

SAN PASQUAL VALLEY UNIFIED SCHOOL DISTRICT



Joint Impact Aid Committee Report

2017

(Data from the 2016-2017 School Year)

District Committee Members:

Lucia Polk, Elementary School Teacher

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SPVUSD Board Approval Date:

12/4/2017

PURPOSE OF REPORT

This report is developed by an *Impact Committee* that has representation from San Pasqual Valley Unified School District staff and administration to be in compliance with Board Policy 1270 Indian Policies and Procedures (IPP's).

This report provides information on the achievement of Native American 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.

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 \$3,119,070 in Impact Aid funds for the 2016-2017 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 \$2,800,667 for the 2017-2018 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; 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. Most of the new provisions do not take effect until the 2017-18 school year, making the 2016-17 school year a transition year for local educational agencies (LEAs).

California has just started the process of engaging our education community and stakeholders in the development of the ESSA State Plan, which becomes operational in the 2017–18 school year. It is anticipated that the ESSA State Plan will be presented to the California State Board of Education (SBE) by January 2017. This Transition Plan outlines how California will facilitate an orderly transition during the 2016–17 school year to fully implement ESSA in the 2017–18 school year, when the ESSA State Plan becomes operational.

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 2016–17, California administered 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). California also field tested the California Science Test in grades 5, 8, and 11.

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	NATIVE AMERICAN
1. Chronic Absenteeism (Students with more than 18 days (10%) absent in a school year)	SPVUSD	Not Available	Not Available
	SPV High School	Not Available	Not Available
	SPV Middle School	Not Available	Not Available
	SPV Elementary	Not Available	Not Available
2. Suspension Rate	SPVUSD	Orange (18.1%)	Orange (20.5%)
	SPV High School	Red (17.3%)	Red (18%)
	SPV Middle School	Red (29.7%)	Red (32.3%)
	SPV Elementary	Yellow (13.4%)	Yellow (15.4%)
3. English Learner Progress	SPVUSD	Red (47.3%)	N/A
	SPV High School	No color due to student group being less than 30 (50.9%)	N/A
	SPV Middle School	Red (29.7%)	N/A
	SPV Elementary	Yellow (13.4%)	N/A
4. Graduation Rate (9-12)	SPVUSD	Orange (80%)	Not reported due to less than 11 students in student group
	SPV High School	Orange (80%)	Not reported due to less than 11 students in student group
5. English Language Arts (3-8)	SPVUSD	Orange (67.1 points below 3)	Yellow (49.7 points below 3)
	SPV Middle School	Orange (99 points below 3)	Orange (55 points below 3)
	SPV Elementary	Yellow (62.6 points below 3)	Yellow (43.1 points below 3)
6. Mathematics (3-8)	SPVUSD	Red (104.2 points below 3)	Red (107 points below 3)
	SPV Middle School	Red (145.2 points below 3)	Red (151.8 points below 3)
	SPV Elementary	Yellow (61 points below 3)	Yellow (56.6 points below 3)

California Assessment of Student Performance and Progress 2 Year Comparison – PRELIMINARY DATA BASED ON INTERNAL RECORDS								
SITE	English Language Arts (% meeting or exceeding) - 2016		English Language Arts (% meeting or exceeding) - 2017		Math (% meeting or exceeding) - 2016		Math (% meeting or exceeding) - 2017	
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>
	20%	27%	26.57%	24.29%	8%	9%	11.10%	10.14%
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>
	22%	32%	18%	19.28%	15%	18%	21.6%	19%
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>
	20%	23%	23.90%	25%	2%	1%	6.25%	4.7%
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>
	19%	19%	37.81%	35%	6%	6%	5.40%	0%

Summary

According to the California School Dashboard and results of the CAASPP (California Assessment of Student Performance and Progress), all sites in the San Pasqual Valley Unified School District are low or very low. However, the data does show that Native American students outperform the ALL STUDENT group in English Language Arts. The data also shows that the Native American Students are still struggling in the area of mathematics and suspension rate.

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

- Targeted intervention
- ASES/After school tutoring
- 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

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 15% to 694.
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. 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 the Elementary FIT(Facilities Inspection Tool) Rating of Good and raise the Middle School Rating for Fair to Good.

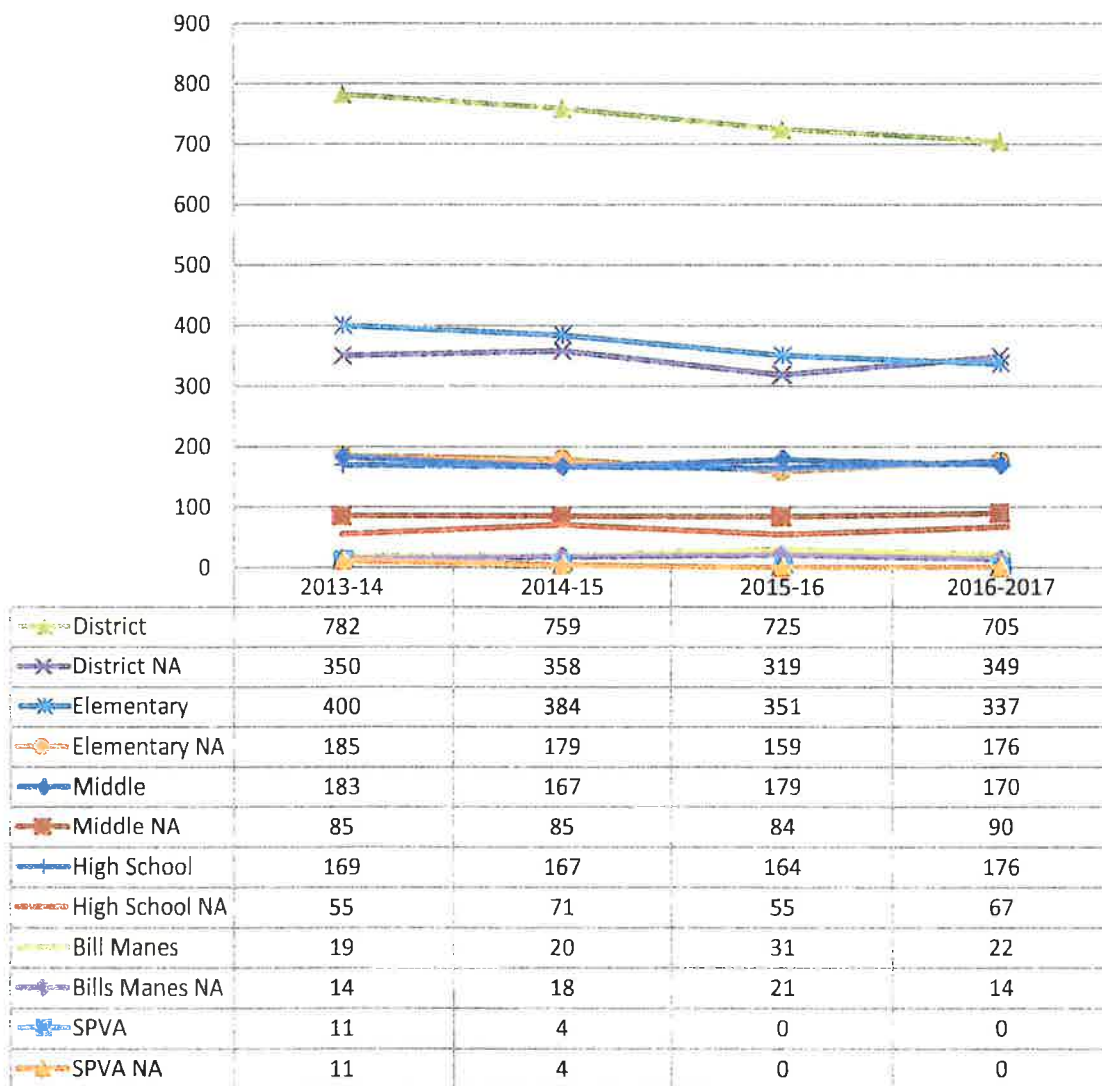
ACADEMIC PERFORMANCE DATA

The following pages include data pertaining to:

