

# San Pasqual Valley High School

## 2022-2023 School Accountability Report Card

(Published During the 2023-2024 School Year)

### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## 2023-24 School Contact Information

<b>School Name</b>	San Pasqual Valley High School
<b>Street</b>	Rt. 1, 676 Baseline Rd.
<b>City, State, Zip</b>	Winterhaven, CA 92283
<b>Phone Number</b>	9282463166
<b>Principal</b>	Anastasia Noriega
<b>Email Address</b>	anoriega@spvusd.org
<b>School Website</b>	www.spvusd.org
<b>County-District-School (CDS) Code</b>	13632140000000

## 2023-24 District Contact Information

<b>District Name</b>	San Pasqual Valley Unified School District
<b>Phone Number</b>	760.572.0222
<b>Superintendent</b>	Dr. Katrina Leon
<b>Email Address</b>	kleon@spvusd.org
<b>District Website</b>	www.spvusd.org

## 2023-24 School Description and Mission Statement

### Principal's Message

I'd like to welcome you to San Pasqual Valley High School's Annual School Accountability Report Card and thank you for taking time to explore it. Since coming aboard as principal, I've been excited and inspired by the amazing effort put forth by students and staff alike to make SPVHS a stronger, richer, more dynamic community. Our strong sense of mission and pride are derived from generations of strong Warrior graduates laying a foundation strengthened by diverse cultural traditions as well as the belief in the abilities and faith in the opportunities for each succeeding generation.

"When you are in doubt, be still, and wait; when doubt no longer exists for you, then go forward with courage" These words of Ponca Chief White Eagle embody the focus of our efforts here at San Pasqual Valley High School. We are a community dedicated to the idea of preparing our young men and women to "go forward with courage". It is our belief at San Pasqual Valley High School that our students can and will excel in an environment that is tailored to their evolving needs and interests. We continue to provide the tools and encouragement for students to be able to accomplish personal and academic goals.

### Our Mission:

The mission of San Pasqual Valley High School is to empower and inspire all students by providing a unique, individualized, and inclusive education in order to become productive citizens in the global community.

### Our Vision

Every student who attends San Pasqual Valley High School will be empowered with a strong sense of self and purpose. Each student will graduate from high school ready for college and career, and equipped with the skills and capabilities for a school to work transition.

### Our Student Learner Outcomes

San Pasqual Valley High School is committed to developing students who meet the California Academic Standards and are able to:

## 2023-24 School Description and Mission Statement

Engage as self-reliant partners in their own learning, goals and decisions  
 Communicate effectively, creatively, and articulately  
 Observe closely, think critically, and explore ideas through a lens of equity  
 Utilize research and evidence to analyze and synthesize information  
 Maintain social, emotional, and mental health empowered to be self-advocates who demonstrate positive choices.  
 Respect diverse cultures and model empathy, inclusion, and integrity as positive citizens of the local and global community  
 Problem solve, persevere, and embrace technology, innovation, and collaboration

We believe all students can learn. We believe each student to be self-worthy. We believe each student deserves to be respected. We believe in striving for excellence. We believe that students have the right to learn. We believe that teachers have the right to teach. We continue to look for new and innovative ways to expand our student's education.

### Community & School Profile

San Pasqual Valley Unified School District is located on the Quechan Reservation in Imperial County on the Arizona and Mexico borders. The district is comprised of one elementary school, one middle school, one comprehensive high school, and one alternative education high school. During the 2022-2023 school year, the high school educated 205 students. San Pasqual Valley Unified School District is committed to providing a quality education for all its students.

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	66
Grade 10	56
Grade 11	42
Grade 12	42
<b>Total Enrollment</b>	<b>206</b>

### 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.6%
Male	53.4%
American Indian or Alaska Native	41.3%
Hispanic or Latino	50.5%
Two or More Races	4.9%
White	2.4%
English Learners	27.7%
Homeless	4.4%
Migrant	9.2%
Socioeconomically Disadvantaged	70.9%
Students with Disabilities	18%

