

SAN PASQUAL VALLEY UNIFIED SCHOOL DISTRICT



Joint Impact Aid Committee Report

2019-2020

(Data from the 2018-2019 School Year)

District Committee Members:

Leah Buchanan, Elementary School Teacher

Nancy Kasee, Middle School Teacher

Cyndee Miller, Grant Program Manager

Lizet Beltran, Outreach Consultant

Larissa Fernandez, Special Education Paraprofessional

Lisa Aguerro, School Board Member

Rauna Fox, Superintendent

SPVUSD Board Approval Date: December 10, 2019

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PURPOSE OF REPORT

This report is developed by the San Pasqual Valley Unified School District Impact Aid Committee that has representation from certificated staff, classified staff, administration, and the School Board. The information is shared with the tribe and feedback is requested through the District Indian Parent Advisory Committee and conversations with the Quechan Indian Tribe to be in compliance with Board Policy 1270 Indian Policies and Procedures (IPP's).

This report provides information on the achievement of American Indian or Alaska Native students in relationship to other student populations that are served in the district. Information that is contained in this report meets the Memorandum of Understanding (MOU) between San Pasqual Valley Unified School District Board of Trustees and the Quechan Indian Tribe by addressing the areas of measurement as listed in the MOU that was established in 1996.

Introduction

The San Pasqual Valley Unified School District applies for and receives Impact Aid funds, in accordance with Public Law 107-110. Impact Aid is designed to assist local school districts that have lost property tax revenue due to the presence of tax-exempt Federal property, or that have experienced increased expenditures due to the enrollment of federally connected children. The San Pasqual Valley Unified School District includes within their boundaries, parcels of land that are owned by the Federal Government or that have been removed from the local tax rolls by the Federal Government, including Indian lands.

The San Pasqual Valley Unified School District received \$4,601,785 in Impact Aid funds for the 2018-2019 school year, based primarily on the number of children residing on Indian lands and other federal properties such as Bureau of Land Management (BLM), Imperial Irrigation District (IID), or anyone working on federal property such as Yuma Proving Grounds (YPG). The amount of projected Impact Aid is expected to decrease to \$3,347,998 for the 2019-2020 school year. Impact Aid funds are utilized for a wide variety of expenses, including the salaries of teachers; paraprofessionals; materials and supplies; equipment; after school enrichment and core programs, tutoring; advanced placement classes (when possible); and additional costs for students with special needs.

District Overview

On December 10, 2015, President Barack Obama signed the Every Student Succeeds Act (ESSA), which reauthorized and updated the Elementary and Secondary Education Act (ESEA). Overall, the new law provides states more authority on standards, assessments,

accountability, supports, and interventions while preserving the general structure of the ESEA funding formulas.

California has just started the process of engaging our education community and stakeholders in the development of the ESSA State Plan, which became operational in the 2017–18 school year.

On July 1, 2013, Governor Jerry Brown signed Assembly Bill (AB) 97 (Chapter 47, Statutes of 2013) to establish the Local Control Funding Formula (LCFF) and the Local Control and Accountability Plan (LCAP). The law also requires the SBE to approve LCFF evaluation rubrics to assist LEAs to identify strengths and weaknesses of their LCFF implementation through the analysis of multiple measures. This analysis results in locally established goals, consistent with state performance standards, and the evaluation of those goals for the purpose of continuous improvement. The LCFF evaluation rubrics are an integral part of California’s emerging accountability system. California has a unique opportunity, using the LCFF state priorities and three distinct parts of the LCFF—the LCAP and Annual Update, the LCFF evaluation rubrics, and the assistance and support system—to establish a single, integrated state and federal accountability system. California’s new accountability system will build on the foundations of the LCFF, consisting of the LCAP, along with the Annual Update, the evaluation rubrics, and the California Collaborative for Educational Excellence (CCEE) support structure to meet both state law and the federal accountability requirements established in ESSA.

In California schools administer the Smarter Balanced Summative Assessments in English language arts/literacy (ELA) and mathematics in grades three through eight and eleven. Also, California is administering the California Alternate Assessments in ELA and mathematics to students with significant cognitive disabilities in grades three through eight and eleven (students whose Individualized Education Program [IEP] designates the use of an alternate assessment). Most recently, schools in California are administering the CAST (California Science Test) in grades 5, 8, and once in high school. There is also an alternative assessment for those students with significant cognitive disabilities.

Based on the [Local Control Funding Formula \(LCFF\)](#), which was passed in 2013, California has a new accountability system that is based on multiple measures. These measures are used to determine local educational agency (LEA) and school progress toward meeting the needs of their students. The measures are based on factors that contribute to a quality education, including high school graduation rates, college/career readiness, student test scores, English learner (EL) progress, suspension rates, and parent engagement. These measures are reported on the California School Dashboard.

The California School Dashboard shows a snapshot of a school's progress. It is based on a system of 5 colors from red (lowest), orange, yellow, green, and blue (highest). These performance level is a combination of proficiency and progress towards proficiency. The Dashboard is updated every spring. (* *Blue (Exceeding), Green (Meeting), Yellow (Approaching), Orange (Below), Red (Far Below)*)

STATE INDICATOR	SITE	ALL STUDENTS	AMERICAN INDIAN OR ALASKA NATIVE
FALL 2018 DATA (Based on 17-18 data)			
1. Chronic Absenteeism (Students with more than 18 days (10%) absent in a school year)	SPVUSD	Orange (22.6%) -0.7%	Red (28.3%) -0.1%
	SPV Middle School	Yellow (15.5%) -12.2%	Yellow (19%) -11.5%
	SPV Elementary	Red (25.1%) +4.2%	Red (30.5%) +3.2%
2. Suspension Rate	SPVUSD	Orange (6.9%) +0.5%	Yellow (7.7%) +0.1%
	SPV High School	Green (5%) -3.1%	Orange (6.8%) +0.6%
	SPV Middle School	Red (14.8%) +5%	Red (13.3%) -0.1%
	SPV Elementary	Orange (2.8%) +0.5%	Orange (5%) +1.4%
	Bill M. Manes	Green (2.4%) -13.9%	No performance color due to fewer than 11 students in group
3. Graduation Rate (9-12)	SPVUSD	Orange (73.9%) -10.2%	No performance color due to fewer than 11 students in group
	SPV High School	Orange (87.2%) -4.9%	Not reported due to less than 11 students in student group
4. College and Career	SPVUSD	Yellow (15.2% prepared) +10.7%	No performance color due to fewer than 11 students in group
	SPV High School	Yellow (17.9% prepared) +12.7%	No performance color due to fewer than 11 students in group
5. English Language Arts (3-8, 11)	SPVUSD	Yellow (+11.4 points)	Yellow (+17.2 points)
	SPV Middle School	Yellow (+16.9 points)	Yellow (+35.5 points)
	SPV Elementary	Yellow (+10.8 points)	Orange (+1.4 points)
	SPV High School	Red (-12.6 points)	No performance color due to fewer than 11 students in group

6. Mathematics (3-8, 11)	SPVUSD	Orange (+5.5 points)	Yellow (+17.4 points)
	SPV Middle School	Orange (+16.6 points)	Yellow (+43.4 points)
	SPV Elementary	Orange (-2.3 points)	Orange (-5.7 points)
	SPV High School	Red (-8.4 points)	No performance color due to fewer than 11 students in group

<i>California Assessment of Student Performance and Progress 2 Year Comparison –</i> https://caaspp.cde.ca.gov								
SITE	English Language Arts (% meeting or exceeding) -2018		English Language Arts (% meeting or exceeding) -2019		Math (% meeting or exceeding) - 2018		Math (% meeting or exceeding) - 2019	
SPVUSD	ALL	NA	ALL	NA	ALL	NA	ALL	NA
	27.82%	31.70%	27.10%	29.34%	13.59%	14.29%	13.12%	13.14%
SPV Elementary	ALL	NA	ALL	NA	ALL	NA	ALL	NA
	24.38%	24.16%	22.42%	22.50%	19.75%	18.60%	15.86%	13.92%
SPV Middle	ALL	NA	ALL	NA	ALL	NA	ALL	NA
	31.17%	38.89%	31.13%	36.11%	10.19%	13.88%	12.67%	15.27%
SPV High School	ALL	NA	ALL	NA	ALL	NA	ALL	NA
	30.55%	57.14%	45.71%	57.15%	5.56%	0.00%	8.57%	7.14%
Bill M. Manes High School	ALL	NA	ALL	NA	ALL	NA	ALL	NA
	No Scores Available	No Scores Available	0.00%	No scores <10 students	No Scores Available	No Scores Available	0.00%	No scores <10 students

Summary

The data from the California School Dashboard for the 2018-2019 school year will not be released until January 2020. Once the data is available, the Impact Aid Report will be updated to include the current data.

The District, as a whole, maintained the percentage of students meeting and exceeding for both the American Indian and Alaska Native student group as well as the All Student group. The interventions and support implemented in the area of English Language Arts, including standards aligned textbooks, intervention blocks, and after school tutoring have continued to be effective in supporting students. The American Indian and Alaska Native student group shows no achievement gap and, in fact, are outperforming the all student group by 2.2%. No achievement gap exists in the area of mathematics either. At the site level, work still needs to be refined to ensure that the small gap that exists in the area of mathematics is eliminated. Currently there is a gap of 1.94% at the Elementary and 1.34% at the High School. Students at the middle school are outperforming the All Student group in the area of mathematics.

The District continues to focus on the elements necessary for student mastery of content standards and recognizes the need for:

- Targeted intervention (e.g. IXL, iReady, CAASPP Interim Assessment Blocks)
- Alignment to the California Standards
- Improvement of Instructional Strategies and Materials
- The need for collaboration and analysis of data
- Extended Learning Times
- Increased Educational Opportunities
- Positive, nurturing, safe school environment
- Involvement of all stakeholders
- Addressing the whole child
- Addressing the needs of the parents and community
- Consistent language and implementation of programs
- Standards Aligned Textbooks
- Implementation of Project Based Learning
- Partnership with the Quechan Tribe in the implementation of the Picacho Project
- College and Career Readiness Skills
- Partnership with ICOE in the area of providing professional development in the use of the CAASPP Internal Assessment Blocks as a tool for providing support and intervention.
- Focus on writing skills and mathematics

The District-Wide Local Control and Accountability (LCAP) Goals are:

1. By the year 2020, the percentage of students who are chronically absent, missing partial days, tardy more than 30 minutes, and students who miss before or after a weekend and/or holiday will be decreased by 15%. The average number of students absent per day will decrease by 30 and the total number of days missed by chronically absent students will decrease by 300 as measured by reports from Synergy and daily absence logs. The average ADA for the District will increase by 11% to 681.
2. By the year 2019-2020 San Pasqual Valley Unified School District will create a positive, safe, nurturing environment as evidenced by reduced number of referrals related to school violence, bullying, harassment, and drug use, distribution, and possession thereby decreasing suspension and expulsions and increasing student attendance and reporting of incidents. (State Priorities 6 – School Climate and 3 – Parent Involvement). SPVUSD will provide a narrative summary of progress toward (1) seeking input from parents/guardians in school and district decision making; and (2) promoting parental participation in programs in regards to School Climate. This narrative will be based on a locally created survey. SPVUSD will also provide a narrative summary of the findings of the California Healthy Kids Survey.
3. By 2019-2020 the ALL STUDENT group of the San Pasqual Valley Unified School District will progress one color band per year on the California School

Dashboard by increasing the average district scale score and decreasing the District distance from 3. This will be evidenced on the Dashboard for Academics – English Language Arts and Math, and English Learning Progress. Our number of English Learners making one year's progress will increase by 3% per year and our RFEP rate will increase at an equal rate. The Students with Disabilities subgroup will progress one color band per year. All students will be instructed by credentialed, highly qualified teachers utilizing standards aligned textbooks. A narrative based on locally created tool to measure implementation of California State Standards will be conducted and analyzed.

4. San Pasqual Valley Unified School District will graduate students who are college and career ready, meet the A-G requirements, and meet at least 1 other College and Career Readiness Indicator. San Pasqual Valley Unified School District will maintain promoting 8th grade students by preparing students for what to expect in high school and providing a challenging and rigorous curriculum.
5. San Pasqual Valley Unified School District will increase parent involvement where parent input is needed in the decision making process as measured by a locally created parent survey. In order to achieve maximum responses to the survey, they will be distributed at parent conferences, IEPs, DELAC/MPAC (District English Language Advisory Committee/Migrant Parent Advisory Committee), DIPAC (District Indian Parent Advisory Committee) and in all registration packets.
6. Maintain a safe and secure learning environment for students, staff and the community.
7. English Learners will progress both in the area of Language Acquisition and Academics at a rate equivalent to the "all student" group. The focus will be on English Learners in the area of mathematics.

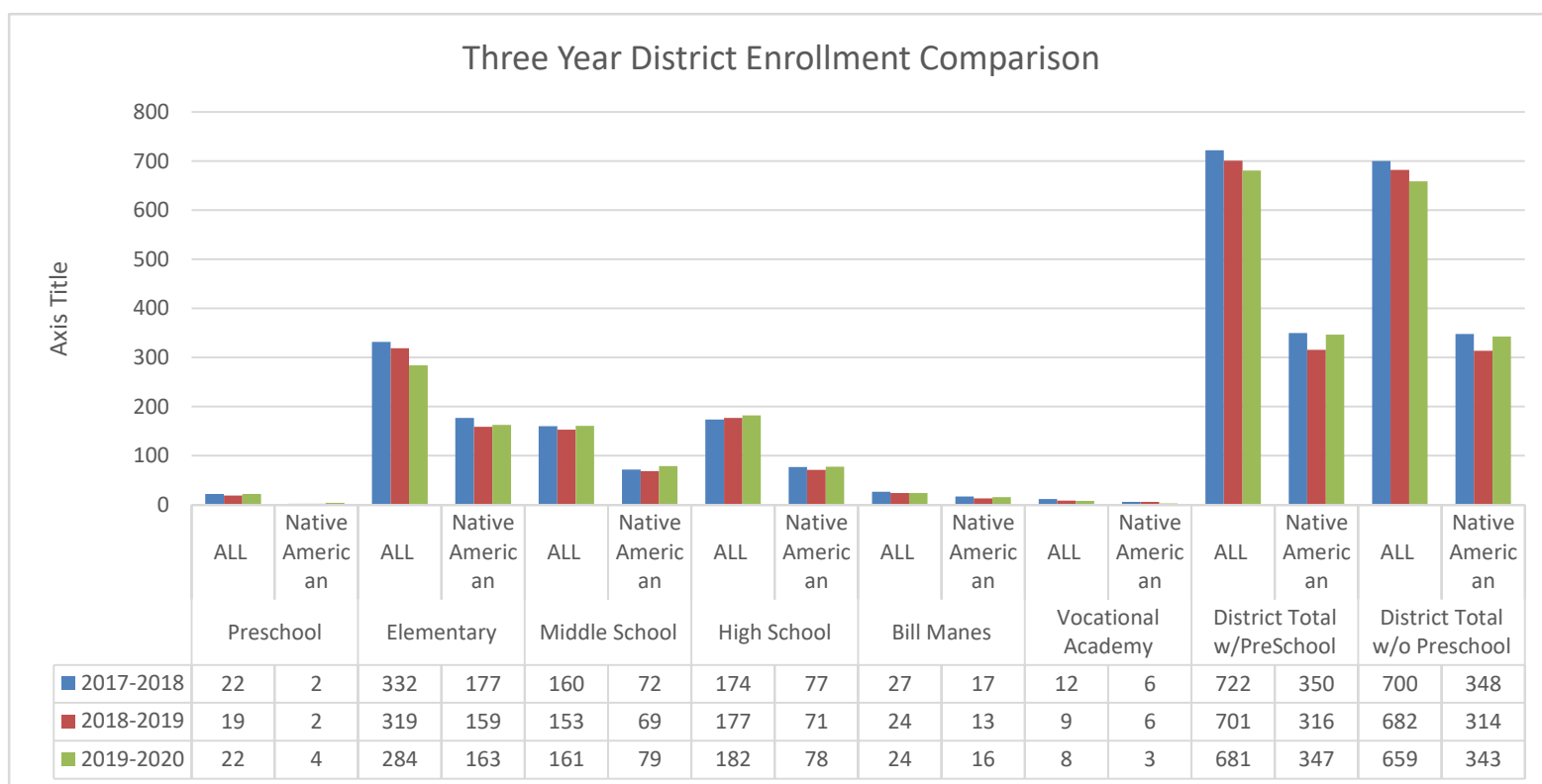
The following pages include data pertaining to
LCAP Goal #1 - Attendance