- K-12 Student Population
- California Assessment of Student Performance and Progress Data (2016-2017)
- Grade Point Averages
- Special Education
- Scholarships
- Graduation Rate and Drop Out Count
- Post Graduate Information



K-12 Student Population 2013-2017



San Pasqual Valley Unified School District has shown a decline in student enrollment over the last 4 years of 75 students overall or 9.5%. The Native American student population has been unsteady, but overall shows a decrease of 1 student; however, from 15-16 to 16-17 the Native American student population increased by 30 students or 9.4%. Overall the Elementary School has decreased by 15.75%, the Middle School has decreased by 7.10%, and the High School increased by 3.97%. Data is based on California Longitudinal Pupil Achievement Data System (CALPADS)>

California Assessment of Student Performance and Progress Data
(CAASPP 16-17)

The Smarter Balanced Summative Assessments are part of the state testing program called the California Assessment of Student Performance and Progress or CAASPP.

The CAASPP System is designed to give information to teachers, students, and their families about what students know and are able to do and whether they are on track to be ready for success in college or career when they graduate from high school.

Test results are one piece of information about how your child is doing in school. Together with report cards and other information, test results tell us if your child is on track to succeed in higher grades and is ready for college and career. For students in grade eleven, these results are used by some colleges in California to decide how ready students are for college-level classes.

The Smarter Balanced Summative Assessments are computer adaptive. The online tests give students many different types of questions that allow them to interact with the test questions. For some of the math questions, for example, your child might be asked to drag and drop things from one place on the screen to another or draw a graph to solve a problem.

Computer-adaptive tests adjust the difficulty of the questions based on the answers that students give. As students answer questions correctly, they receive more challenging questions. Incorrect answers trigger easier questions. This helps keep the test short for many students and makes sure the scores are very accurate, especially for students who score very low or very high.

California Assessment of Student Performance and Progress

District and Site Data

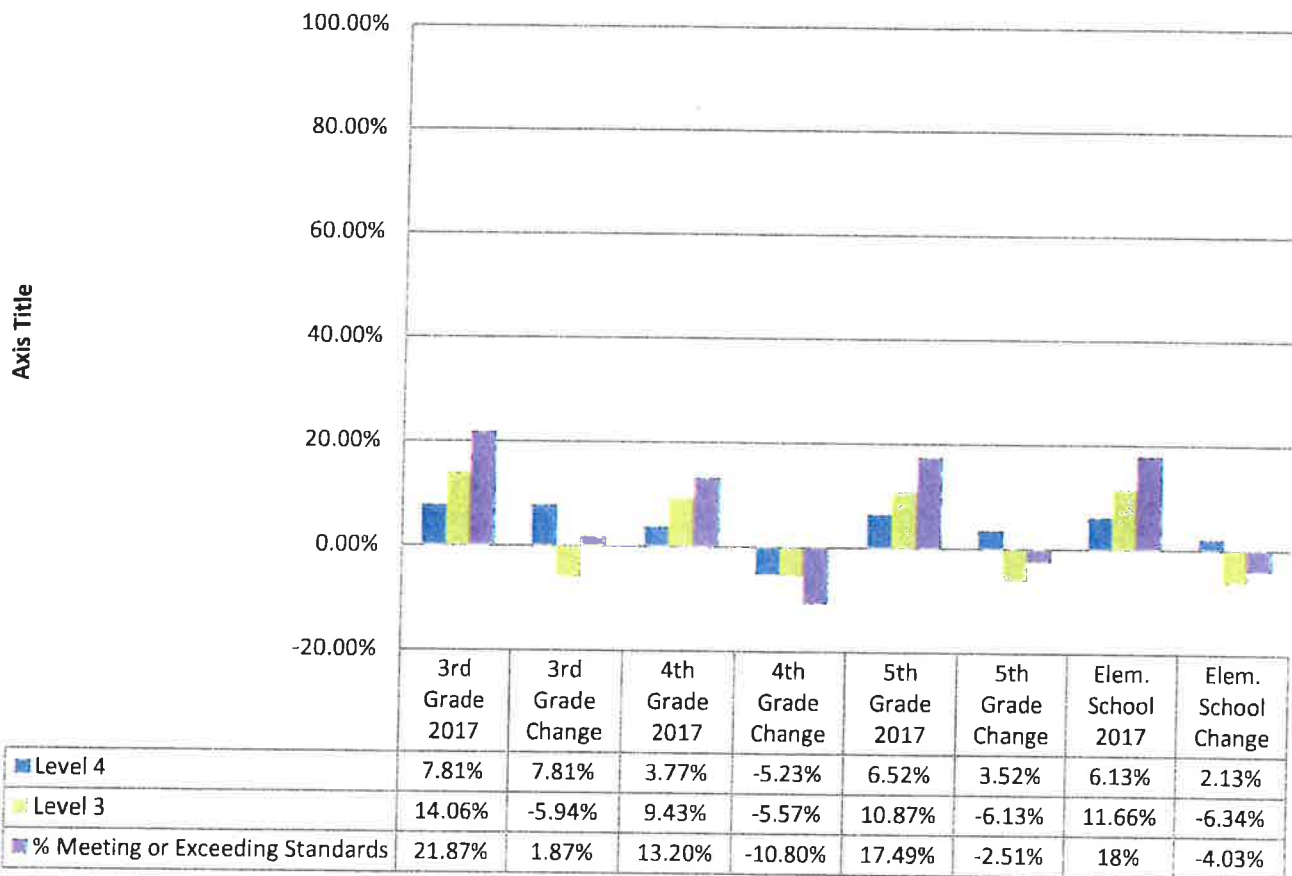
All Student and Disaggregated Student Groups

Based on the Spring 2017 Administration for the 2016-2017 School Year.

Data taken from CAASPP Test Results Public Reporting Site:

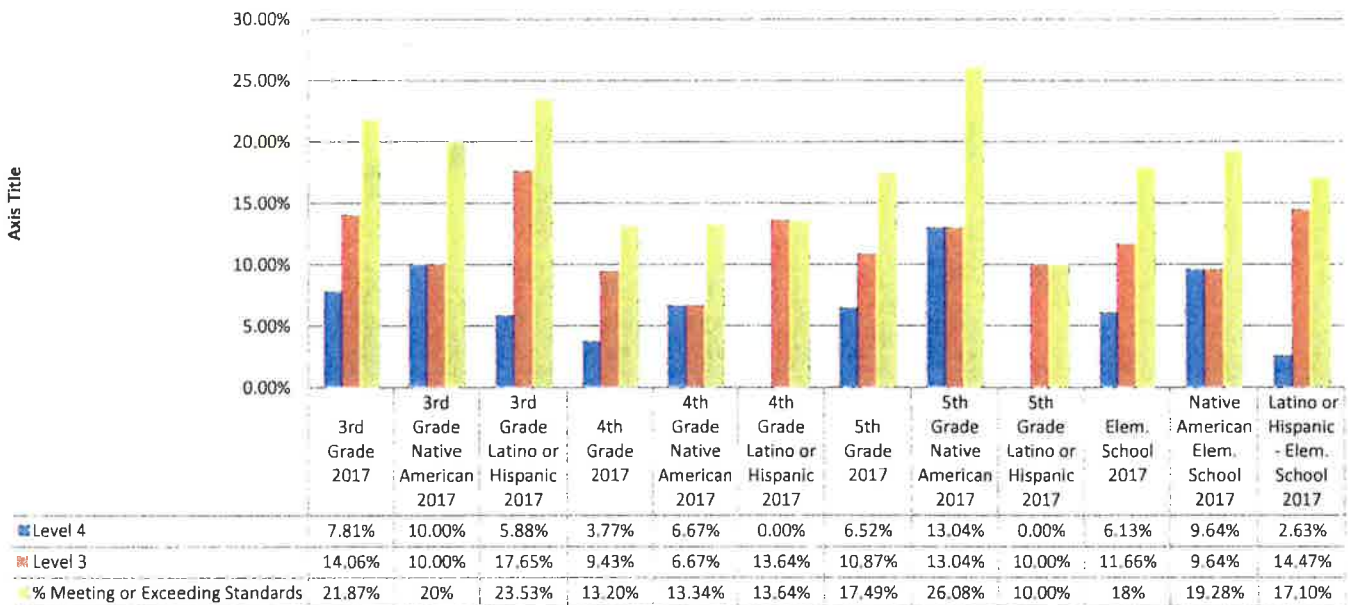
www.caaspp.cde.ca.gov

CAASPP ELA Elementary - ALL Students CAASPP 2017



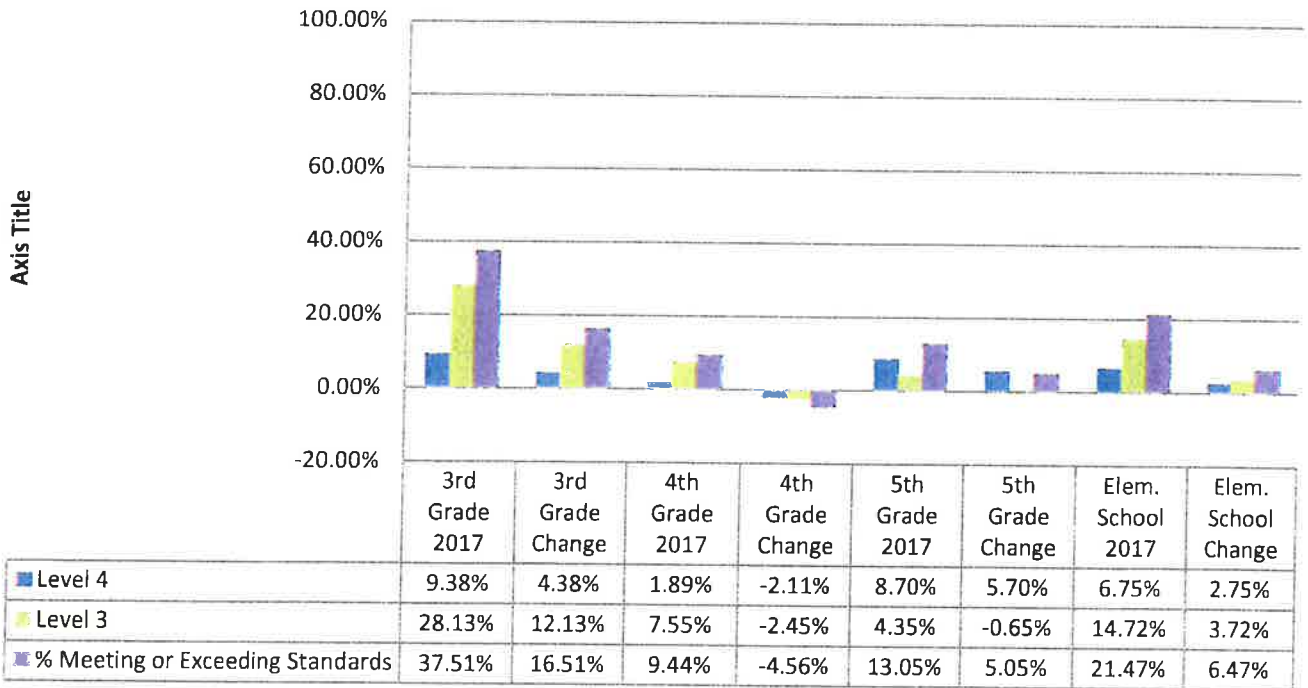
Overall, the Elementary School had a decline in the number of students Meeting and/or Exceeding English Language Arts Standards by 4.03%. The 3rd grade, however, did increase the number of students Meeting and/or Exceeding English Language Arts Standards by 1.87%. The Elementary School met the State expected participation rate of 95% by testing 163 out of 172 3rd through 5th graders. Eighteen percent of the students in grades 3-5 met or exceeded standards, that means that 82% of students were either approaching standards or did not meet standards.

2017 CAASPP Elementary School English Language Arts (By Grade and Ethnicity)



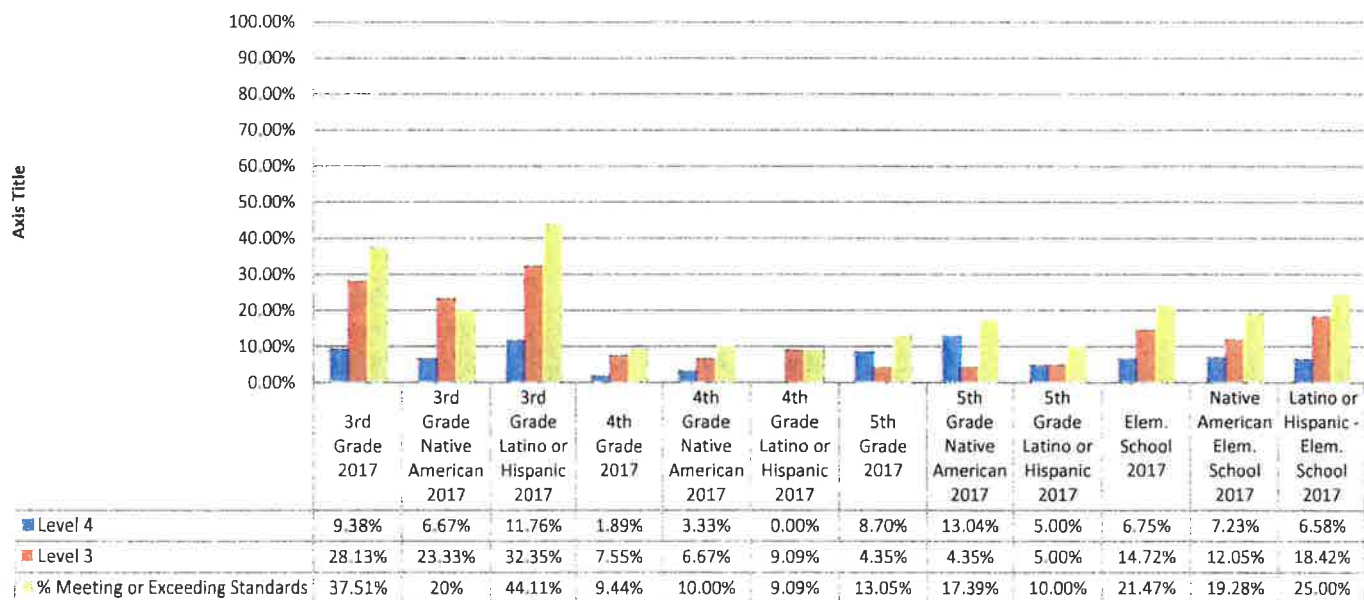
At the Elementary School, Native American students outperformed the all student group overall in English Language Arts; however, they were slightly below the all student group in 3rd grade by 1.87%. In grades 3 and 4, the Native American student group outperformed the Latino/Hispanic student group, indicating that overall, the Native American Student group outperformed the Latino/Hispanic Student Group.

