç [] ^Á•@^!-ÉÁGF I ÁÈÁà [ç •@^!ç^•ÉÁGF I ÁÈÁà [ç à [[\Á•@^!ç^•ÉÁ•cæjå} Á [] Áçá •É
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			GFFHÉÁ [*æ } á: ^Á& } áÁ: á } çÁ& [á•É
Restrooms/Fountains	X			
Safety (Fire Safety, Pæ: æ: á [~•ÁT æ^!æ}•0	X			
Structural (Structural Öæ { æ^!ÉÜ [[-•0	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

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 schoolwide 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 May 2009.

Maintenance and Repair

Safety concerns are the number one priority of Maintenance and Operations. District maintenance supervisors are proactive and conduct inspections at school sites on a continual basis.

Repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The district maintenance staff has indicated that 100% of all toilets on school grounds are in good working order.

Cleaning Process and Schedule

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

Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. In the 2008-09 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 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.

California Standards Test

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

California Standards Test (CST)									
Subject	School			District			State		
	2007	2008	2009	2007	2008	2009	2007	2008	2009
English/Language Arts	26	37	32	26	31	30	43	46	50
Mathematics	25	30	22	28	28	27	40	43	46
Science	21	29	61	22	25	29	38	46	50
History/Social Science	13	21	18	12	15	12	33	36	41

California Standards Test (CST)				
Subgroups				
Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
African American	*	*	*	*
American Indian	27	15	63	16
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	33	27	58	21
Native Hawaiian	*	*	*	*
Caucasian	*	*	*	*
Males	30	26	65	30
Females	35	18	56	6
Socioeconomically Disadvantaged	33	22	61	18
English Learners	10	13	*	*
Students with Disabilities	5	*	*	*
Migrant Education	25	17	*	*

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

National Assessment of Educational Progress

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

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

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

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

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

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

Adequate Yearly Progress

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

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

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

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYPs, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart.

Adequate Yearly Progress (AYP)				
	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Made AYP Overall	No		No	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
API School Results	Yes		Yes	
Graduation Rate	N/A		Yes	

Physical Fitness

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 2008-09 school year, 24.5% of all seventh graders at San Pasqual Valley Middle School were in the HFZ.

Federal Intervention Program

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

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	In PI	Not in PI
First Year in PI	2004-2005	-
Year in PI (2009-10)	Year 5	-
# of Schools Currently in PI	-	2
Percentage of Schools in PI	-	40.00%

Academic Performance Index

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

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

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

API School Results				
	06-07	07-08	08-09	2009 API Growth Score
Statewide Rank	3	2	4	
Similar Schools Rank	9	9	10	
All Students				
Actual Growth	-26	68	-30	686
Socioeconomically Disadvantaged				
Actual Growth	-22	68	-28	688
American Indian				
Actual Growth	-40	67	-53	671
Hispanic or Latino				
Actual Growth	-4	65	1	690

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.

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 Middle School had eleven fully credentialed teachers.

	Teacher Credential Status			
	School			District
	06-07	07-08	08-09	08-09
Fully Credentialed	9	11	11	56
Without Full Credentials	1	0	1	3
Working Outside Subject	1	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	1	0
Misassignments of Teachers (other)	0	1	0
Total Misassignments of Teachers	0	2	0
Vacant Teacher Positions	0	0	0

Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2006-07 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

	NCLB Compliant Teachers	
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	88.5%	11.5%
District	85.4%	14.6%
High-Poverty Schools in District	85.4%	14.6%
Low-Poverty Schools in District	0.0%	0.0%

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

Coordinating with the principal are the District English Language Advisory Council (DELAC) and the 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 & 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

Contact Information

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

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	\$53,327
District	\$56,168
Percentage of Variation	5.06%
School & State	
State	\$54,955
Percentage of Variation	2.97%

Teacher & Administrative Salaries

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

Average Salary Information		
Teachers - Principal - Superintendent		
2006-07		
	District	State
Beginning Teachers	\$39,662	\$36,658
Mid-Range Teachers	\$55,700	\$53,646
Highest Teachers	\$67,846	\$69,160
Elementary School Principals	\$86,615	\$85,019
Middle School Principals	\$82,477	\$85,660
High School Principals	\$88,628	\$91,134
Superintendent	\$115,500	\$110,844
Salaries as a Percentage of Total Budget		
Teacher Salaries	28.1%	35.2%
Administrative Salaries	5.3%	6.4%

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.

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

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%

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.