- K-12 Student Population (Pages 9-10)
- San Pasqual District/Site Attendance Rates (Page 11)
- Chronic Absentee Rates (Page 12)
- School Attendance Review Board (SARB) Data (Pages 13-15)



School success starts
with attendance

District Enrollment 2017-2020

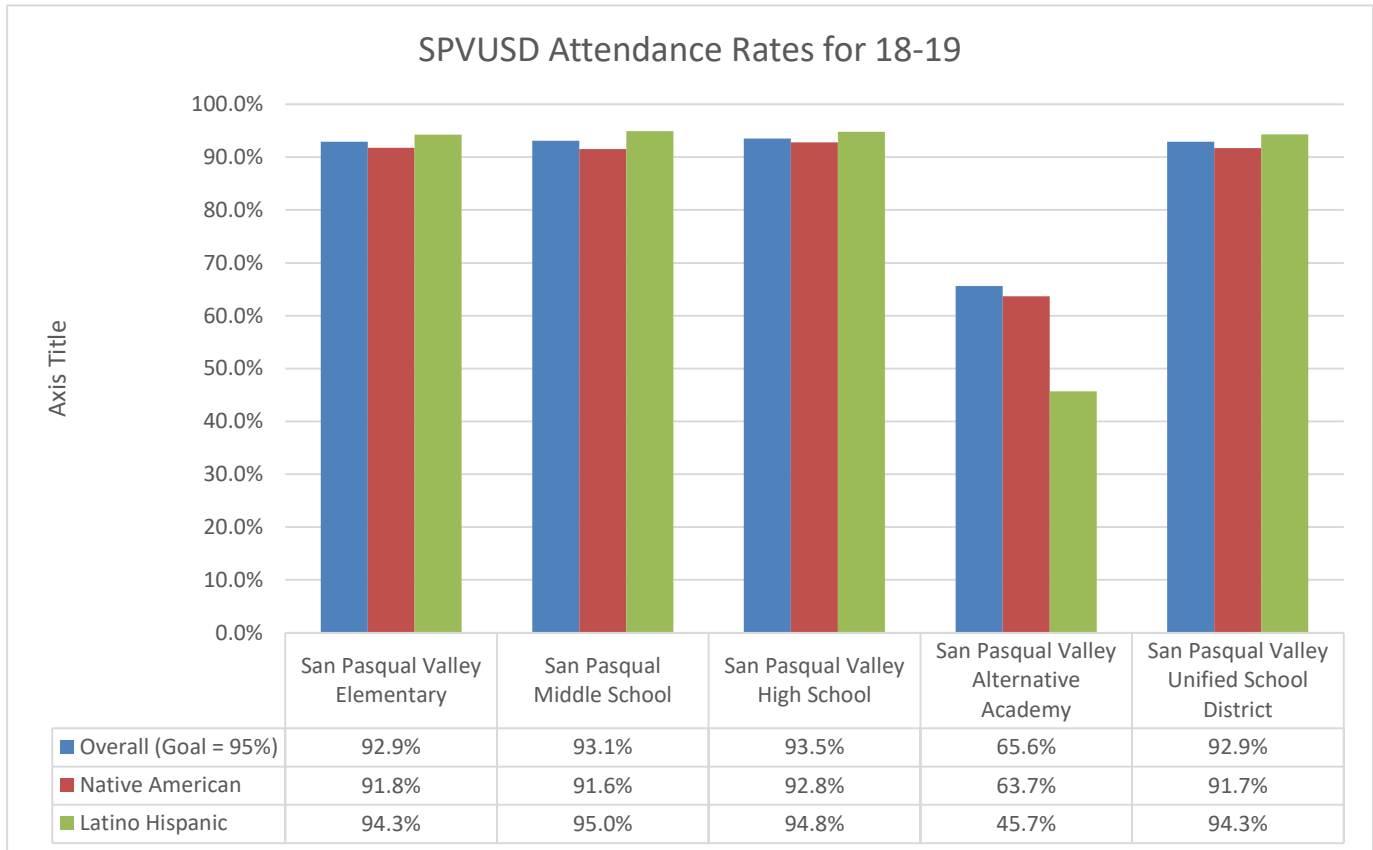


Data Analysis: The enrollment data shows that while the overall District enrollment over the last three years has decreased by 41 students (not including preschool) or 5%, the American Indian or Alaska Native Enrollment has increased by 5 (not including preschool) or 1%. This shows that the District is maintaining American Indian or Alaska Native students at a higher rate than other student groups.

LCAP Actions and Services to Address Need:

- Goal 4, Action 4.2: Exit surveys will be conducted on parents who are withdrawing their students in the 8th grade to attend school in Yuma or elsewhere. The same survey will be conducted for parents withdrawing their students between 9th and 10th grade. The purpose will be to identify reasons why students are not staying at San Pasqual to graduate. Information regarding exit surveys will be shared with staff when appropriate.

San Pasqual Valley Unified School District **18-19 Attendance Rate By Site and District**



Data Analysis: The 18-19 DataQuest report is currently not available. The 18-19 California School Dashboard will not be published until January of 2020. All data regarding attendance and chronic absenteeism is based on internal data. The 18-19 data shows a continued need to address attendance among our American Indian and Alaska Native student group. They continue to be the student group that has the lowest percentage of attendance averaging 16 days absent per school year. The other significant student group, Latino Hispanic, averages only 11 days absent per year. As a District the students average 13 days absent per year, 3 fewer than the American Indian and Alaska Native student group. The District/Site push for attendance awareness has brought an awareness and common language among students, families, and attendance teams.

LCAP Actions and Services to Address Need:

Goal 1

Action 1.1 – Attendance Incentive Mini Grants

Action 1.2 – Support Team of Paraprofessionals to work with parents and students
Partnership with tribe (Picacho Grant) to focus on attendance TK-5

Action 1.3 – Parent Trainings

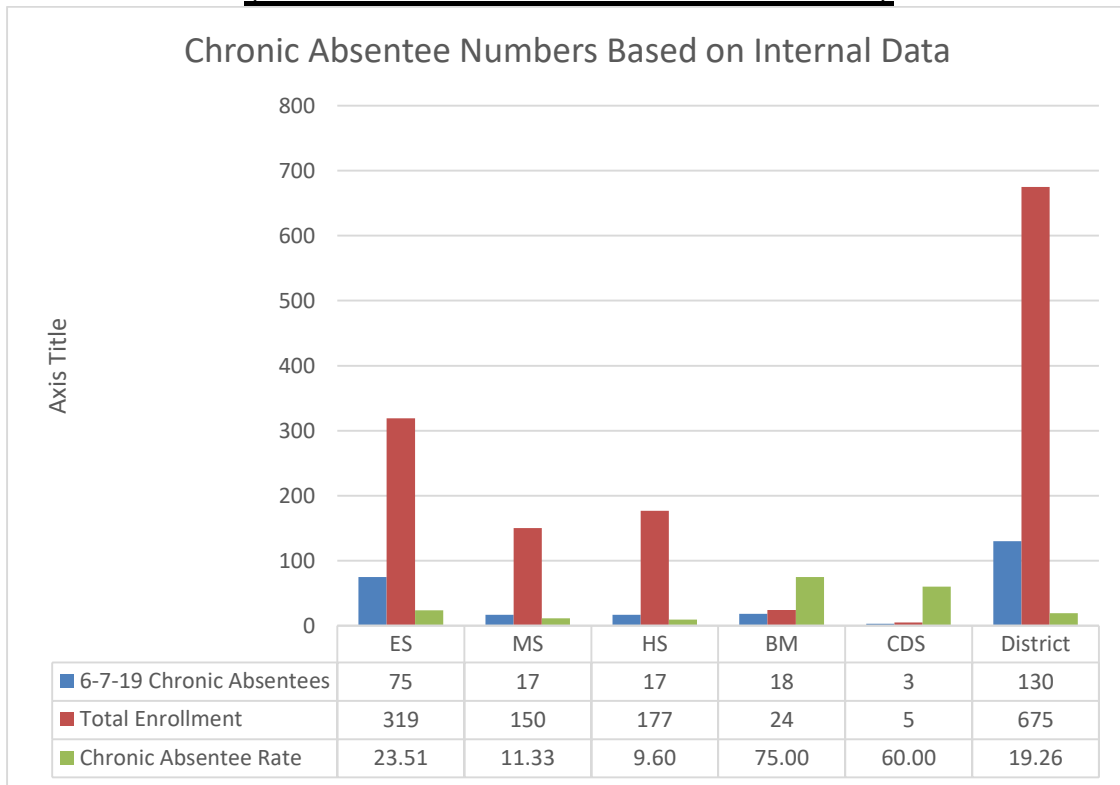
Action 1.4 – High School graduation ceremony requirements