2017 CAASPP SPV Elementary All Students - Mathematics



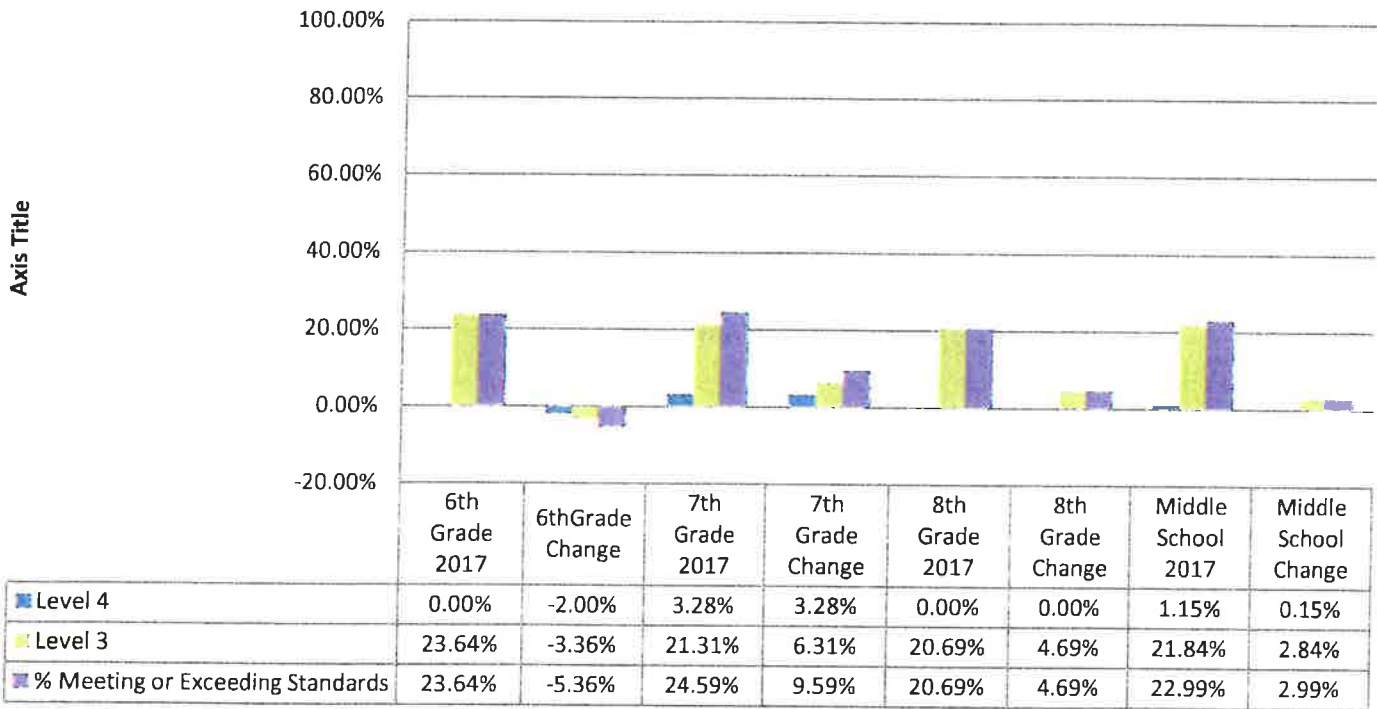
Overall, the Elementary School had an increase in the number of students Meeting and/or Exceeding Mathematics Standards by 6.47%. The 3rd grade increased by 16.51% and the 5th grade increased by 5.05% of students Meeting and/or Exceeding Mathematics Standards. The Elementary School met the State expected participation rate of 95% by testing 163 out of 172 3rd through 5th graders. Almost 22% of students in grades 3-5 met or exceeded standards, that means that 78% of students were either approaching standards or did not meet standards.

CAASPP 2017 SPV Elementary Mathematics (By Grade and Ethnicity)



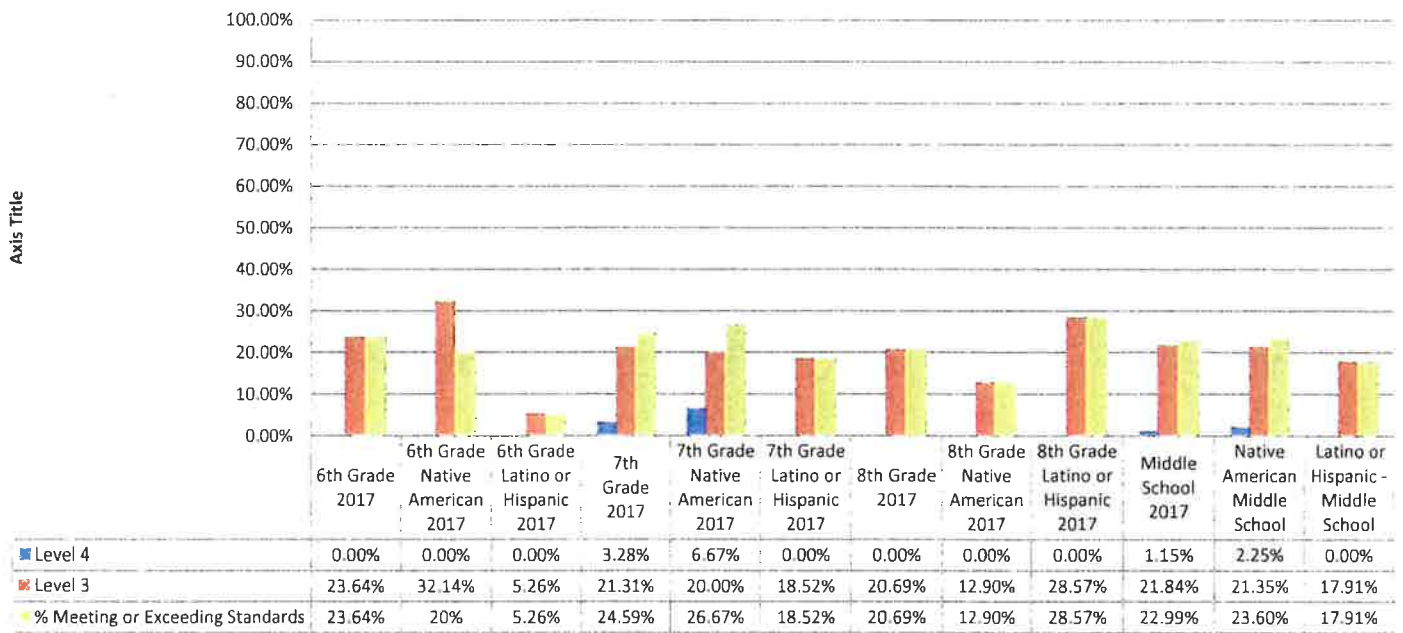
Native American students did not outperform the all student group overall in Mathematics; however, they were slightly below the all student group in 4th and 5th grade by .56% and 4.34% respectively. In grades 3 and 4, the Native American student group outperformed the Latino/Hispanic student group, indicating that overall, the Native American Student group outperformed the Latino/Hispanic Student Group.