## **A. Conditions of Learning** **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	11.50	82.27	32.30	74.48	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.50	10.86	7.00	16.14	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	3.10	7.15	12115.80	4.41
<b>Unknown</b>	0.90	6.86	0.90	2.21	18854.30	6.86
<b>Total Teaching Positions</b>	13.90	100.00	43.40	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	13.30	84.48	34.20	76.22	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.60	10.58	7.00	15.71	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.70	4.94	3.30	7.51	11953.10	4.28
<b>Unknown</b>	0.00	0.00	0.20	0.53	15831.90	5.67
<b>Total Teaching Positions</b>	15.70	100.00	44.90	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	1.00
Misassignments	1.50	0.60
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	1.50	1.60

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.70
<b>Total Out-of-Field Teachers</b>	0.00	0.70

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	12	7.5
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.8	12.2

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2023-24 Quality, Currency, Availability of Textbooks and Other 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 on September 12, 2023, 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.

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. The table displays information collected in September about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Year and month in which the data were collected

09/12/2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	ERWC Adopted 2020	Yes	0.0%
Mathematics	Holt Adopted 2008  McDougal Littell Adopted 2008	Yes	0.0%
Science	SAVVAS Adopted June 2023	Yes	0.0%
History-Social Science	McGraw- Hill Adopted 2019	Yes	0.0%
Foreign Language	Holt, Rinehart & Winston Adopted 2005	Yes	0.0%
Health	National Textbook Co Adopted 2005.	Yes	0.0%
Visual and Performing Arts	Gardners's Art through the ages Fourteenth Edition	Yes	0.0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0.0%

## School Facility Conditions and Planned Improvements

San Pasqual Valley High School was built more than 30 years ago. Facilities are situated on 0.7 acres and span 48,315 square feet. They include 18 permanent classrooms, a library, two computer labs, gymnasium, staff room, and athletic fields. In 2012, a new wing with classrooms and a restroom facility were added. Currently, a new gym with locker rooms, lobby, wrestling room and weight room are under construction. The facility strongly supports teaching and learning through its ample classroom.

### Maintenance and Repair

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

### Cleaning Process and Schedule

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

Year and month of the most recent FIT report

01/16/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			Library-Electrical outlet cover missing; Broken light switch; Girls RR(312)-Light switch works intermittently; Room 103-Light cover missing
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			Office RR West-Light cover missing
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Main Office-Leak on North side of building and broken water valve cover.

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		



## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	39	38	25	22	47	46
<b>Mathematics</b> (grades 3-8 and 11)	7	12	7	5	33	34

## 2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	42	40	95.24	4.76	37.50
<b>Female</b>	22	21	95.45	4.55	33.33
<b>Male</b>	20	19	95.00	5.00	42.11
<b>American Indian or Alaska Native</b>	18	17	94.44	5.56	41.18
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	21	20	95.24	4.76	30.00
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	13	12	92.31	7.69	25.00
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	29	27	93.10	6.90	37.04
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	--	--	--	--	--

## 2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	42	33	78.57	21.43	12.12
<b>Female</b>	22	18	81.82	18.18	11.11
<b>Male</b>	20	15	75.00	25.00	13.33
<b>American Indian or Alaska Native</b>	18	11	61.11	38.89	18.18
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	21	19	90.48	9.52	5.26
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	13	12	92.31	7.69	0.00
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	29	23	79.31	20.69	13.04
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	--	--	--	--	--

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>Science</b> (grades 5, 8 and high school)	2.56	8.33	7.24	8.26	29.47	30.29

## 2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	44	36	81.82	18.18	8.33
<b>Female</b>	23	19	82.61	17.39	5.26
<b>Male</b>	21	17	80.95	19.05	11.76
<b>American Indian or Alaska Native</b>	19	14	73.68	26.32	21.43
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	18	15	83.33	16.67	0.00
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	34	26	76.47	23.53	3.85
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	--	--	--	--	--

## 2022-23 Career Technical Education Programs

San Pasqual Valley High School is committed to cultivating a learning environment where students not only grasp the significance of academic subjects but also witness their practical applications in real-world work scenarios. To achieve this goal, our school proudly offers a diverse Career Technical Education (CTE) program, which now includes the recently launched Education CTE Pathway initiated in the 2023-2024 school year. This new pathway expands opportunities for students to explore educational fields and gain valuable insights into the application of academic knowledge in teaching and related professions.