Action 1.5 – Saturday School and make up seat time after school

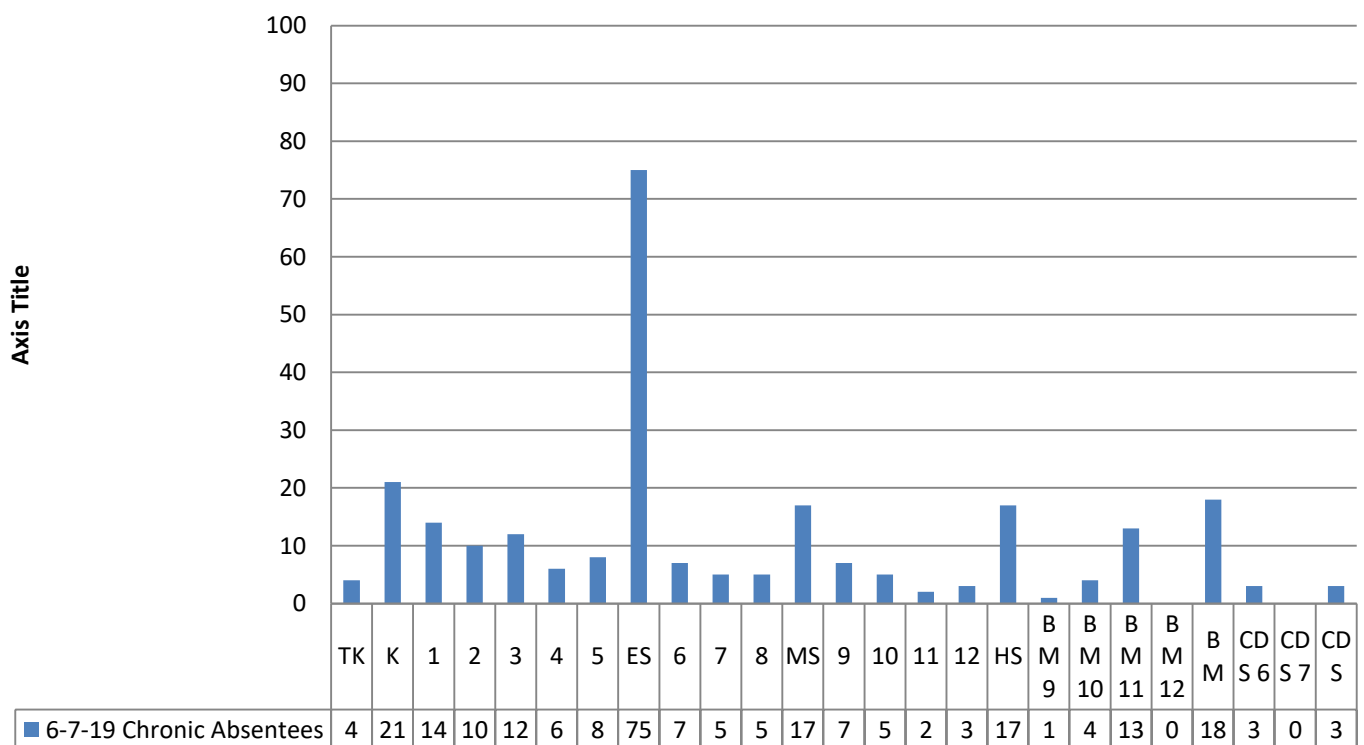
Goal 2

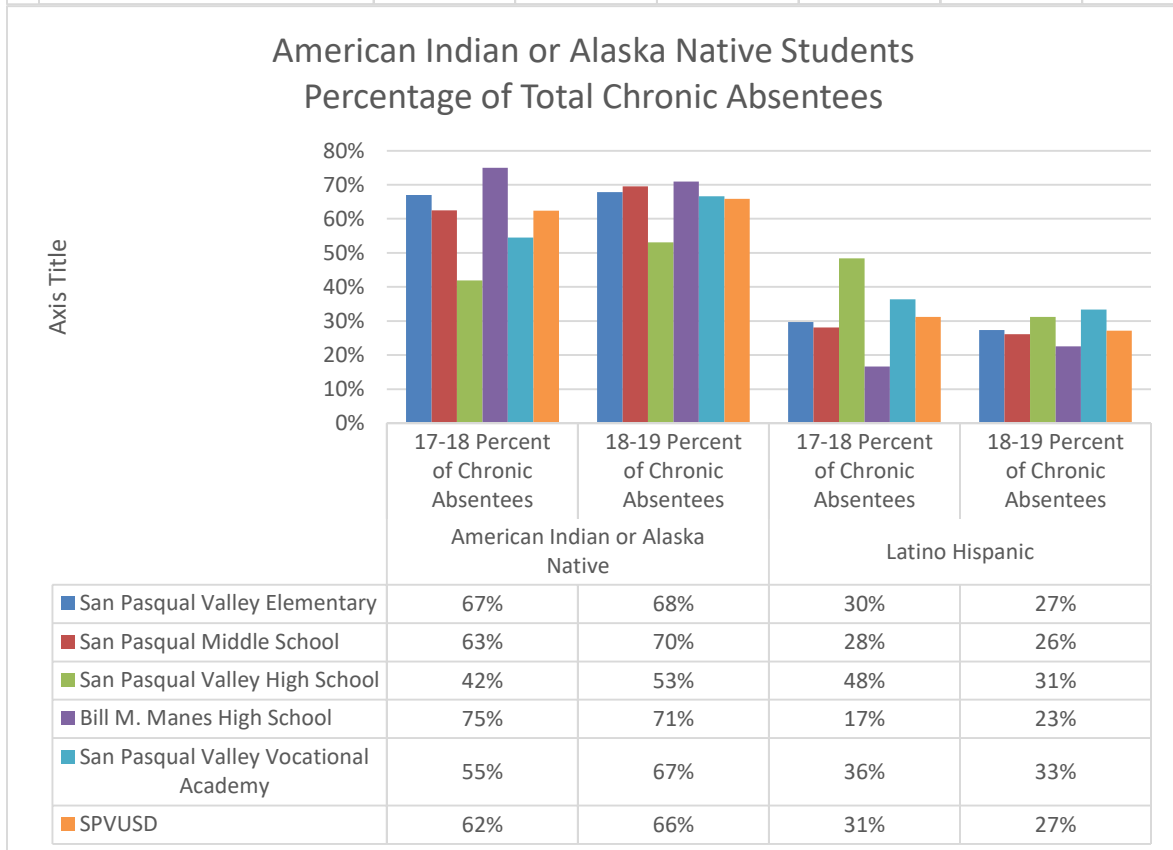
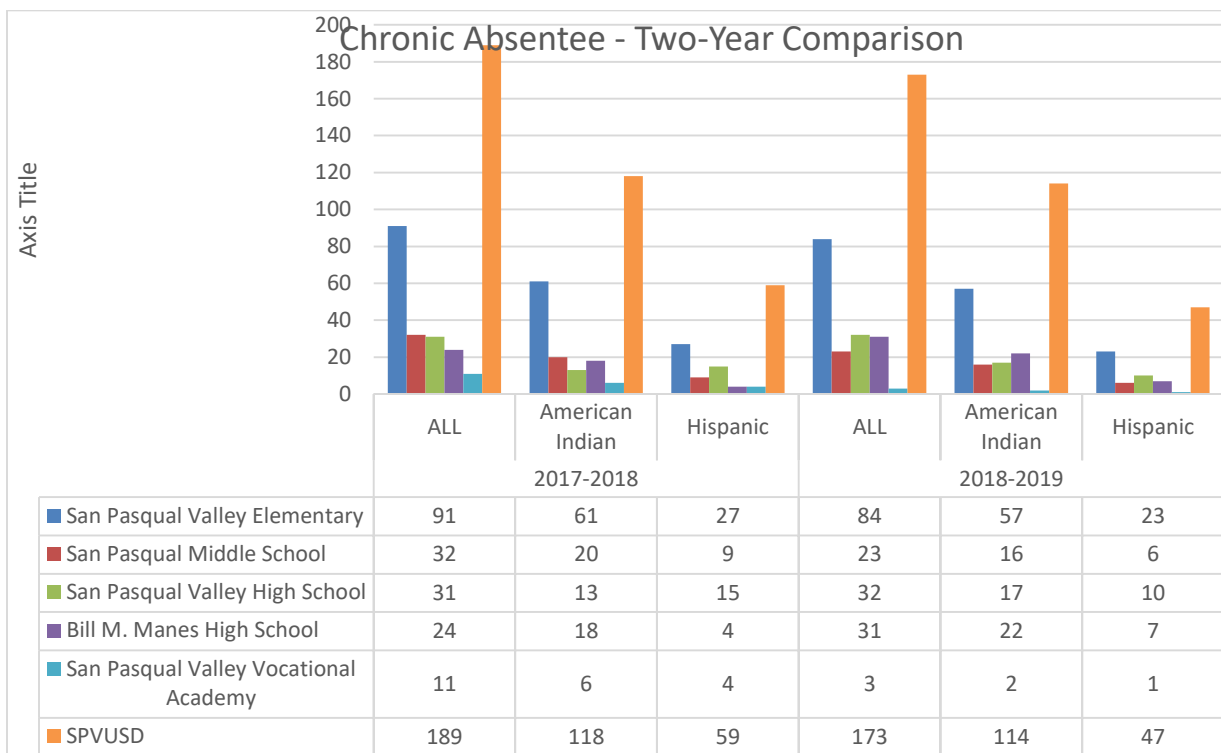
Action 2.1 – Elementary/Middle School Counselor to address attendance in TK-3

Chronic Absenteeism Rates (18-19 data based on local data)



18-19 Chronic Absentee Rate by Grade Level 5-31-19





Data Analysis: The 18-19 DataQuest report is currently not available. The 18-19 California School Dashboard will not be published until January of 2020. All data regarding attendance and chronic absenteeism is based on internal data.

The internal chronic absentee data (students who were absent 18 or more days in a single school year) shows that overall there were 130 students who accrued 18 or more absences. This is a count of the students who ended the year at SPVUSD. The chronic absentee count for all students, including those who left SPVUSD during the school year, was 183 students. This accounted for an internal absentee rate of 19.26% among students who finished the year. The 17-18 rate for the same group of students was 20.71%. This is a decrease of 1.45%.

When looking at the target student groups, the number of students who are chronically absent has decreased by 16 for the All Student Group, 4 for the American Indian or Alaska Native Group, and 12 for the Hispanic Group. District wide American Indian or Alaska Native students account for 66% of the students who are chronically absent. This means that approximately 7 out of every 10 chronically absent students are American Indian or Alaska Native. Although the number of American Indian students who are chronically absent has decreased, their percentage of the total increased in 2018-2019 by 4%, whereas the Hispanic students decreased by 4%.

LCAP Actions and Services to Address Need:

Goal 1

- Action 1.1 – Attendance Incentive Mini Grants
- Action 1.2 – Support Team of Paraprofessionals to work with parents and students
Partnership with tribe (Picacho Grant) to focus on attendance TK-5
- Action 1.2(a)- Imperial County Office of Education will provide technical assistance
- Action 1.3 – Parent Trainings
- Action 1.4 – High School graduation ceremony requirements
- Action 1.5 – Saturday School and make up seat time after school

Goal 2

- Action 2.1 – Elementary/Middle School Counselor to address attendance in TK-3

School Attendance Review Board Data

2018-2019 School Attendance Review Board (SARB)

Letters and Case Hearings

“California compulsory education law requires everyone between the ages of 6 and 18 years of age to attend school, except 16 and 17 year-olds that have graduated from high school or passed the California High School Proficiency Examination (CHSPE) and obtained parental permission to leave.” (SARB Handbook, California Department of Education, copyright 1995). San Pasqual Valley USD’s model for attendance intervention includes the following steps:

1. 1st Truancy Letter (per Ed Code 48260.5) – Three unexcused absences or tardies more than 30 min.
2. 2nd Truancy Notification (Per Ed Code 48261) – Three additional absences or tardies more than 30 min. and School Attendance Review Team (SART – Elementary) or Student Study/Success Team (SST)
3. 3rd Habitual Truant Notification – With additional absences/tardies
4. Referral to School Attendance Review Board – Continues to be absent
5. Referral to Court – If SARB efforts unsuccessful in improving attendance

District and Site Data

	Referred to SART/SST	Referred to SARB	Total Who Improved Attendance After SARB	Court Referrals by SARB	Agency Referrals After SARB
Elementary	40 students	3 students	1 student	1 student	3 students
Middle	21 students	11 students	2 students	0	8 students
High School	9 students	6 students	2 students	2 students	6 students
Alternative Education	6 students	4 students	2 students	1 student	1 student
SPVUSD	76 students	24 students	7 students	4 students	18 students

Extended School Attendance Review Board Report Form

California Education Code Section 48273 Summary Report For 2018-2019 School Year by a School Attendance Review Board (SARB)														
Submitted by the SARB of <u>San Pasqual Valley Unified</u> School District(s) to the <u>Imperial</u> County Superintendent														
Population Served by SARB					Number of Cases Referred to SARB				Outcomes of SARB					
Grade Level	California Basic Educational Data System Enrollment	Number of Chronic Absentees (1)	Percent of Students who are Chronic Absentees (2)	Number of Students Referred to SART or SST Meeting (3)	Male	Female	Total	Attendance (Chronic Absentee or Truancy)	Behavior	Number of Students Who Improved Attendance After SARB (4)	Number of Students Who Improved Behavior After SARB (5)	Number of Court Referrals By SARB	Number of Agency Referrals By SARB	Number of Transfers to Alternative Schools
K	45	21	46%	9	0	0	0	0	0	0	0	0	0	0
1	41	14	34%	12	1	0	1	1	0	0	0	0	1	0
2	49	10	20%	5	0	0	0	0	0	0	0	0	0	0
3	60	12	20%	6	0	0	0	0	0	0	0	0	0	0
4	44	6	13%	2	0	2	2	2	0	1	0	1	2	0
5	69	8	11%	6	0	0	0	0	0	0	0	0	0	0
6	51	7	13%	7	2	1	3	3	0	1	0	0	1	0
7	47	5	10%	7	2	1	3	3	0	0	0	0	3	1
8	52	5	9%	7	2	3	5	5	0	1	0	1	4	0
9	51	7	13%	2	0	0	0	0	0	0	0	0	0	0
10	49	5	10%	4	2	2	4	4	0	1	0	1	4	0
11	37	2	5%	2	1	0	1	1	0	0	0	0	1	0
12	42	3	7%	1	1	0	1	1	0	1	0	0	1	0
Alt Ed	29	21	67%	6	1	3	4	4	0	2	0	1	1	0
Grand Total	666	126	18%	76	12	12	24	24	0	7	0	4	18	1

Notes:

- 1 = A chronic absentee as defined in Education Code Section 60901(c)(1) is a pupil who is absent on 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the district.
- 2 = Percent of chronic absentees is calculated by dividing the number of chronic absentees by the number of students enrolled and reported for October.
- 3 = Number of students referred to a school-level meeting, such as a school attendance review team (SART) meeting or student success team (SST) meeting.
- 4 = Number of students who improved their attendance by 50 percent after their SARB meeting during the following semester or trimester.
- 5 = Number of students who improved their behavior as evidenced by no suspensions after their SARB meeting until the end of the school year.

District/County School Attendance Review Boards (SARB) Annual Summary Report

Year: 2018-19	
District: San Pasqual Valley Unified	District Enrollment: 666
Address: 676 Baseline Road Winterhaven CA -92283	
SARB Chairperson: Mary Kay Monson	Phone/Email: 760-572-0222 Ext 2496

Number of Cases Referred to Local District SARB

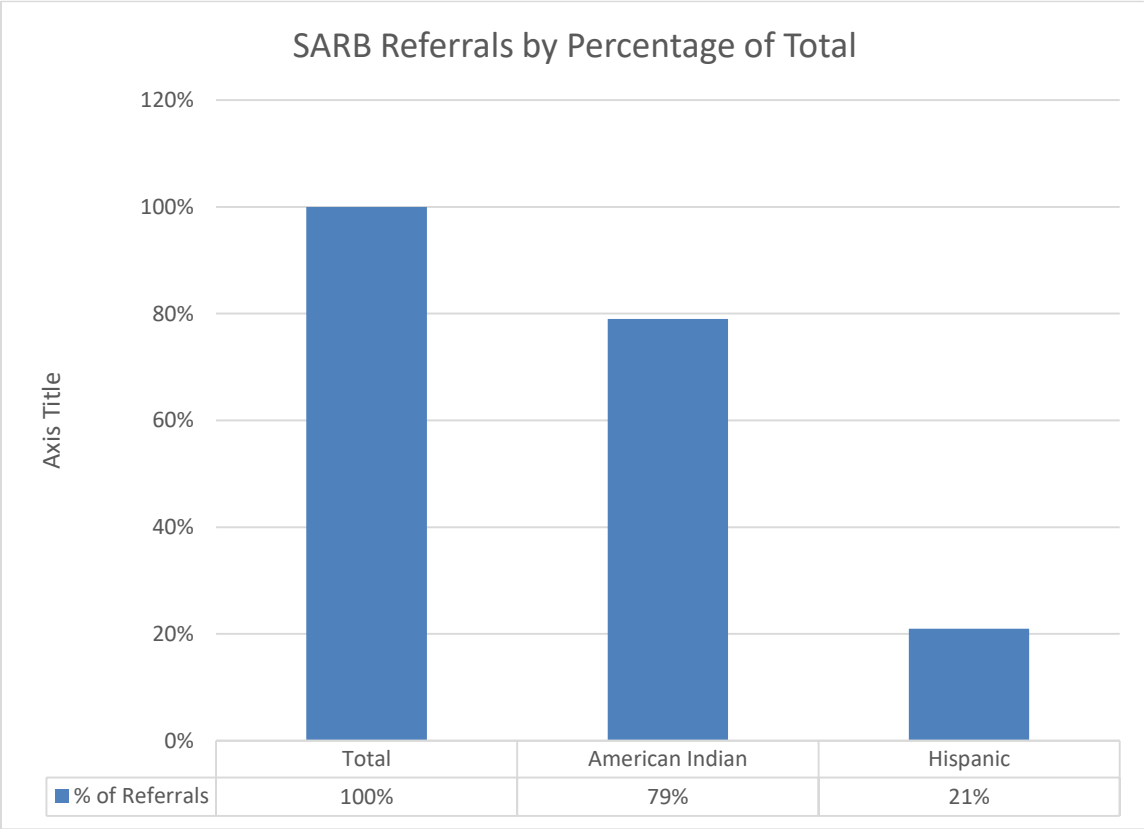
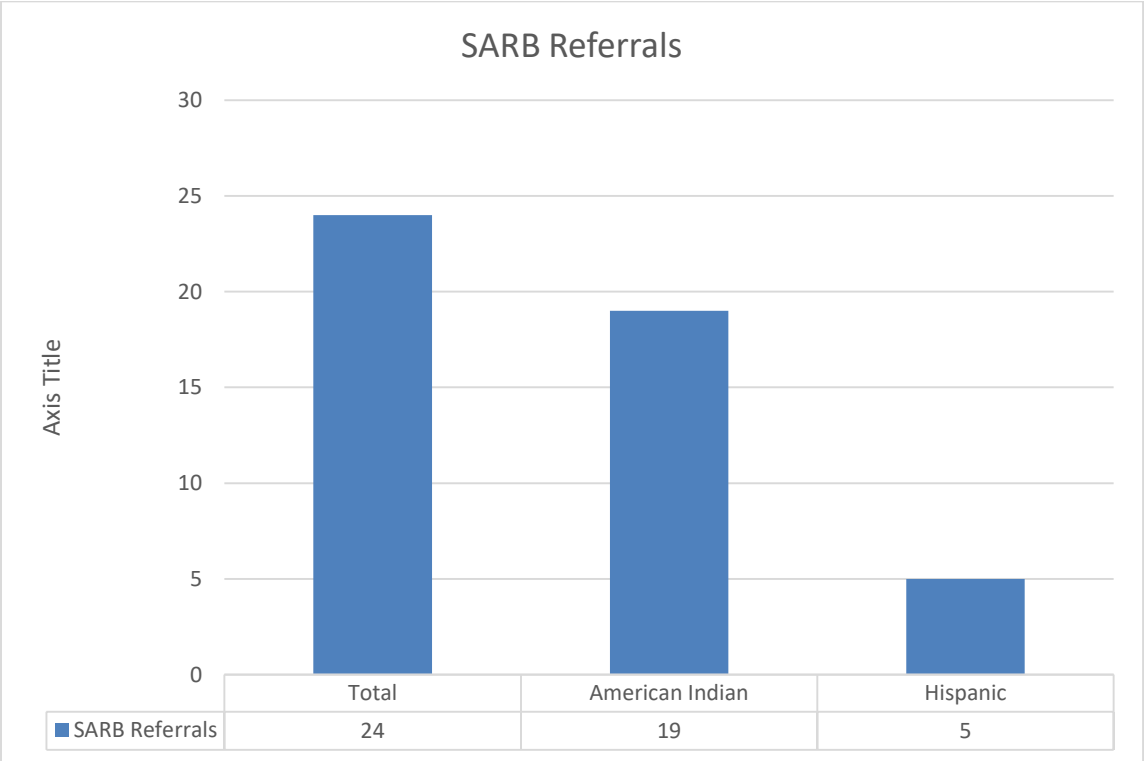
GRADE LEVEL	MALE	FEMALE	BEHAVIOR	IRREGULAR ATTENDANCE	HABITUAL TRUANT	COURT REFERRALS	TOTALS
K 0	0	0	0	0	0	0	45
1 1	1	0	0	0	1	0	41
2 0	0	0	0	0	0	0	49
3 0	0	0	0	0	0	0	60
4 2	0	2	0	0	2	1	44
5 0	0	0	0	0	0	0	69
6 3	2	1	0	0	3	0	54
7 3	2	1	0	0	3	1	49
8 5	2	3	0	0	5	1	52
9 0	0	0	0	0	0	0	52
10 4	2	2	0	0	4	1	55
11 1	1	0	0	0	1	0	54
12 1	1	0	0	0	1	0	42
TOTALS 20	11	9	0	0	20	4	666

**Please note: Student may be referred for more than one reason.*

SARB Report Form Instructions

Instructions for completing each column on the District/County SARB Annual Summary Report

- Column 1: Total number of students in each grade referred to SARB
- Column 2: Total number of males in each grade level referred to SARB
- Column 3: Total number of females in each grade level referred to SARB
- Column 4: Total number of students referred due to behavior problems
- Column 5: Total number of students referred due to irregular attendance
- Column 6: Total number of students referred due to habitual truancy
- Column 7: Total number of cases referred to court at each grade level
- Column 8: Total number of students enrolled at each grade level (California Basic Educational Data System)



Data Analysis: The SARB data also shows that students who are American Indian or Alaska Native are absent more often than other student groups. This is also evident in the chronic absentee rate of students. By the time students reach the SARB hearing 3 letters, an SST, multiple attempts at intervention and support, and consequences have all been attempted. By the time students reached the SARB Case Hearing in 2018-2019, all but five students was American Indian.