2017 CAASPP SPV Middle School English Language Arts - All Students



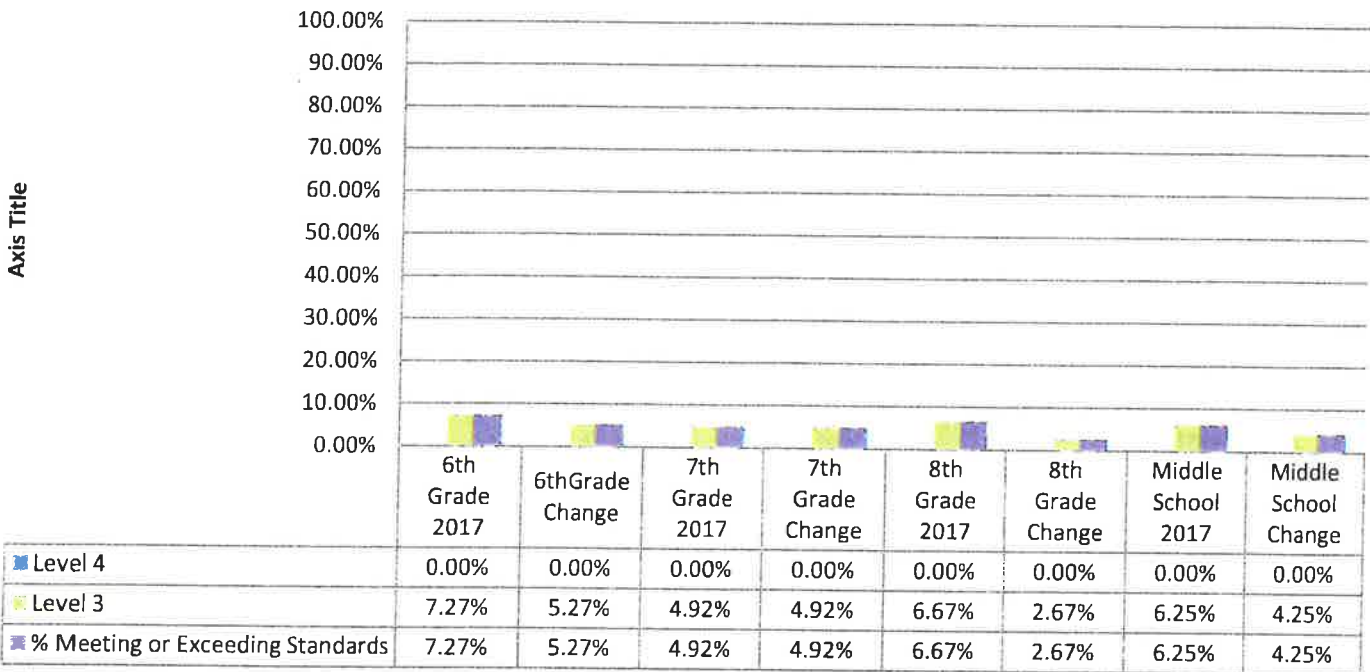
The Middle School had an increase in the number of students Meeting and/or Exceeding English Language Arts Standards by 2.99%. The 6th grade, however, did show a decrease in the number of students Meeting and/or Exceeding English Language Arts Standards by 5.36%. The Middle School met the State expected participation rate of 95% by testing 175 out of 183 students. Almost 23% of the students in grades 6-8 met or exceeded standards, that means that 77% of students were either approaching standards or did not meet standards.

2017 CAASPP SPV Middle School English Language Arts By Ethnicity and Grade Level



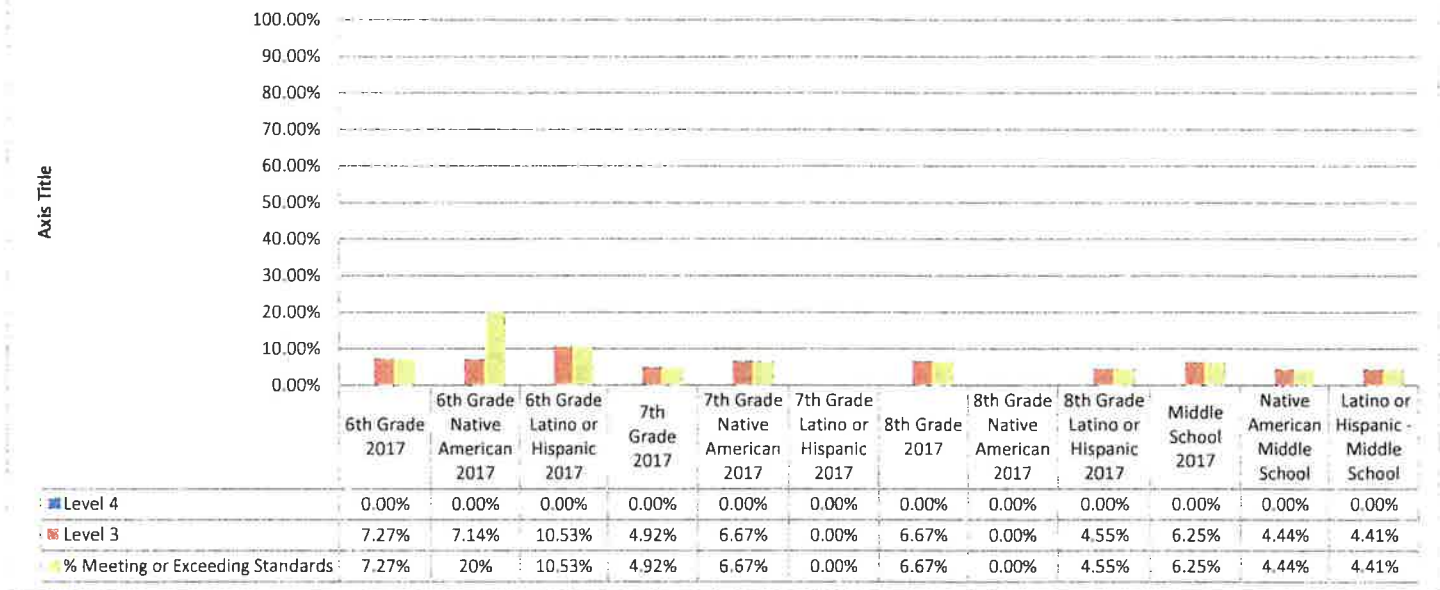
Native American students outperformed the all student group overall in English Language Arts; however, they were below the all student group in 6th and 8th grade by 3.64% and 7.79% respectively. In grades 6 and 7, the Native American student group outperformed the Latino/Hispanic student group, indicating that overall, the Native American Student group outperformed the Latino/Hispanic Student Group.