In alignment with our broader educational objectives, the school's programs focus on instilling conceptual thinking, effective communication, and practical skills that are directly applicable in real-world contexts. We are pleased to announce that, to further enhance students' readiness for the workforce, seniors now have the opportunity to earn Arizona Western College credits in Art History 141, Math 151, English 101, and English 102. This initiative is a testament to our commitment to providing students with a well-rounded education that prepares them for both academic pursuits and future career endeavors.

Within the realm of Career Technical Education, San Pasqual Valley High School offers an Agriculture Careers-based pathway, featuring courses such as Agriculture Fabrication and Agricultural Science. These courses not only fulfill graduation requirements but also serve as valuable elective and core courses. As part of our commitment to providing diverse educational pathways, the Education CTE Pathway offers students unique opportunities to explore teaching and related professions. Through specialized coursework and hands-on experiences, students in this pathway gain a deeper understanding of the educational field, preparing them for future academic and professional success. Students' success in competitions further validates the effectiveness of our CTE offerings. The dedicated Ag teacher provides ongoing counseling and guidance, ensuring that students receive the support they need to thrive in their chosen educational pathways. Additionally, our school organizes field trips to Yuma, Arizona, allowing students to observe and shadow professionals in diverse fields, enriching their learning experiences. For more information about our Career Technical Education program, including the newly introduced Education CTE Pathway, please contact the school.

## 2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	126
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	25
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

## Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	13.16

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

#### 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	78	70	73	73	78
Grade 7	96	96	96	96	96
Grade 9	95	93	93	93	95

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2023-24 Opportunities for Parental Involvement

Parents and the community are highly supportive of the educational programs at San Pasqual Valley High School.

Parents may participate in the School Site Council, DELAC, DIPAC, Title VII Parent Committee, Back to School Night, and FFA Community Advisory Board.

Quarterly Parent Information Meetings are held in the HS Library, addressing attendance, college applications and mandated testing issues so parents can support student success.

Senior Parent Meetings provide parents with updates on scheduled Senior activities and important benchmark dates.

Drug Intervention/Prevention Advisory Council provides a forum to engage with the parents and community on working together to resolve drug related issues and concerns.

Numerous programs and activities are enriched by the generous contributions made by the following organizations:

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

## C. Engagement

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

#### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
<b>Dropout Rate</b>	9.4	10.6	15.9	9.3	10	20.8	9.4	7.8	8.2
<b>Graduation Rate</b>	84.4	78.7	79.5	75.9	76	67.9	83.6	87	86.2

#### 2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	44	35	79.5
<b>Female</b>	21	20	95.2
<b>Male</b>	23	15	65.2
<b>Non-Binary</b>			
<b>American Indian or Alaska Native</b>	18	12	66.7
<b>Asian</b>	0	0	0.00
<b>Black or African American</b>	0	0	0.00
<b>Filipino</b>	0	0	0.00
<b>Hispanic or Latino</b>	18	16	88.9
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00
<b>Two or More Races</b>	--	--	--
<b>White</b>	--	--	--
<b>English Learners</b>	11	9	81.8
<b>Foster Youth</b>	--	--	--
<b>Homeless</b>	--	--	--
<b>Socioeconomically Disadvantaged</b>	43	34	79.1
<b>Students Receiving Migrant Education Services</b>	--	--	--
<b>Students with Disabilities</b>	--	--	--

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	229	222	62	27.9
Female	112	108	32	29.6
Male	117	114	30	26.3
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	91	88	32	36.4
Asian	0	0	0	0.0
Black or African American	0	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	121	117	26	22.2
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	11	11	3	27.3
White	5	5	1	20.0
English Learners	65	64	12	18.8
Foster Youth	0	0	0	0.0
Homeless	12	11	7	63.6
Socioeconomically Disadvantaged	207	203	54	26.6
Students Receiving Migrant Education Services	20	20	1	5.0
Students with Disabilities	41	39	11	28.2

### C. Engagement

#### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

### Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	8.61	6.11	0.00	6.88	7.40	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08



## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	6.11	0
Female	5.36	0
Male	6.84	0
Non-Binary		
American Indian or Alaska Native	4.4	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	7.44	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	9.09	0
White	0	0
English Learners	9.23	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	6.28	0
Students Receiving Migrant Education Services	5	0
Students with Disabilities	7.32	0

## 2023-24 School Safety Plan

Safety of students and staff is a primary concern of San Pasqual Valley High School. Visitors are required to check in at the school office upon arrival and required to return to the school office upon departure. During lunch, recesses, and before and after school, school staff supervise students and school grounds 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. The School Safety Plan is fully integrated with the larger plan governing the district.