LCAP Actions and Services to Address Need:

Goal 1

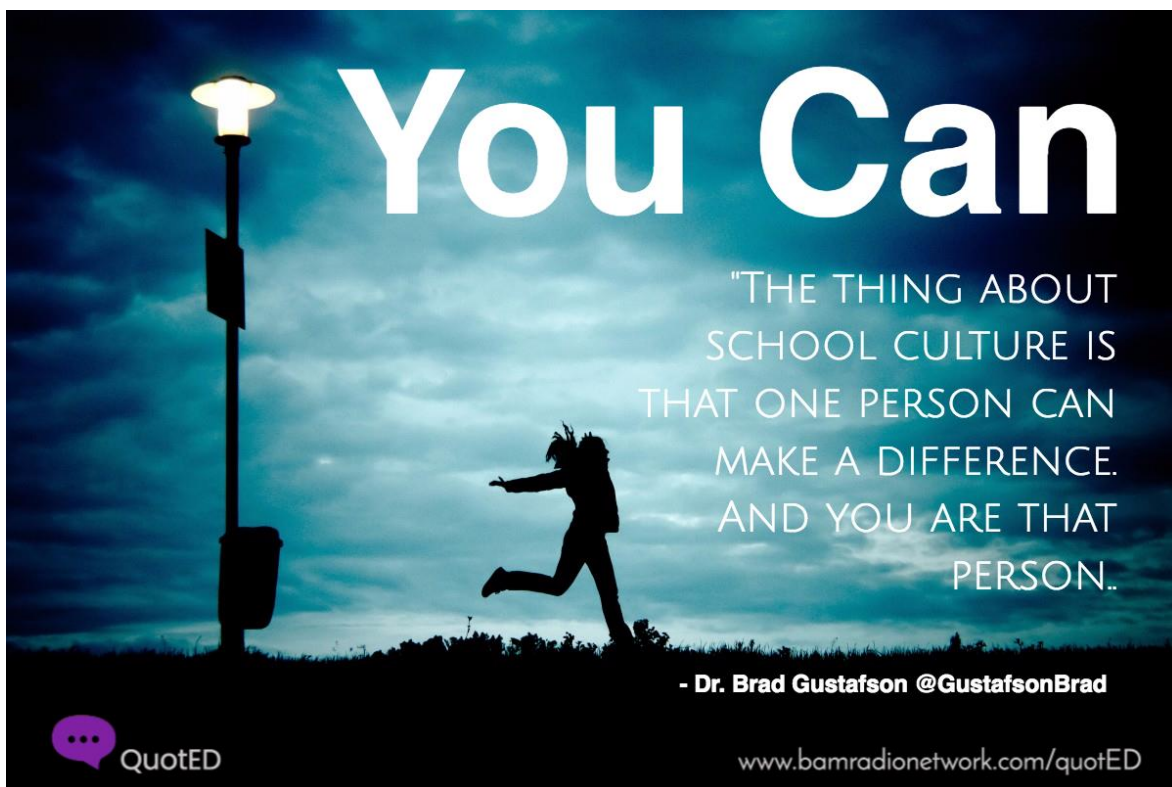
- Action 1.1 – Attendance Incentive Mini Grants
- Action 1.2 – Support Team of Paraprofessionals to work with parents and students
Partnership with tribe (Picacho Grant) to focus on attendance TK-5
- Action 1.2(a)- Imperial County Office of Education will provide technical assistance in the area of an effective SARB Meeting
- Action 1.3 – Parent Trainings
- Action 1.4 – High School graduation ceremony requirements
- Action 1.5 – Saturday School and make up seat time after school

Goal 2

- Action 2.1 – Elementary/Middle School Counselor to address attendance in TK-3

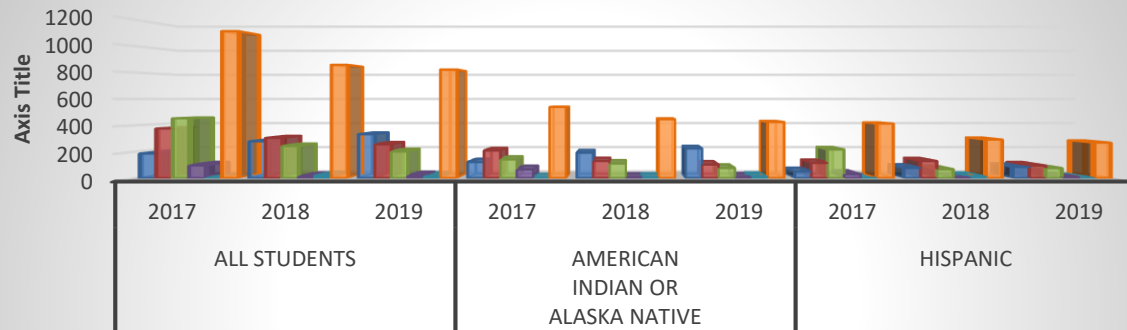
The following pages include data pertaining to
LCAP Goal #2 - Culture

- Discipline Incidents (page 17)
- Suspension Rate/Incidents (pages 18-19)
- Expulsion Rate (page 20)



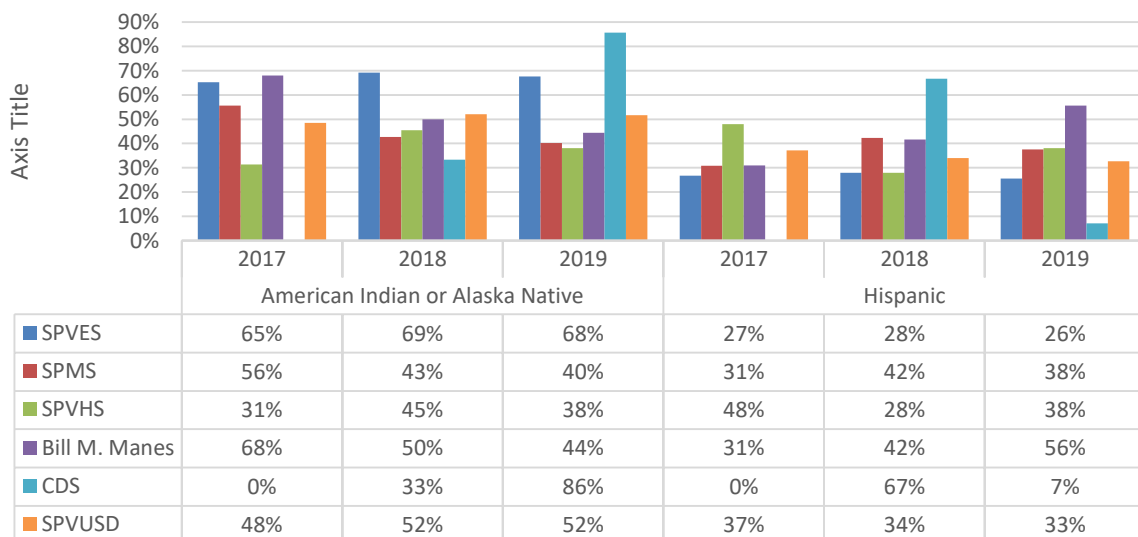
DISCIPLINE INCIDENTS

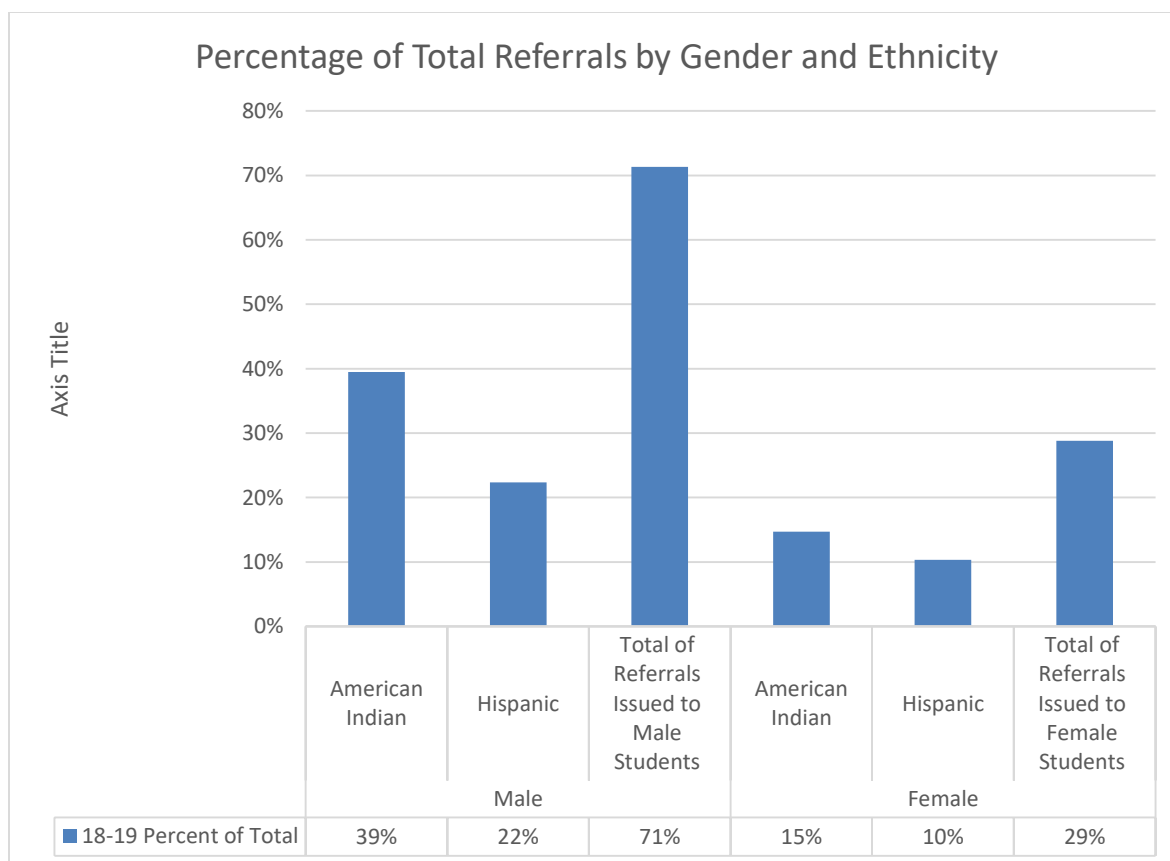
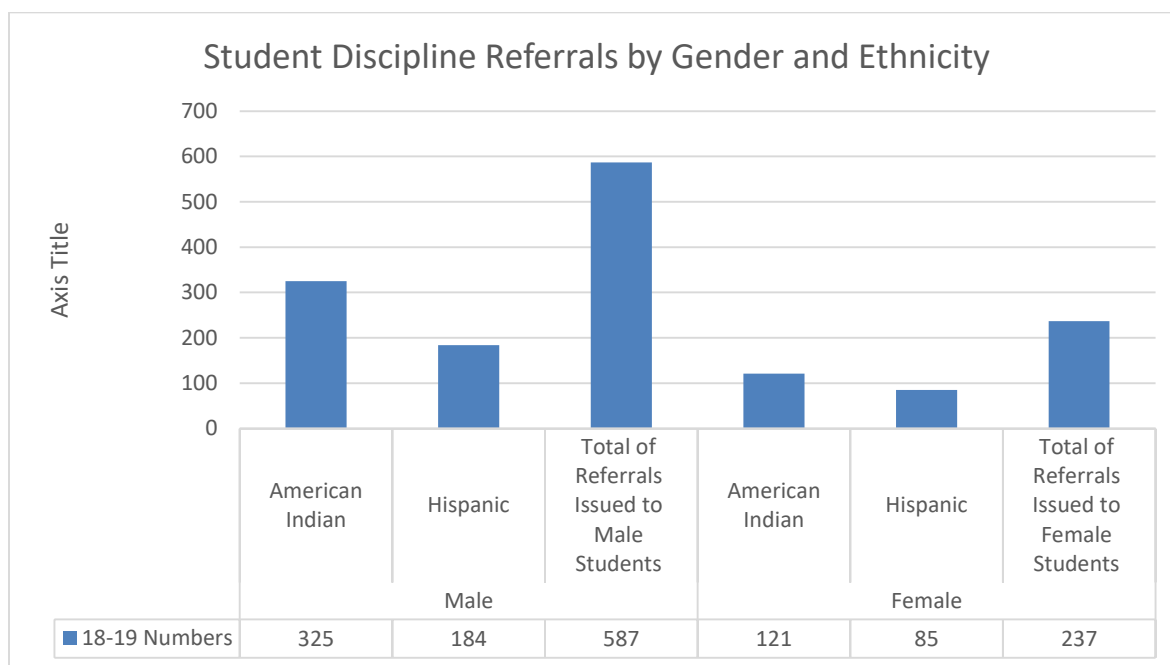
Discipline Summary = Number of Incidents



	All Students			American Indian or Alaska Native			Hispanic		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
SPVES	187	279	333	122	193	225	50	78	85
SPMS	376	305	256	209	130	103	116	129	96
SPVHS	453	244	202	142	111	77	217	68	77
Bill M. Manes	97	12	18	66	6	8	30	5	10
CDS	0	18	14	0	6	12	0	12	1
SPVUSD	1113	858	823	539	446	425	413	292	269

% of Referral





Data Analysis: The discipline data is based on internal data using the Synergy program. The discipline data reveals that there is a discrepancy in the number of students who are American Indian or Alaska Native and receive discipline referrals. Fifty-one percent of the referrals over the last three years have been issued to students who are American Indian or Alaska Native, whereas only 34% of the referrals have been issued to students who are Hispanic. This percentage is higher at the Elementary and at sites with a higher proportion of students who are American Indian or Alaska Native. The high incident behaviors that resulted in referrals issued in 2018-2019 to students who are American Indian or Alaska Native were the following behaviors:

1. Fighting – 40 incidents
2. Disruption of School – 65 incidents
3. Aggressive Behavior – 27 incidents
4. Bully-Type Behavior – 49 incidents
5. Bus Misconduct – 26 incidents
6. Disruption – 32 incidents
7. Insubordination – 100 incidents

Sites will be analyzing the data and determine root causes and to identify changes that can be made using the Alternative Discipline Model adopted by the District.