CAASPP 2017 SPV Middle School Math - All Students



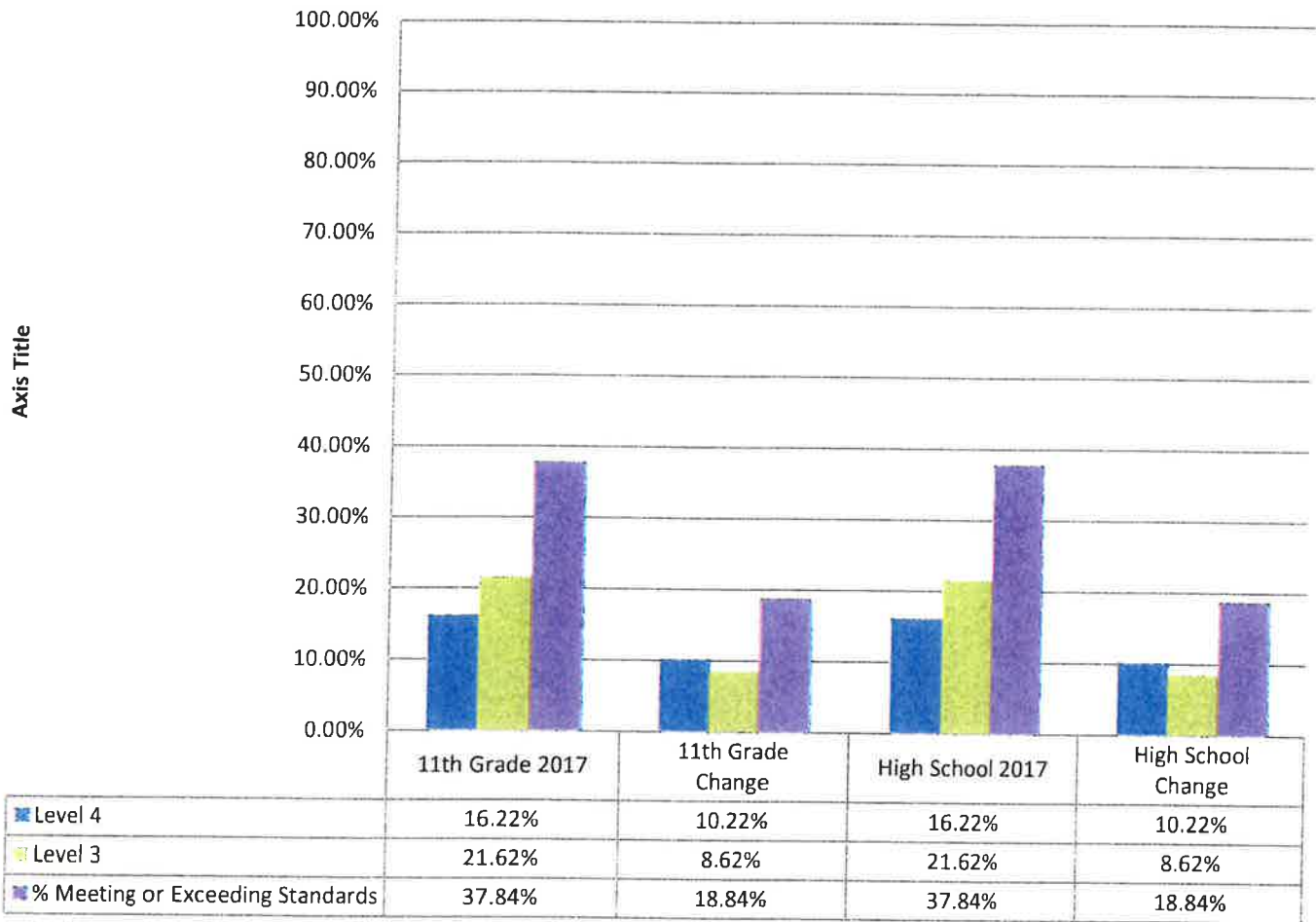
The Middle School had an increase in the number of students Meeting and/or Exceeding Mathematics Standards by 4.25%. The Middle School met the State expected participation rate of 95% by testing 176 out of 183 students. A little more than 6% of the students in grades 6-8 met or exceeded standards, that means that 94% of students were either approaching standards or did not meet standards.

CAASPP 2017
SPV Middle School
Math - By Grade Level and Ethnicity



Native American students did not outperform the all student group overall in Mathematics; however, they did outperform the all student group in 6th and 7th grade. In all grades, the Native American student group outperformed the Latino/Hispanic student group, indicating that overall, the Native American Student group outperformed the Latino/Hispanic Student Group.

CAASPP 2017 SPV High School English Language Arts All Students

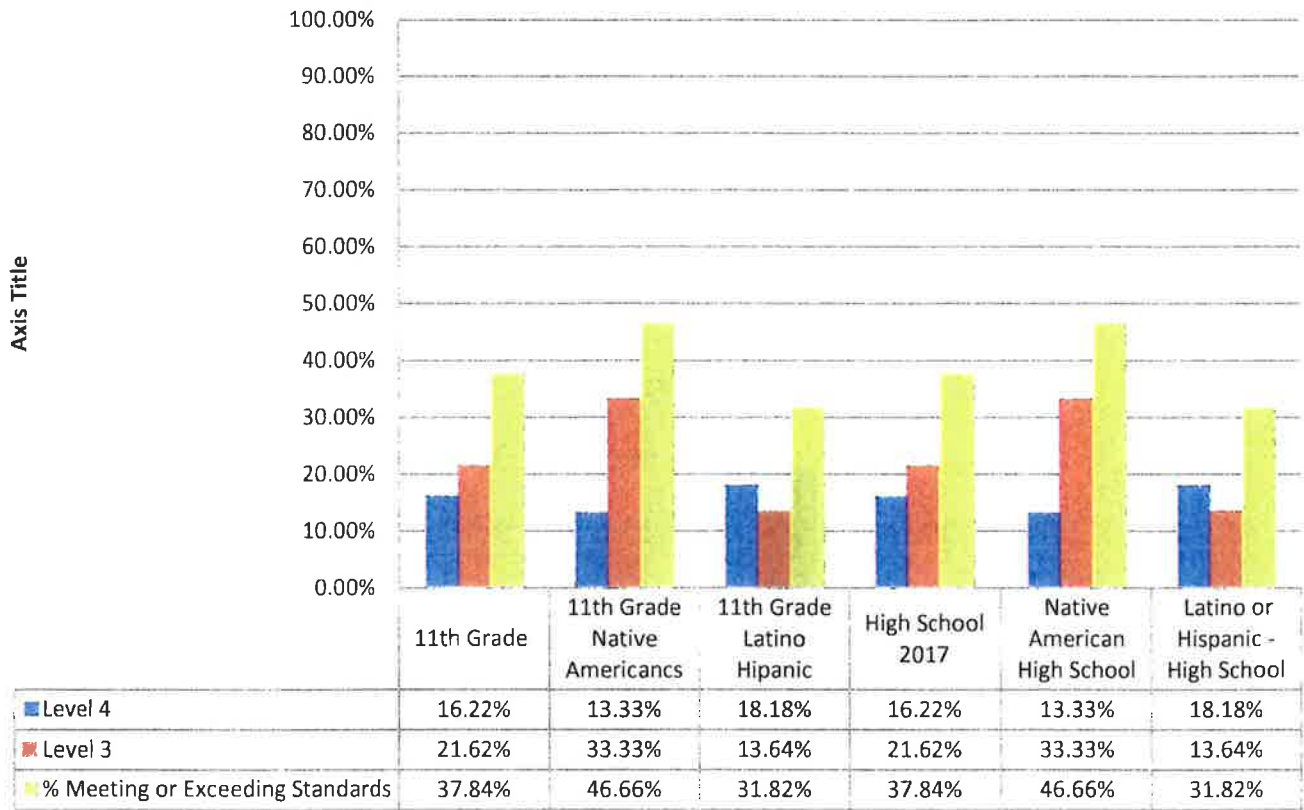


The High School had an increase in the number of students Meeting and/or Exceeding English Language Arts Standards by 18.84%. The High School met the State expected participation rate of 95% by testing 37 out of 39 11th grade students. A little more than 37% of the students in grade 11 met or exceeded standards, that means that 63% of students were either approaching standards or did not meet standards.