San Pasqual Valley High 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. School transportation is provided to all San Pasqual Valley High School students each day.

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 most current plan was Board approved in May 2023.

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	9	26		
Mathematics	8	21		
Science	12	5		
Social Science	9	16		

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	5	31		
Mathematics	6	28		
Science	9	5		
Social Science	6	19		

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	10	21	1	0
Mathematics	8	17	2	0
Science	7	4	0	0
Social Science	18	4	4	0

## 2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

## 2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	.5
Psychologist	.3
Social Worker	1
Nurse	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	0

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$13,696	\$2,759	\$10,937	\$81,618
District	N/A	N/A	\$10,243	\$84,772
Percent Difference - School Site and District	N/A	N/A	6.6	-3.8
State	N/A	N/A	\$7,607	\$77,993
Percent Difference - School Site and State	N/A	N/A	35.9	4.5

## Fiscal Year 2022-23 Types of Services Funded

Based on 2022-23 audited financial statements, San Pasqual Valley Unified School District spent an average of \$22,743 of unrestricted monies 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 2022-23 school year, the district received federal and state aid for the following categorical, special education, and support programs:

- Title I
- Title II - Teacher Quality
- Title III - LEP
- Title VI - REAP
- Title VII - Indian Education
- American Indian Early Childhood Education (AIECE)
- Special Education
- Strong Workforce
- Migrant Education
- ASES
- Impact Aid
- Lottery
- Carl Perkins
- CARES/ESSER

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	52,913	\$47,616
<b>Mid-Range Teacher Salary</b>	76,287	\$75,580
<b>Highest Teacher Salary</b>	100,933	\$100,485
<b>Average Principal Salary (Elementary)</b>	115,990	\$114,067
<b>Average Principal Salary (Middle)</b>	115,990	\$123,622
<b>Average Principal Salary (High)</b>	115,990	\$125,386
<b>Superintendent Salary</b>	172,704	\$157,977
<b>Percent of Budget for Teacher Salaries</b>	25.23%	27.82%
<b>Percent of Budget for Administrative Salaries</b>	4.11%	5.78%

## 2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

<b>Percent of Students in AP Courses</b>	0
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	0

## Professional Development

The Site Leadership at SPVHS, in an effort to support sustainable student achievement which is responsive to the ever changing educational landscape, has developed and implemented a staff development plan for the staff members of SPVHS. This plan identifies long term goals for each Department which align with the long term vision of the school and District while meeting the short term objectives most appropriate for the departments.

### Staff Development Vision:

The teaching staff at SPVHS will develop rigorous and meaningful lessons and assessments for the students at SPVHS which will further their academic and personal/social development as they move toward their graduation and plan for life beyond high school.

### Alignment:

San Pasqual Valley High School's Professional Development Plan is aligned with supporting governing documents which provide structure to our discussion and planning efforts and help prioritize our school's staff development goals.

### Primary Focus:

The primary areas of focus for staff development for San Pasqual Valley High School are the utilization California Common Core Standards in English Language Arts, NGSS, Mathematics, and Career & Technical areas for education. Additional focus on the development of engagement strategies that actively engage students with content through cooperative learning structures and Thinking Maps.

### Access:

On-site professional development training provided by Kagan Cooperative Learning and ICOE on Thinking Maps. Conference attendance and school workshops before the beginning of the school year are offered as well. Additional opportunities for professional development are made available to support instructional programs in accordance with school plans.

### Support:

San Pasqual Valley Unified School District offers support to new and veteran teachers through peer-to-peer collaboration and coaching as well as training and support from ICOE. Teachers are supported utilizing teacher-principal meetings and observations, as well as collaborative monthly PLC opportunities. Throughout the year teachers and staff have opportunities to attend Common Core training, ERWC training, after school workshops, and course specific conferences throughout the state.

# Professional Development

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	11	11	13