LCAP Actions and Services to Address Need:

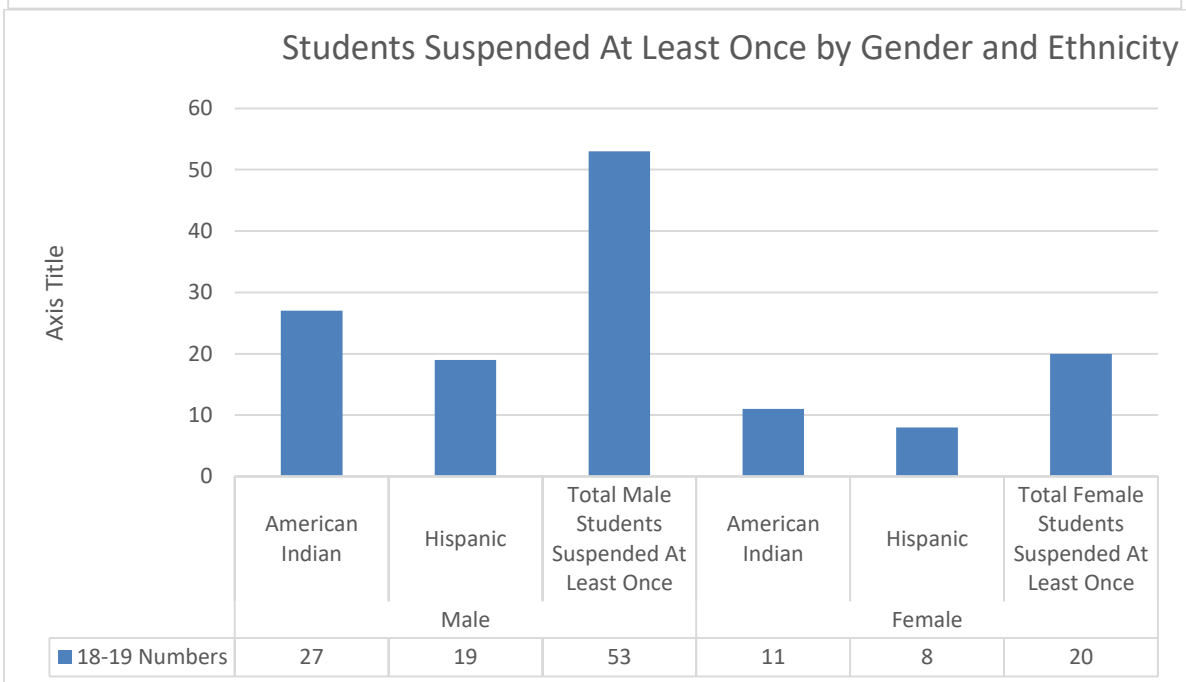
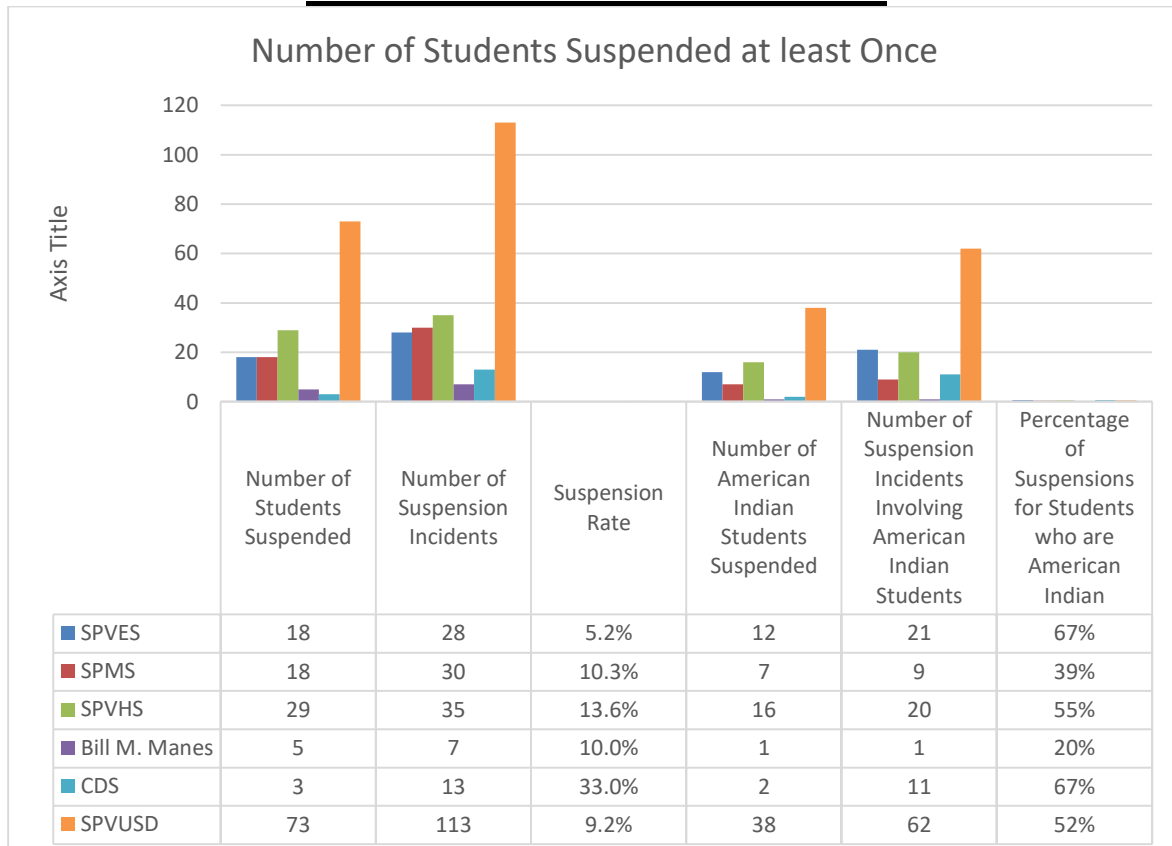
Goal 2

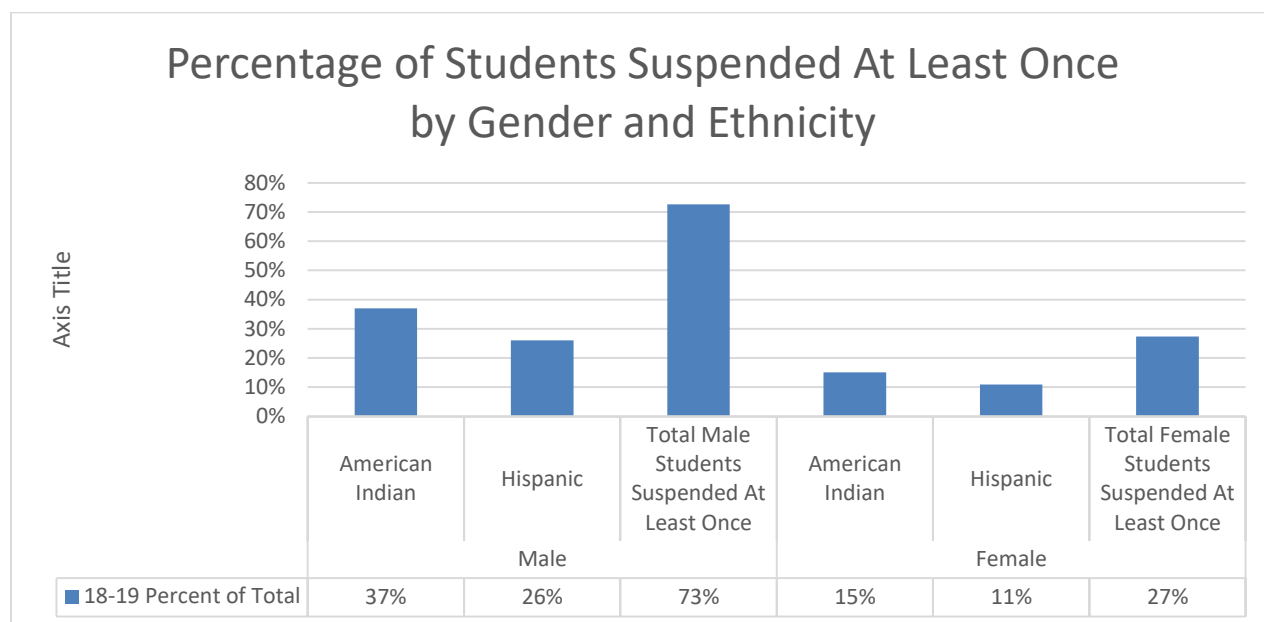
- Action 2.1 – Peace Builders and Safe School Ambassadors
- Action 2.2 – Why Try? Resilience Curriculum
- Action 2.6- Student and parents’ workshops
Partnership with the Picacho Project and American Indian Early Childhood grant to offer parenting classes.
- Action 2.7 - A support team of counselors, outreach consultants, community liaison, grant program manager, campus security, and SRO
- Action 2.10 Culturally sensitive activities in partnership with the Picacho Project and the American Indian Education Grant.

Additional Services Provided to Address the Need:

- Counseling Services
- Alternative Discipline Specialist
- Suite and ISS 360 Intervention Program

SUSPENSION INCIDENTS





****Data Analysis:** *The 2019 California School Dashboard will publish Suspension rates in January of 2020. This data is based on internal data collected using the Synergy Program.*

As a District there is very little discrepancy in the percentage of suspensions being students who are American Indian or Alaska Native. The percentage of students who are American Indian or Alaska Native that were enrolled in the San Pasqual Valley Unified School District during the school year 2018-2019 was 49.1%. Since 52% of the suspensions were for students who are American Indian or Alaska Native, that is a discrepancy of about 3%.

The elementary and high school show the biggest discrepancy with 67% and 55% of students suspended being American Indian or Alaska Native. The enrollment of students who are American Indian or Alaska Native at the elementary was 54% and the number of students enrolled at the high school who are American Indian or Alaska Native was 43%.

Sites will be analyzing the data and determine root causes and to identify changes that can be made using the Alternative Discipline Model adopted by the District.

LCAP Actions and Services to Address Need:

Goal 2

Action 2.1 – Peace Builders and Safe School Ambassadors

Action 2.2 – Why Try? Resilience Curriculum

Action 2.6- Student and parents workshops

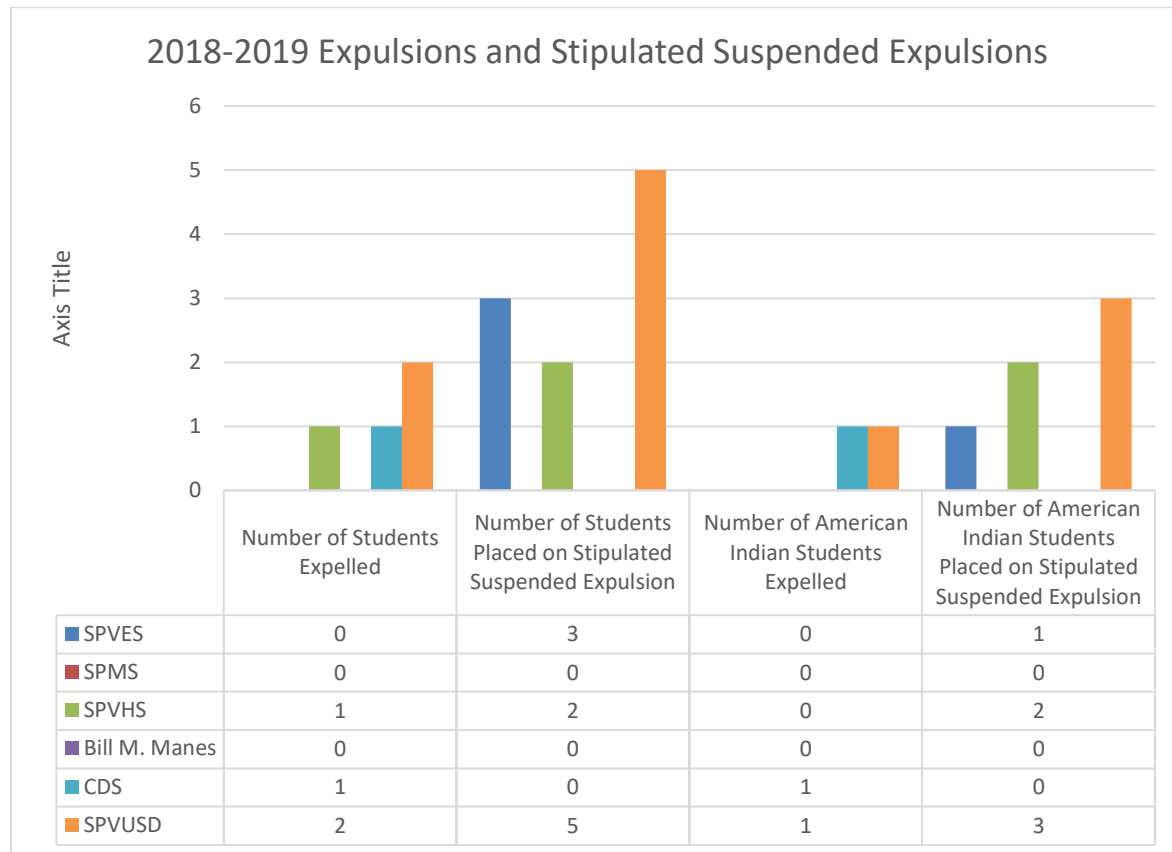
Partnership with the Picacho Project and American Indian Early Childhood grant to offer parenting classes.

- Action 2.7 - A support team of counselors, outreach consultants, community liaison, grant program manager, campus security, and SRO
- Action 2.10 Culturally sensitive activities in partnership with the Picacho Project and the American Indian Education Grant.

Additional Services Provided to Address the Need:

- Counseling Services
- Alternative Discipline Specialist
- Suite and ISS 360 Intervention Program

Expulsions and Stipulated Suspended Expulsions



Data Analysis: The total number of expulsions/stipulated suspended expulsions has increased since 2017-2018. In 2017-2018, there were 4 total expulsions/stipulated suspended expulsions. This shows an increase of 100% as many expulsions stipulated suspended expulsions with 7 in 2018-2019.

Fifty percent of the expulsions/stipulated suspended expulsions in 2018-2019 were American Indian or Alaska Native. This is proportionate with enrollment.

LCAP Actions and Services to Address Need:

Goal 2

- Action 2.1 – Peace Builders and Safe School Ambassadors
- Action 2.2 – Why Try? Resilience Curriculum
- Action 2.6- Student and parents workshops
Partnership with the Picacho Project and American Indian Early Childhood grant to offer parenting classes.
- Action 2.7 - A support team of counselors, outreach consultants, community liaison, grant program manager, campus security, and SRO

Action 2.10 Culturally sensitive activities in partnership with the Picacho Project and the American Indian Education Grant.