CAASPP 2017

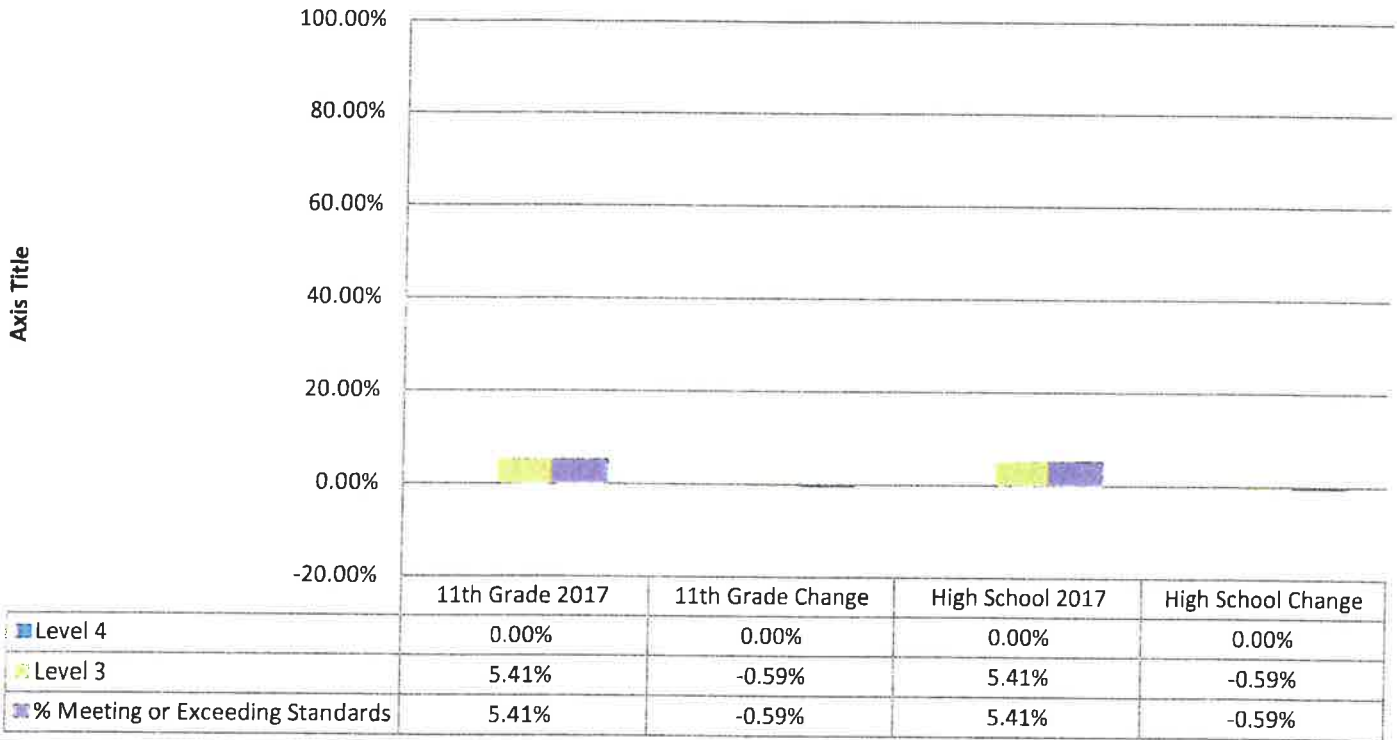
SPV High School

English Language Arts - By Ethnicity



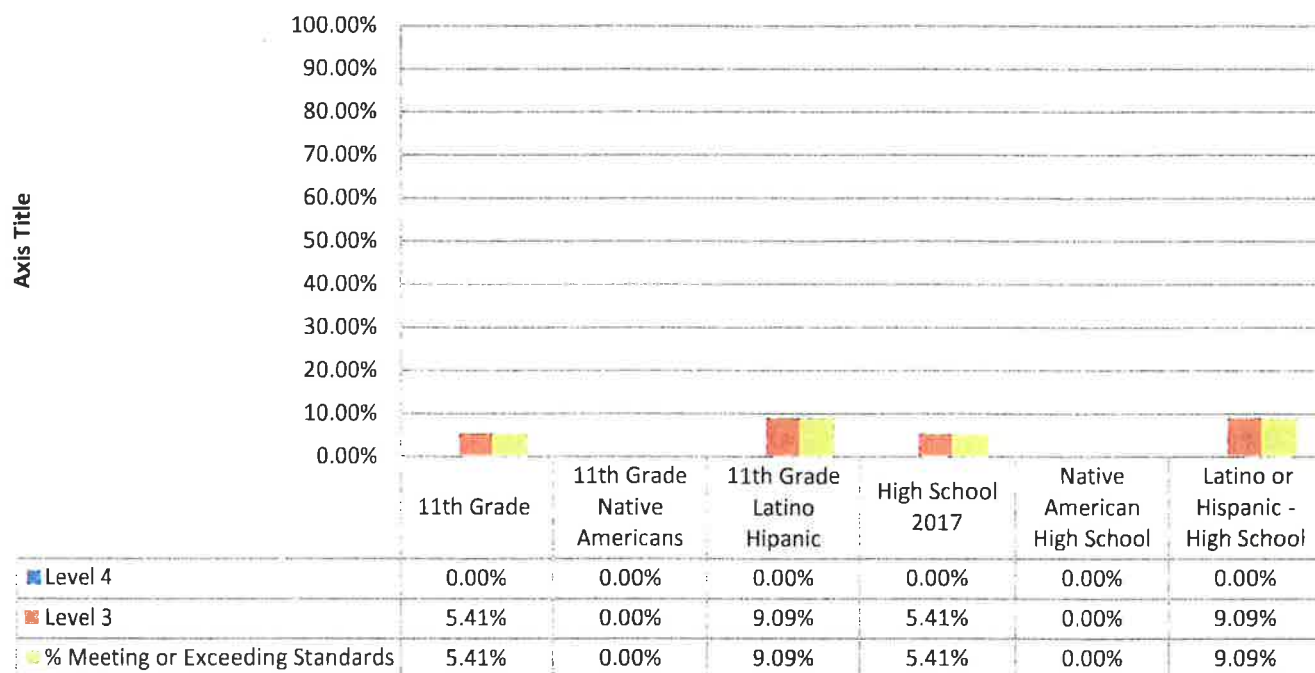
Native American students outperformed the all student group and the Latino/Hispanic student group in English Language Arts.

CAASPP 2017 SPV High School Mathematics - All Students



The High School had a decrease in the number of students Meeting and/or Exceeding English Language Arts Standards by 0.59%. The High School met the State expected participation rate of 95% by testing 37 out of 39 11th grade students. A little more than 5 of the students in grade 11 met or exceeded standards, that means that 95% of students were either approaching standards or did not meet standards.

CAASPP 2017 SPV High School Math - By Ethnicity



Native American students did not outperform the all student group or the Latino/Hispanic student group in Mathematics.

Bill Manes High School

*No data reported due to having fewer than 10 students who had tested.

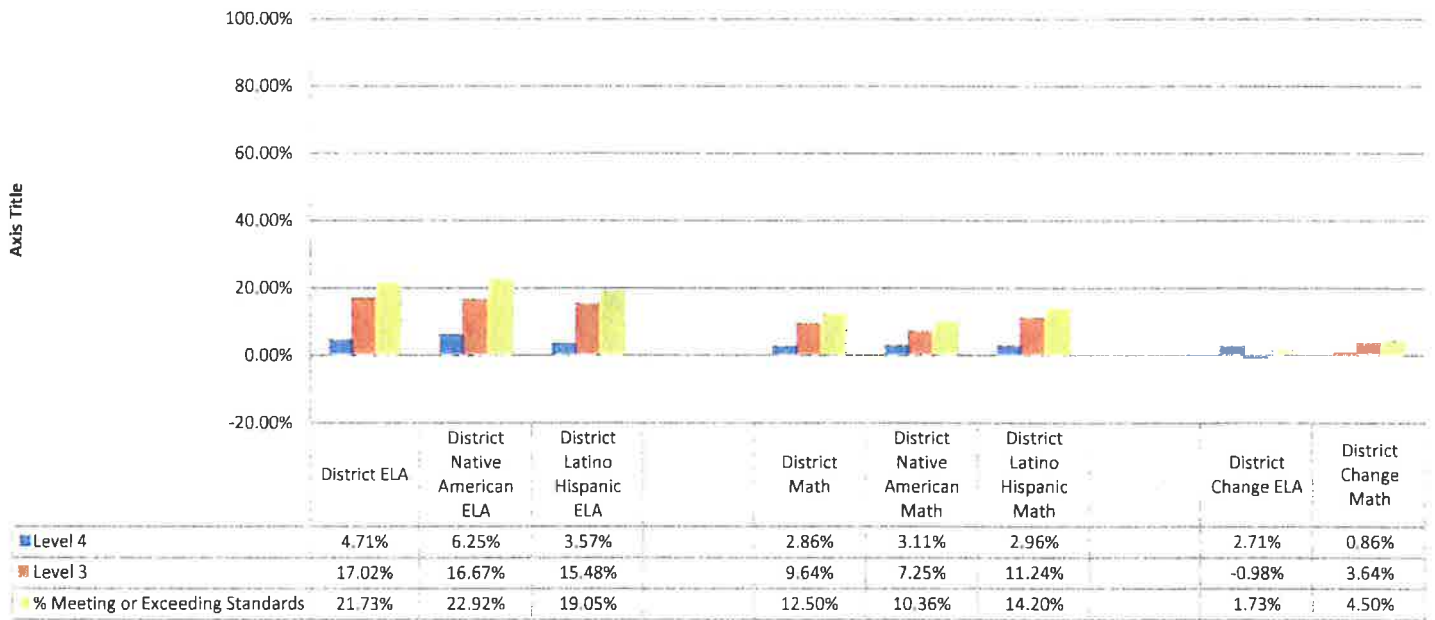
California Science Test

*No data reported due to test being a pilot test and no scores were reported state wide.