Additional Services Provided to Address the Need:

- Counseling Services
- Alternative Discipline Specialist
- Suite and ISS 360 Intervention Program

The following pages include data pertaining to
LCAP Goal #3 – Academics and LCAP
Goal #4 College and Career Readiness

- CAASPP Data English Language Arts (page 22)
- CAASPP Data Mathematics (page 23)
- Grade Point Average Distribution (pages 24-26)
- Student Retentions (page 27-28)
- Student Transfers to Bill M. Manes (page 29-30)
- Scholarship Report (page 31-32)
- Graduation Rates (page 33)
- Post-Graduation Report (page 34-35)

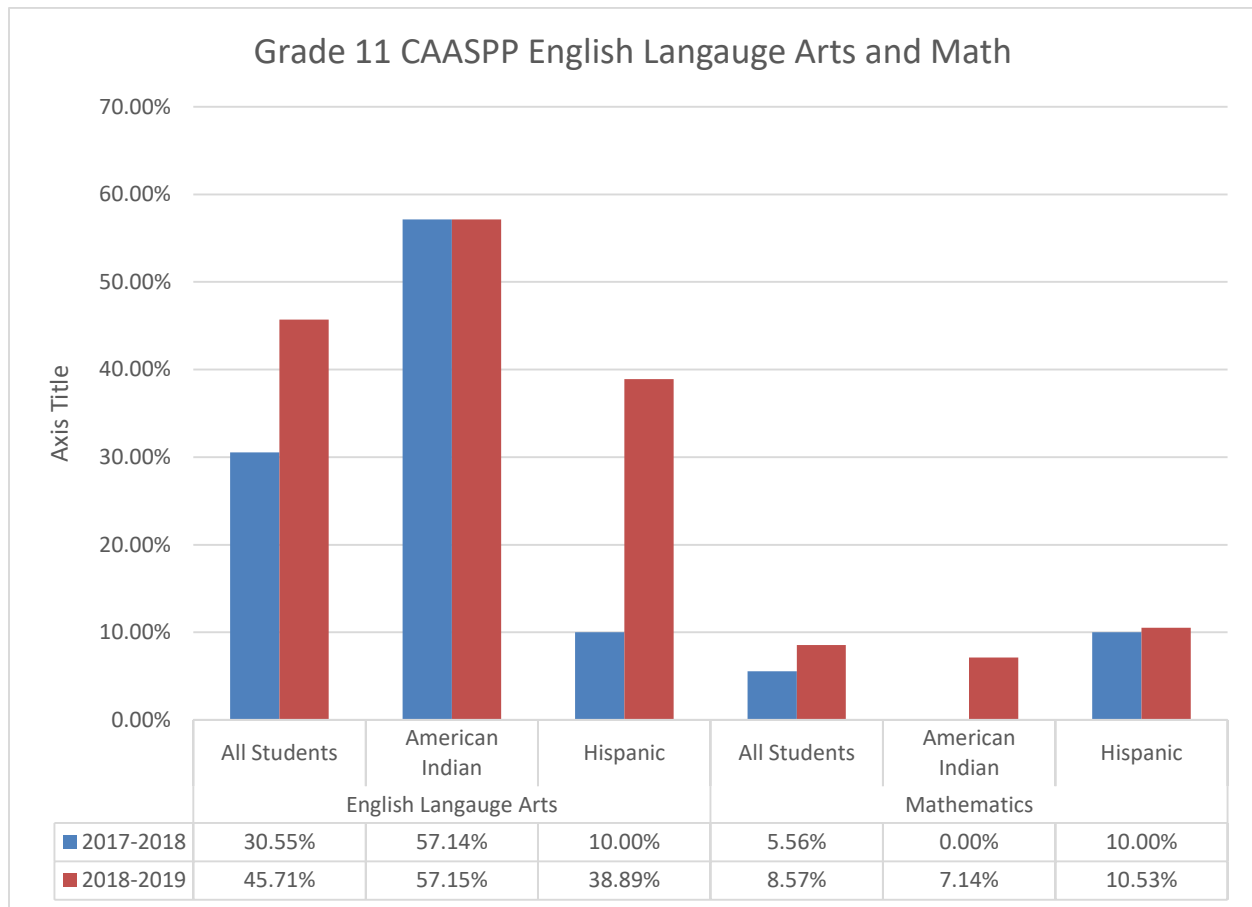
California Assessment of Student Performance and Progress 2 Year Comparison – https://caaspp.cde.ca.gov								
SITE	English Language Arts (% meeting or exceeding) - 2018		English Language Arts (% meeting or exceeding) - 2019		Math (% meeting or exceeding) - 2018		Math (% meeting or exceeding) - 2019	
SPVUSD	<i>ALL</i>	<i>NA</i>	<i>ALL</i>	<i>NA</i>	<i>ALL</i>	<i>NA</i>	<i>ALL</i>	<i>NA</i>
	27.82%	31.70%	27.10 %	29.34 %	13.59%	14.29%	13.12 %	13.14 %
SPV Elementary	<i>ALL</i>	<i>NA</i>	<i>ALL</i>	<i>NA</i>	<i>ALL</i>	<i>NA</i>	<i>ALL</i>	<i>NA</i>
	24.38%	24.16%	22.42 %	22.50 %	19.75%	18.60%	15.86 %	13.92 %
SPV Middle	<i>ALL</i>	<i>NA</i>	<i>ALL</i>	<i>NA</i>	<i>ALL</i>	<i>NA</i>	<i>ALL</i>	<i>NA</i>
	31.17%	38.89%	31.13 %	36.11 %	10.19%	13.88%	12.67 %	15.27 %
SPV High School	<i>ALL</i>	<i>NA</i>	<i>ALL</i>	<i>NA</i>	<i>ALL</i>	<i>NA</i>	<i>ALL</i>	<i>NA</i>
	30.55%	57.14%	45.71 %	57.15 %	5.56%	0.00%	8.57%	7.14%
Bill M. Manes High School	<i>ALL</i>	<i>NA</i>	<i>ALL</i>	<i>NA</i>	<i>ALL</i>	<i>NA</i>	<i>ALL</i>	<i>NA</i>
	No Scores Available	No Scores Available	0.00%	No scores <10 students	No Scores Available	No Scores Available	0.00%	No scores <10 students

Summary

The data from the California School Dashboard for the 2018-2019 school year will not be released until January 2020. Once the data is available, the Impact Aid Report will be updated to include the current data.

The District, as a whole, maintained the percentage of students meeting and exceed for both the American Indian and Alaska Native student group as well as the All Student group. The interventions and support implemented in the area of English Language Arts, including standards aligned textbooks, intervention blocks, and after school tutoring have continued to be effective in supporting students. The American Indian and Alaska Native student group shows no achievement gap and, in fact, are outperforming the all student group by 2.2%. No achievement gap exists in the area of mathematics either. At the site level, work still needs to be refined to ensure that the small gap that exists in the area of mathematics is eliminated. Currently there is a gap of 1.94% at the Elementary and 1.34% at the High School. Students at the middle school are outperforming the All Student group in the area of mathematics.

2019 CAASPP for Juniors



2019 CAASPP ELA for Juniors

Data Analysis: Overall the percentage of students who met or exceeded standards in English Language Arts increased by 15.16% and the percentage of American Indian or Alaska Native students who met or exceeded standards increased by .01%. The Hispanic students who met or exceed standards grew by 18.89%; however, they still are meeting standards at a lower rate than American Indian or Alaska Natives by 18.26%.

Note: This is not a cohort of students. This data represents two different groups of students: The Class of 2019 and the Class of 2020.

LCAP Actions and Services to Address Need:

Goal 3

- Action 3.1 - Purchase standards aligned textbooks and provide professional development
- Action 3.3 - Implement Project Based Learning
- Action 3.4 - Implement i-Ready as an intervention/enrichment program
- Action 3.10 - Master schedules to include intervention and enrichment for all students

- Action 3.15 - After school tutoring for all students
- Action 3.19 - Summer school for students at risk

2019 CAASPP Mathematics for Juniors

Data Analysis: Overall the percentage of students who met or exceeded standards in English Mathematics increased by 3.01% and the percentage of American Indian or Alaska Native students who met or exceeded standards increased by 7.14%. The Hispanic students who met or exceed standards grew by .53%; however, they still are meeting standards at a higher rate than American Indian or Alaska Natives by 18.26%. Math continues to lag behind English language arts for all students.

Note: This is not a cohort of students. This data represents two different groups of students: The Class of 2019 and the Class of 2020.

LCAP Actions and Services to Address Need:

Goal 3

- Action 3.1 - Purchase standards aligned textbooks and provide professional development
- Action 3.3 - Implement Project Based Learning
- Action 3.4 - Implement i-Ready as an intervention/enrichment program
- Action 3.10 - Master schedules to include intervention and enrichment for all students
- Action 3.12- STEM Projects for students in electives, math, and science
- Action 3.15 - After school tutoring for all students
- Action 3.19 - Summer school for students at risk

Middle School Grade Point Averages

2018-2019		
GPA	ALL STUDENTS	AMERICAN INDIAN OR ALASKA NATIVE
<2.0	9%	12%
2.0 – 2.99	40%	42%
3.0 – 3.99	46%	40%
4.0+	5%	6%

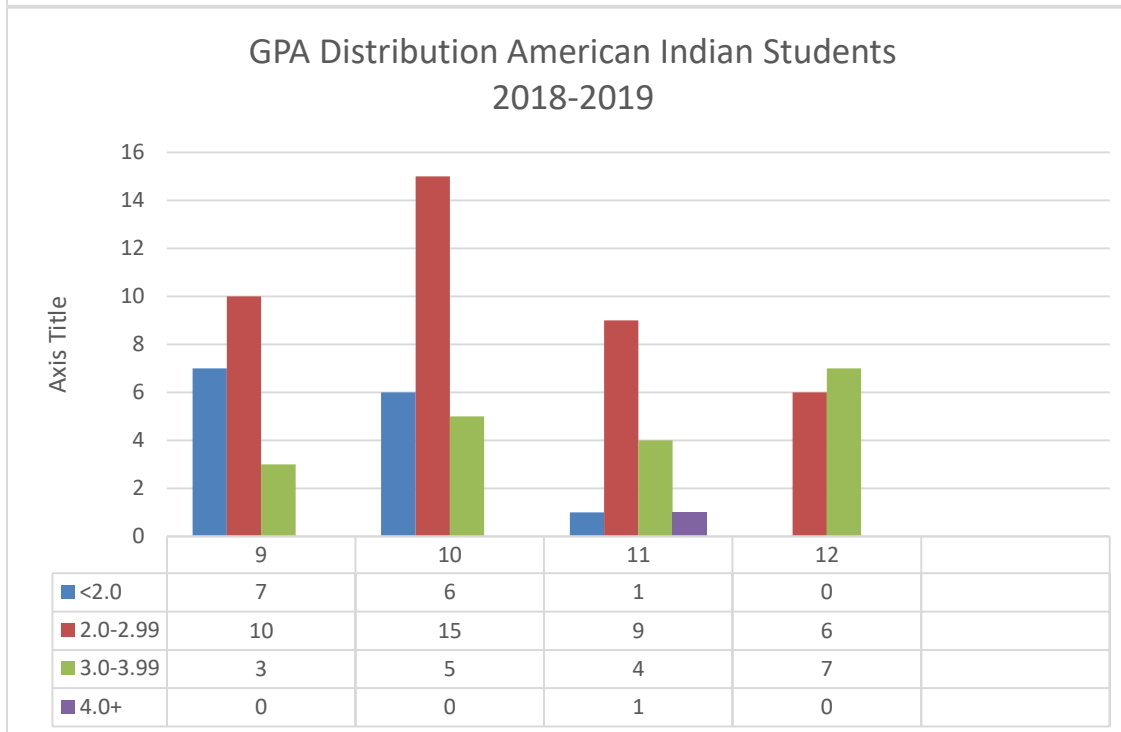
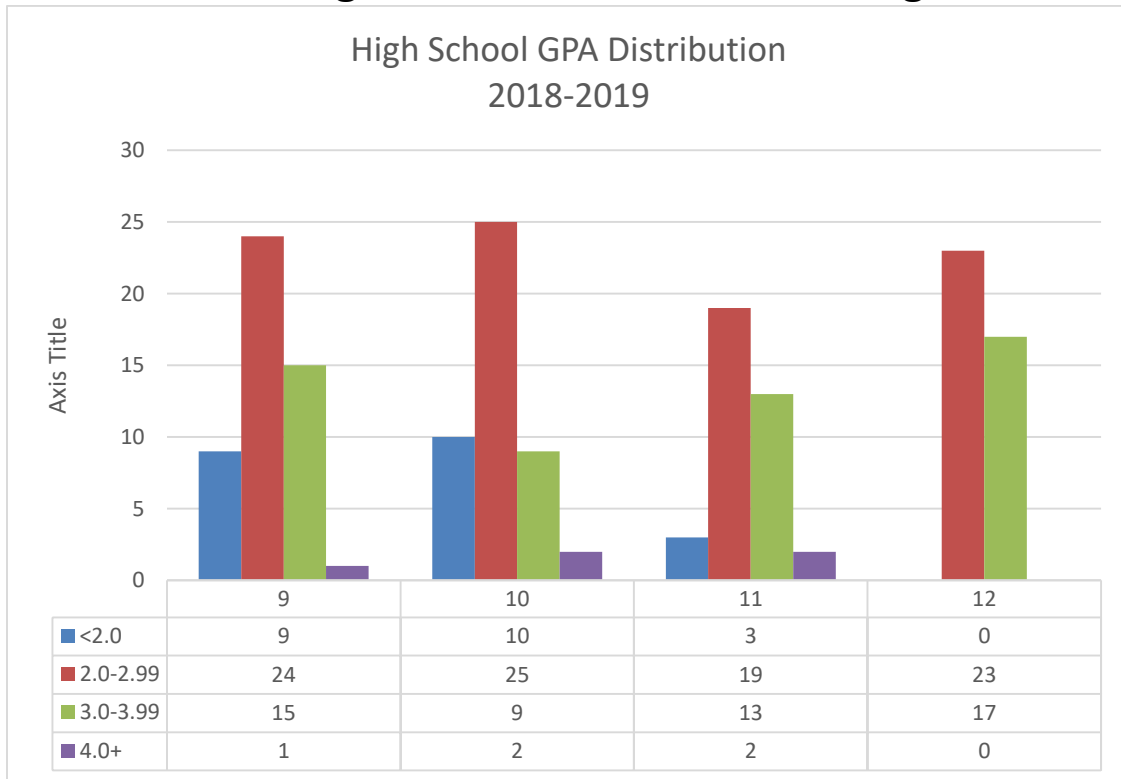
Data Analysis: The data for GPA distribution at the Middle School shows that there is little to no gap between the performance of the all student group and the performance of the American Indian or Alaska Native student group. 88% of American Indian or Alaska Native students had a GPA of 2.0 or higher, whereas 91% of all students had a similar GPA.

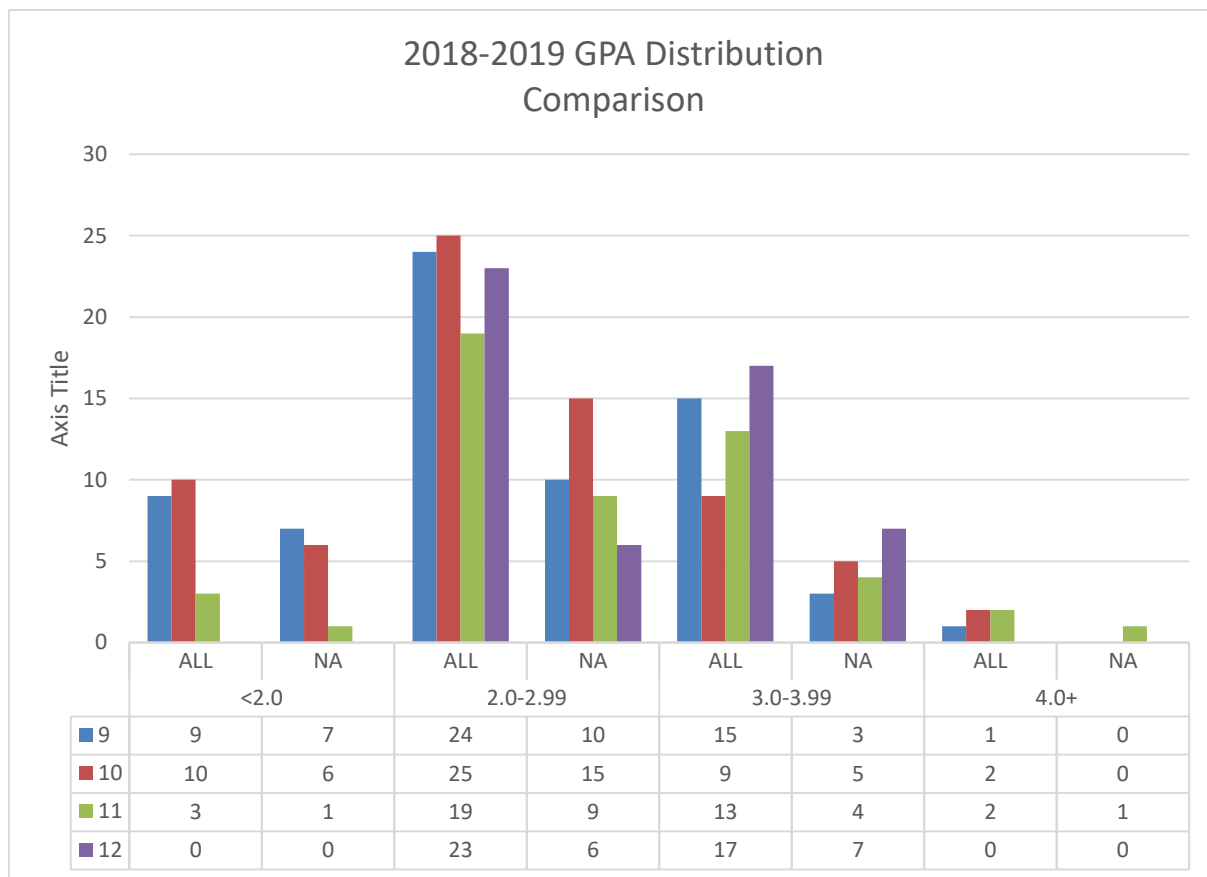
LCAP Actions and Services to Address Need:

Goal 3

- Action 3.1 - Purchase standards aligned textbooks and provide professional development
- Action 3.3 - Implement Project Based Learning
- Action 3.4 - Implement i-Ready as an intervention/enrichment program
- Action 3.10 - Master schedules to include intervention and enrichment for all students
- Action 3.12- STEM Projects for students in electives, math, and science
- Action 3.15 - After school tutoring for all students
- Action 3.19 - Summer school for students at risk

High School Grade Point Averages





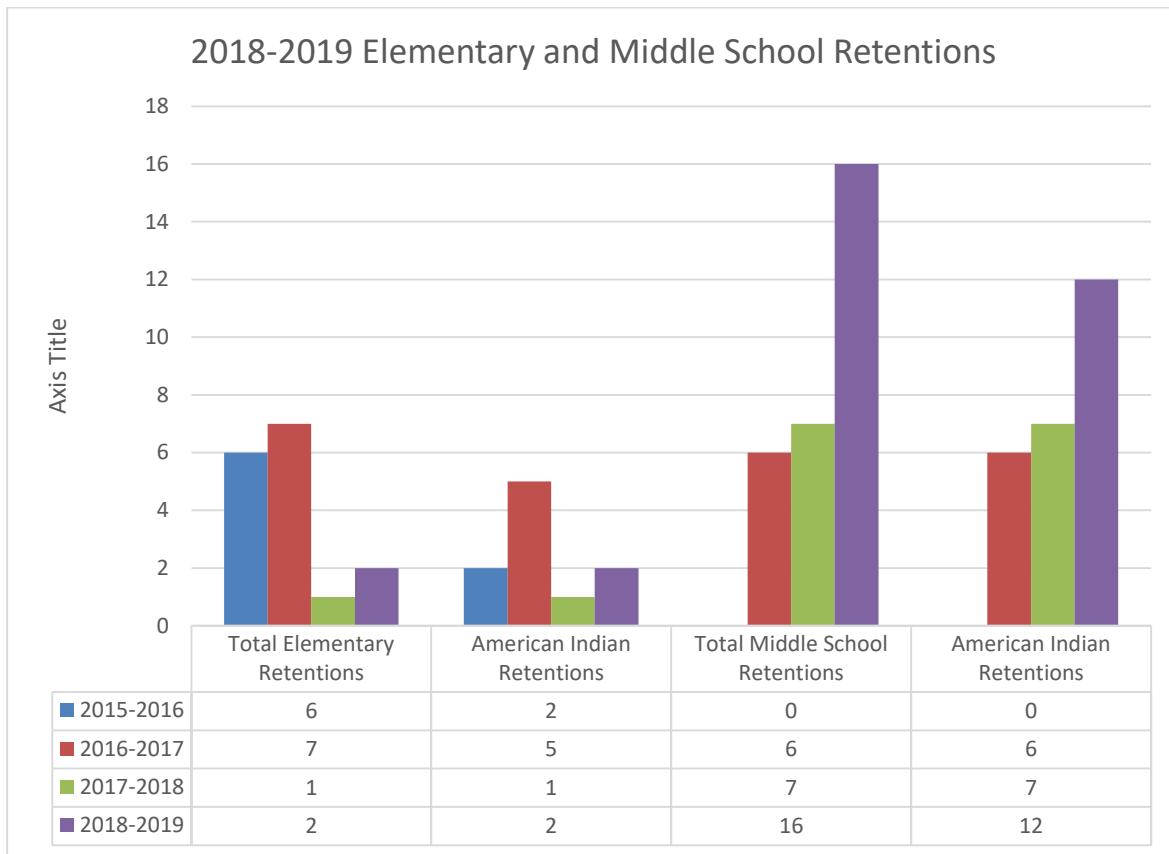
Data Analysis: The data for GPA distribution at the High School shows that that approximately 1/3 of American Indian or Alaska Native 9th graders have a GPA below 2.0, whereas about 18% of the All student group falls below 2.0. Out of the 9 freshman with a GPA of lower than 2.0, 7 were American Indian or Alaska Native. More American Indian or Alaska Native students have a GPA between 2.0 and 2.99 than the other GPA ranges. Twenty percent of the students with 4.0 or higher were American Indian or Alaska Native.

LCAP Actions and Services to Address Need:

Goal 3

- Action 3.1 - Purchase standards aligned textbooks and provide professional development
- Action 3.3 - Implement Project Based Learning
- Action 3.4 - Implement i-Ready as an intervention/enrichment program
- Action 3.10 - Master schedules to include intervention and enrichment for all students
- Action 3.12- STEM Projects for students in electives, math, and science
- Action 3.15 - After school tutoring for all students
- Action 3.19 - Summer school for students at risk

Elementary and Middle School Retentions



Data Analysis: The data shows that there was a marked decrease in the number of students retained at the middle school; however, only one more student at the school was retained over the previous year. The students at the middle school were all retained due to attendance issues and/or below a 2.0 GPA. They were given opportunities to make up attendance and improve their GPA in Saturday School, after school, and during summer school. They were also placed on 6 week probation at the beginning of the year and given a final opportunity to promote to the next grade. As of this date, 5 students did not promote due to failure to complete probationary period with 90% attendance and a 2.0 GPA. Of the 5 that were retained after the probationary period, 4 were American Indian. This is because most retentions were related to attendance and more American Indian or Alaska Native students are chronically absent.

LCAP Actions and Services to Address Need:

Goal 1

Action 1.1 – Attendance Incentive Mini Grants

Action 1.2 – Support Team of Paraprofessionals to work with parents and students
Partnership with tribe (Picacho Grant) to focus on attendance TK-5

Action 1.2(a)- Imperial County Office of Education will provide technical assistance in the area of an effective SARB Meeting

- Action 1.3 – Parent Trainings
- Action 1.4 – High School graduation ceremony requirements
- Action 1.5 – Saturday School and make up seat time after school

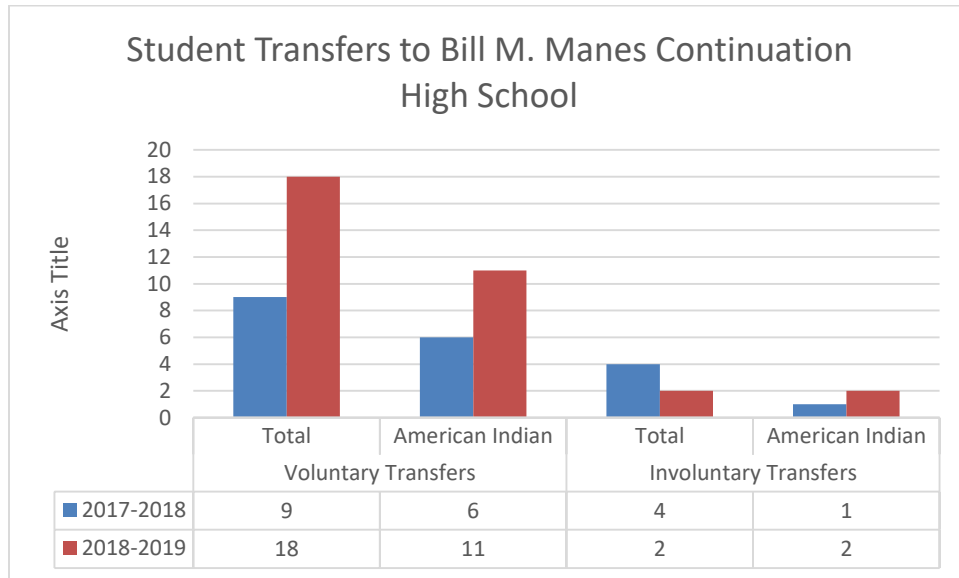
Goal 2

- Action 2.1 – Elementary/Middle School Counselor to address attendance in TK-3

Goal 3

- Action 3.1 - Purchase standards aligned textbooks and provide professional development
- Action 3.3 - Implement Project Based Learning
- Action 3.4 - Implement i-Ready as an intervention/enrichment program
- Action 3.10 - Master schedules to include intervention and enrichment for all students
- Action 3.12- STEM Projects for students in electives, math, and science
- Action 3.15 - After school tutoring for all students
- Action 3.19 - Summer school for students at risk

TRANSFERS TO BILL M. MANES



Data Analysis: The total number of transfers to Bill M. Manes High School increased since 2017-2018. Ninety percent of the transfers were voluntary and only 10% were involuntary due to discipline or truancy issues. Sixty-five percent of the transfers to Bill Manes are American Indian. This indicates that these students are behind in credits and need to recover credits for graduation. Most of the students at Bill M. Manes plan to graduate from Bill Manes and not return to the comprehensive high school.

Actions and Services to Address Need:

1. An additional .5 FTE was assigned to Bill M. Manes. This teacher has a supplemental authorization in the area of mathematics. Students with exceptional needs are serviced by the high school special education teacher. The school is staffed with a full time instructional assistant and an outreach consultant.
2. Bill M. Manes recently received a 3 year WASC Accreditation.
3. Students receive a weekly individual conference with the teacher to assess their progress.
4. **LCAP Goal 4**
 Action 4.4 – Quarterly Meetings between Bill Manes and the High School
 Action 4.3 – Intervention at the High School will be offered for both credit recovery and standards mastery

SCHOLARSHIPS

All seniors are encouraged to apply for scholarships to assist them in furthering their education beyond San Pasqual Valley. The majority of scholarships are handled through the high school counseling department. Various group meetings, parent nights and college financial aid seminars take place during the school year. In order to be considered for scholarships, students must complete the applications and submit them within the required timelines.

	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19
ACSA Scholarship			\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500
Albert DeCorse Memorial									\$500	Up to \$500
American Legion Post #802	Varies	Varies	Varies	\$150	\$200	\$250	\$300	\$200	\$200	\$200
American Legion Post #802 Ladies Auxiliary	\$100	\$100	\$100	\$100	\$100	\$100	\$200	\$150	\$150	\$150
Ann Hanks Memorial	\$100	\$100	\$100	\$100	\$100	\$100	\$100	\$150	\$150	\$150
Anthony Garcia Scholarship			\$500	\$500	\$200	\$200			\$200	
AVID Scholarship						\$500				
AWC Special Merit Award									Tuition up to 2 yrs	Tuition up to 2 years
Beverly Langer	\$200	\$100	\$100	\$100	\$100	\$100	\$100	\$100		
Brandon Frank						\$100	\$100			
Brenda Rodriguez Memorial	\$100	\$100	\$100	\$100	\$100	\$100	\$100	\$100	\$100	\$100
CFW Foundation									\$1000	
CSEA Scholarship	\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$250
Charlotte Deeds Memorial	\$250	\$250	\$250	\$250	\$250	\$250	\$300			
Daniel & Elizabeth (Neahr) O'Neill Memorial Scholarship				\$600						
Educational Talent Search				\$100	\$100		\$100	\$100	\$100	\$100
FFA Scholarship			\$250	\$100						
Gear Up Scholarship			\$500							
Hall of Fame Scholarship										\$2500
Hortense A. Lopez Memorial			\$250	\$200				\$200	\$200	Up to \$200
Imagine Scholarship							\$100	\$100		
IVROP Scholarship				\$500					\$1000	\$500
MANA Scholarship						Unkn				
National Elks Foundation							\$4000			
Picacho Project Scholarship								\$500	\$500	\$500
Rachel Rodriguez Memorial	\$200	\$200	\$200	\$200	\$200	\$150	\$200	\$200	\$200	\$200
Rufus Espino Memorial	\$300	\$300	\$300	\$250	\$250	\$300	\$200	\$350	Up to \$600	Up to \$500
S & C Scholarship			\$200	\$200	\$100					
SPTA Scholarship						\$150	\$500			
Strong Hearts Native Society	\$400	\$400	\$200	Ipad	\$200	\$200	\$200-500	Up to \$400	Up to \$500	\$700
Strong Hearts Singers			\$100				\$100			
Sturges Trust Memorial Scholarship			Up to \$10K			\$1500	Up to \$10K	Up to \$12K	Up to \$12K	Up to \$12K
Sunrise Optimist									\$1000	
Teachers' Uniserve Scholarship	\$250	\$250	\$250	\$250	\$500	\$500	\$500	\$500	\$500	\$500
Tenaska Scholarship							\$1000	\$1000	\$1000	\$1000
Yuma County Fair Scholarship						\$1000				
Yuma Southwest Construction					\$500					

Data Analysis: Over \$20,000 dollars in possible scholarship money was handed out on Scholarship night. Several scholarships were for American Indian or Alaska Native Students only. One of those was the Picacho Scholarship of \$500 and another was the Strong Hearts Scholarship of up to \$500.

LCAP Actions and Services to Address Need:

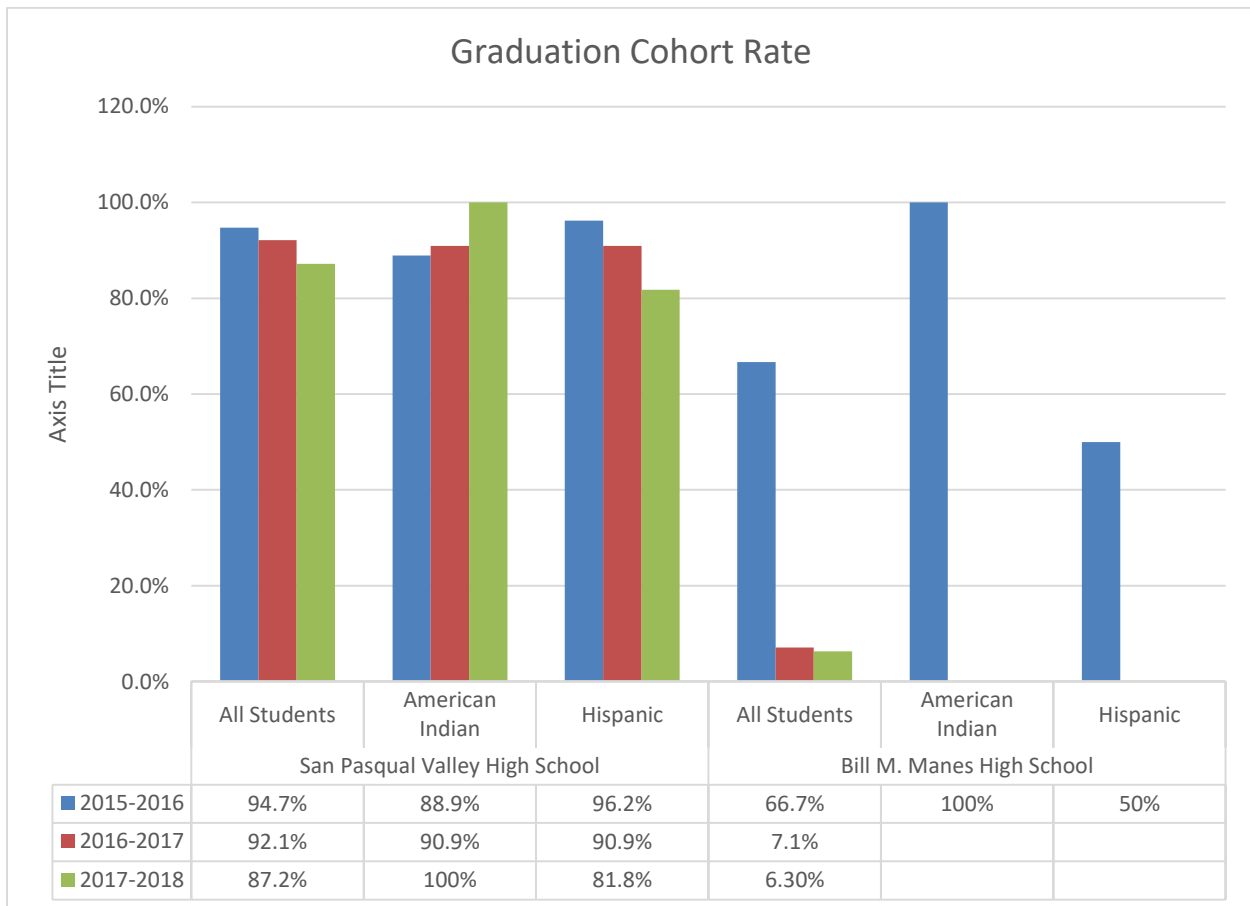
Goal 4:

Action 4.9 - Ongoing support and reinforcement will be given to students who are on track for graduation and meeting A-G requirements.

GRADUATION RATE

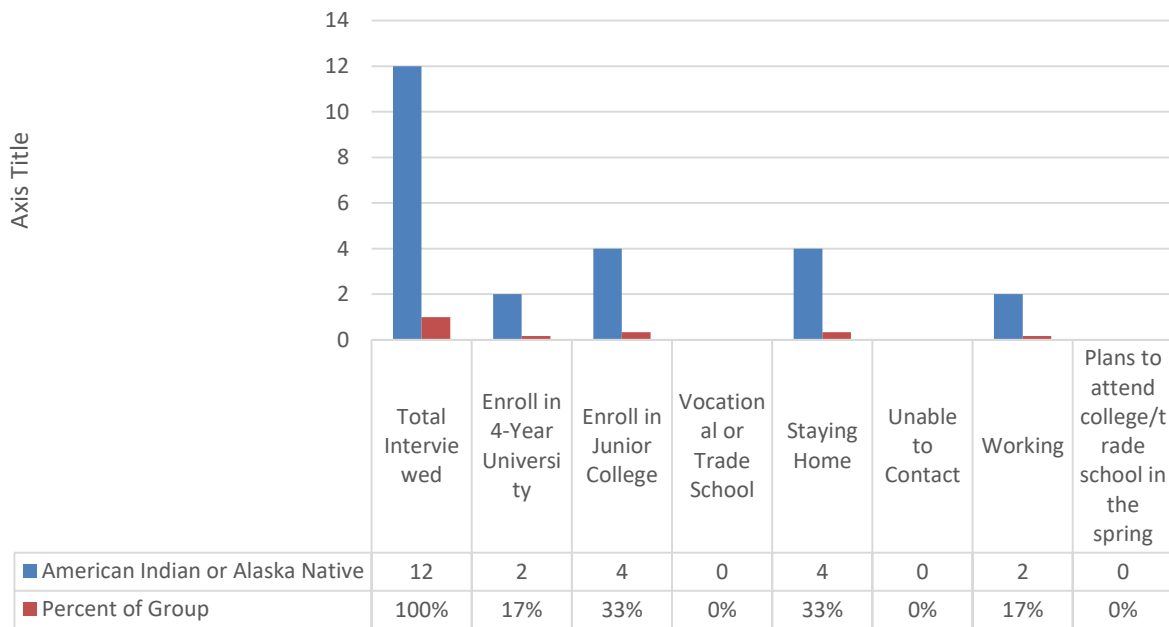
***For the 2016-2017 Graduation Cohort Rate the State changed the criteria which significantly impacted the graduation rate for Bill M. Manes. The new criteria states that any student who reaches the age of 18 and transfers to Adult Education, will count as a drop-out for the Alternative High School if the student does not receive a regular high school diploma in 4 years. We will continue to do what is best for students regardless of the effect it has on our state graduation rate. This change in the calculation rate is evident in this year's Graduation Rate exhibited on the Fall 2018 Dashboard.

Even though the high graduation rate has declined over the past 3 years by 7.4%, the percentage of students who are American Indian has increased by 11.1%. The percentage of Hispanic students graduating high school in 4 years has decreased by 14.4%. The decline at Bill Manes is the result of the changes in the law.

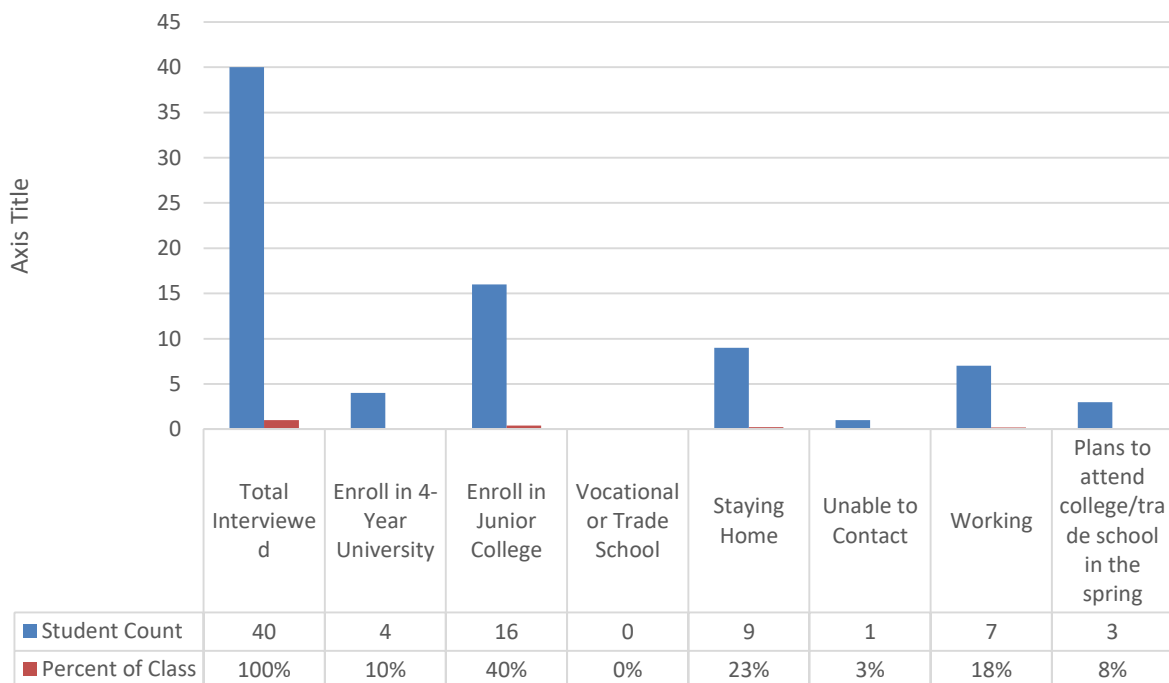


Post-Graduation Data

American Indian or Alaska Native Class of 2019 Post-Graduation Data Collected from Student Interviews



Class of 2019 Post-Graduation Data All Students



Data Analysis: This data is based on student interviews and has not yet been verified by staff. Self-reported data indicates that 1/3 of the graduation class stayed home. 33 percent reported enrolling in Arizona Western College/Imperial Valley College, but as of this date those numbers have yet to be confirmed. Out of the 12 American Indian or Alaska Native Students who graduated, 33% reported enrolling at Arizona Western College/Imperial Valley College and 33% are staying home. These two groups, enrolled in Junior College and Staying Home, make up almost 67% of the graduating class for all students and 63% for American Indian or Alaska Native Students.

Two students of American Indian or Alaska Native decent has been confirmed to have enrolled in a 4-year university which represents 50% of the students who enrolled in a 4-year university beginning in Fall of 2019. Another 18% of students are working currently.

LCAP Actions and Services to Address Need:

Goal 4:

Action 4.8 – College and Career Readiness Activities in partnership with the Picacho Grant.

Action 4.9 - Ongoing support and reinforcement will be given to students who are on track for graduation and meeting A-G requirements.

SPECIAL EDUCATION INFORMATION

The breakdown throughout all grade levels and disability categories is as follows:

	Number of Students			
Disability Category	2015-16	2016-17	2017-18	2018-19
Autism	11	13	14	9
Deafness	0	0	0	0
Deaf-blindness	0	0	0	0
Emotional Disturbance	6	7	4	5
Hard of Hearing	0	0	0	0
Intellectual Disabilities	7	6	5	5
Multiple Disabilities	2	2	2	1
Other Health Impairment	7	5	5	5
Orthopedic Impairment	0	0	1	0
Specific Learning Disability	55	63	64	66
Speech-Language Impairment	27	29	30	33
Traumatic Brain Injury	0	0	0	0
Visual Impairment	0	0	0	0
Total	115	125	125	129

	Number of Students			
Grade Level	2015-16	2016-17	2017-18	2018-19
Pre-Kindergarten - Second	29	29	29	30
Third – Fifth	25	29	29	32
Sixth – Eighth	25	25	25	25
Ninth – Twelfth	36	42	42	42
Total	115	125	125	129

The District's number of its students with special needs has varied slightly. At current time, the District has a Special Education Director, a contracted tele-practice Speech-Language Pathologist for grades 1-12, a contracted part-time Speech-Language Pathologist for grades Pre-K - 1, 6 Special Education Teachers, 8 Paraprofessionals, and two contracted part-time School

Psychologists. The District also works with Quechan Head Start which is located within its geographical boundaries that are in need of early intervention or special education services to meet components of the Individuals with Disabilities Education Act (IDEA) that requires the District to locate, identify, and evaluate all children with disabilities, aged birth through 21. The District also receives Imperial County Office of Education (ICOE) nurse, occupational therapy, behavioral support, visual impairment, orientation & mobility, and adapted physical education therapy services to support needs of the District's students with disabilities. Students are also referred to Imperial County Behavioral Health Services (ICBHS), California's Children Services (CCS), Child Abuse Treatment Program (CHAT), or any other District, County, and Tribal resources or organizations.

Section 504

Congress enacted Section 504 of the Rehabilitation Act of 1973 as a civil rights statute designated to prevent discrimination against individuals with disabilities. Section 504 is a federal law designed to protect the rights of individuals with disabilities in programs and activities that receive Federal financial assistance from the U.S. Department of Education (ED). Section 504 provides: "No otherwise qualified individual with a disability in the United States ... shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance..." Currently, there are 4 students have active 504 Plan.

Special Education Budget Information

	2015-16	2016-17	2017-18	2018-19
Special Education Revenue:				
Federal IDEA	\$144,521	\$146,116	\$159,179	\$177,051
State SELPA	\$142,655	\$117,760	\$81,892	\$ 43,228
Total Funding	\$287,176	\$263,876	\$241,071	\$220,279
Total Expenses	\$1,328,082	\$1,311,325	\$1,338,619	\$1,331,640
Additional District Contribution (MOE)	\$1,040,906	1,047,449	\$1,097,548	\$1,111,361

IMPACT AID GENERAL BUDGET INFORMATION

The following pages include data pertaining to:

- General Budget Comments
- Grant Information
- Budget Revenues and Expenditures
 - Federal Revenue Sources Budgeted
 - Total Budgeted Revenues
 - Budgeted Expenditures
- Impact Aid Application – Section 7003 Information
- Indian Policies and Procedures BP 1270 (Updated 10-8-19)



GENERAL BUDGET COMMENTS

(As of September 2019)

- In 2018, the district sold the remainder of the Measure T bonds for the High School Gym project for a total of \$8 million. Currently, a Construction Manager has been chosen and the plans are being reviewed by the Department of the State Architect. The district is expecting to break ground June 2020. This money is being held in a separate fund and will be used as construction begins.
- Student enrollment is continuing to decrease. This declining enrollment greatly affects our LCFF, Impact Aid and categorical funding.
 - 2013-14: 782 students
 - 2014-15: 758 students
 - 2015-16: 725 students
 - 2016-17: 712 students
 - 2017-18: 690 students
 - 2018-19: 686 students
- The district will be conducting the Annual Impact Aid count on October 16th. There is talk of potential increases to Impact Aid funding at the federal level. The district is hopeful that this will offset the decrease in student count.
- The Quechan Tribe received the Picacho Grant in 2016-17 and it is in its final year. This grant provides for a Grant Program Manager at the district as well as additional tutoring and activities for the American Indian or Alaska Native students at the district.
- Proposition 39 funding was used to purchase new HVAC units, thermostat controls and more efficient lighting. To date, the district has seen saving of approximately \$6,000 each month.
- The district has settled negotiations with SPTA through June 2020 and is beginning negotiations with the CSEA.

IMPACT AID-SECTION 7003

APPLICATION INFORMATION

Impact Aid (Title VIII to Public Law 107-110) was enacted in 1950 as a reform program to replace temporary payments intended to enable local school districts to provide education for the children who live on federal property or have parents/guardians who work on federal property.

Title VIII authorizes a direct general aid payment to the impacted school district's general fund for the maintenance and operation of the educational program. The San Pasqual Valley Unified School District received over \$4,600,000 in Impact Aid Revenue in 2018-19. This is approximately 28% of the total 2018-19 annual general fund revenues. This funding equates to the salary of thirteen teachers, fifteen classified personnel and supports education programs, construction of and general maintenance of the facilities and equipment purchases.

General information on the Impact Aid, Section 7003 application is as follows:

- Eighty-two students with disabilities resided on eligible Indian lands. (Fort Yuma/Quechan Indian Reservation)
- No students resided on Federal property on which parents are employed. (Imperial Dam Camp)
- Four hundred and thirty-three students resided on eligible Indian lands. (Fort Yuma/Quechan Indian Reservation) *excluding students with disabilities mentioned above*

Membership and Average Daily Attendance Data

Total number of children enrolled in the preceding school year (728) and the current school year (722) on the respective survey date.

- Total number of children in the applicant's district -722
- Total federally connected children claimed for the current year -537

Grants Specifically for American Indian or Alaska Native Students

Title VII- Performance Grant 2018-19

Pre-Kindergarten through 12th grade, supports local educational agencies in their efforts to reform elementary school and secondary school programs that serve Indian students in order to ensure that such programs – (1) are based on challenging state academic content and student academic achievement standards that are used for all students; and (2) are designed to assist Indian students in meeting those standards.

Annual Application

\$86,261

American Indian Early Childhood Education (AIECE) Program 2018-19

Pre-Kindergarten through 4th grade, funding provided for the development and testing of educational models that increase competence in reading, language arts, mathematics and self-esteem.

Annual Application

\$47,833

PLACEHOLDER FOR IPPS