California Alternative Assessment

*No data reported due to having fewer than 10 students who had tested.

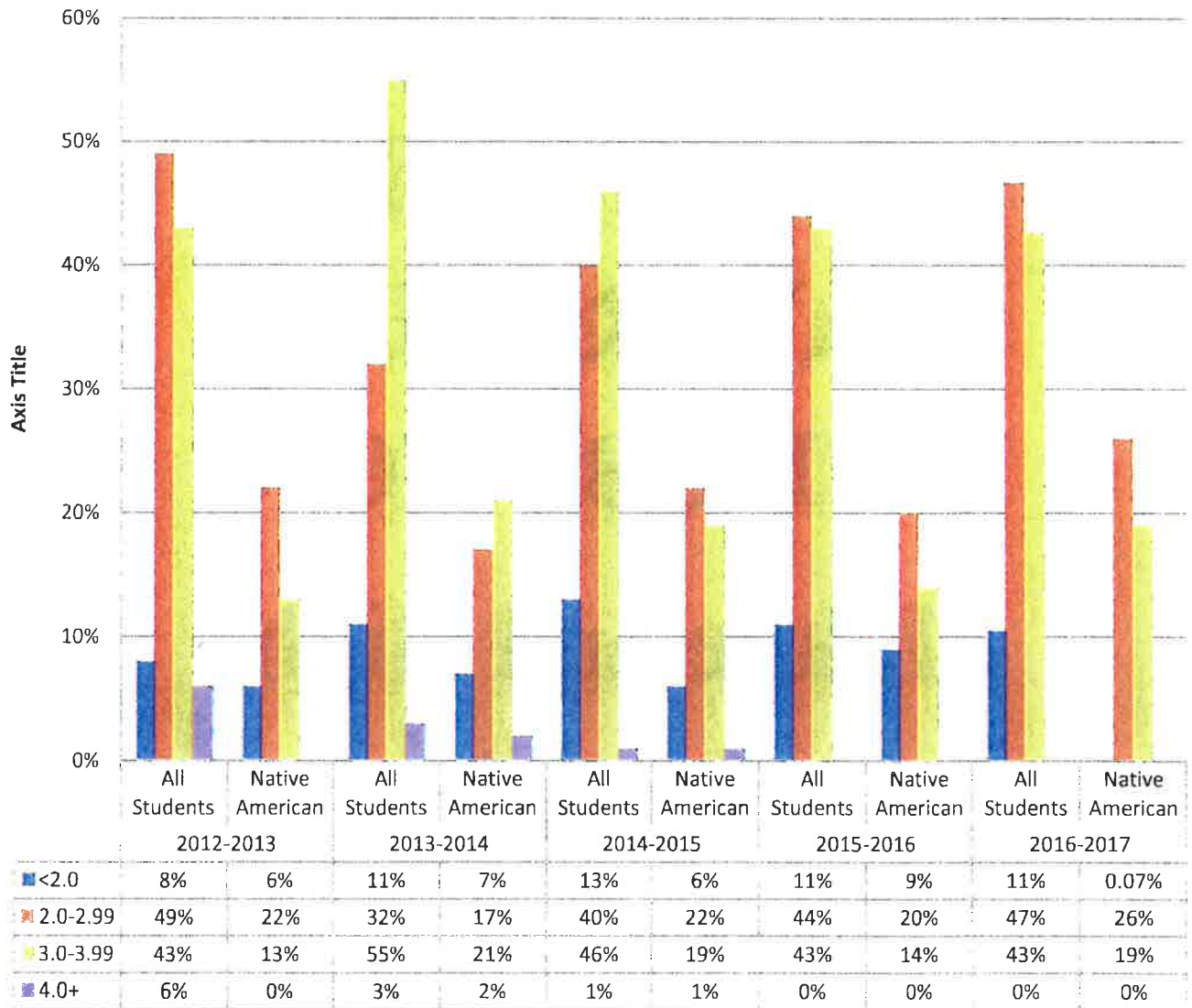
CAASPP 2017 SPVUSD



District-wide the all student group showed an increase in both ELA and Mathematics; however, the Native American student group only outperformed the all student group in the area of English Language Arts. The Native American student group outperformed the Latino/Hispanic student group in the area of English Language arts, but not mathematics.

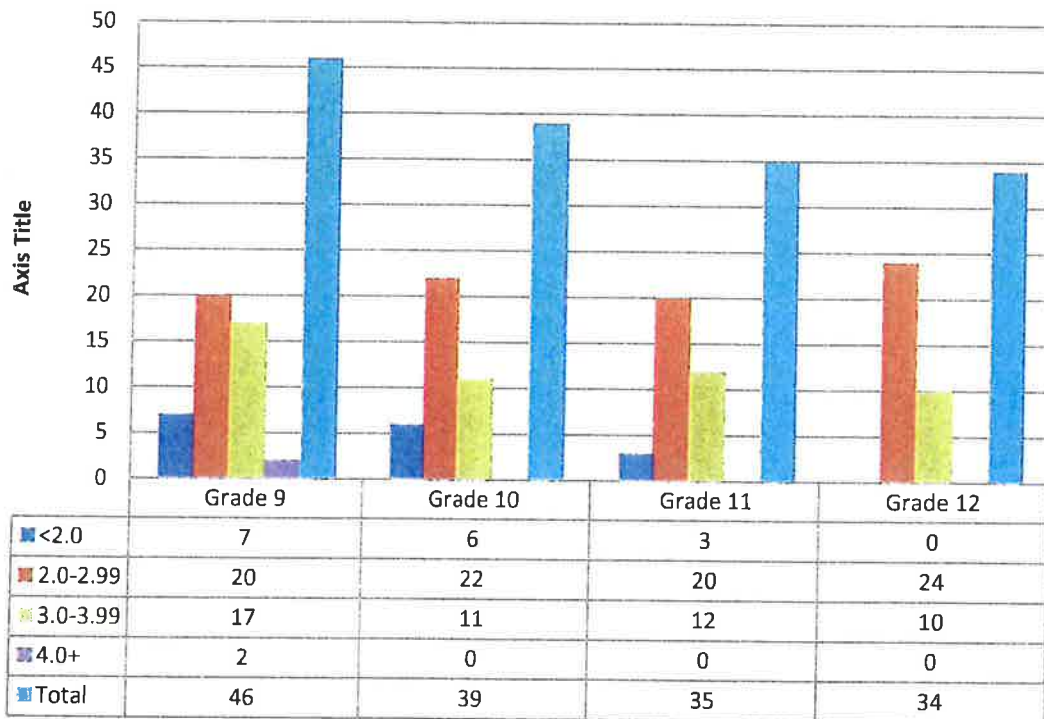
GRADE POINT
AVERAGE
DISTRIBUTION
Middle and High
School

San Pasqual Valley Middle School - Grade Point Averages (GPA)

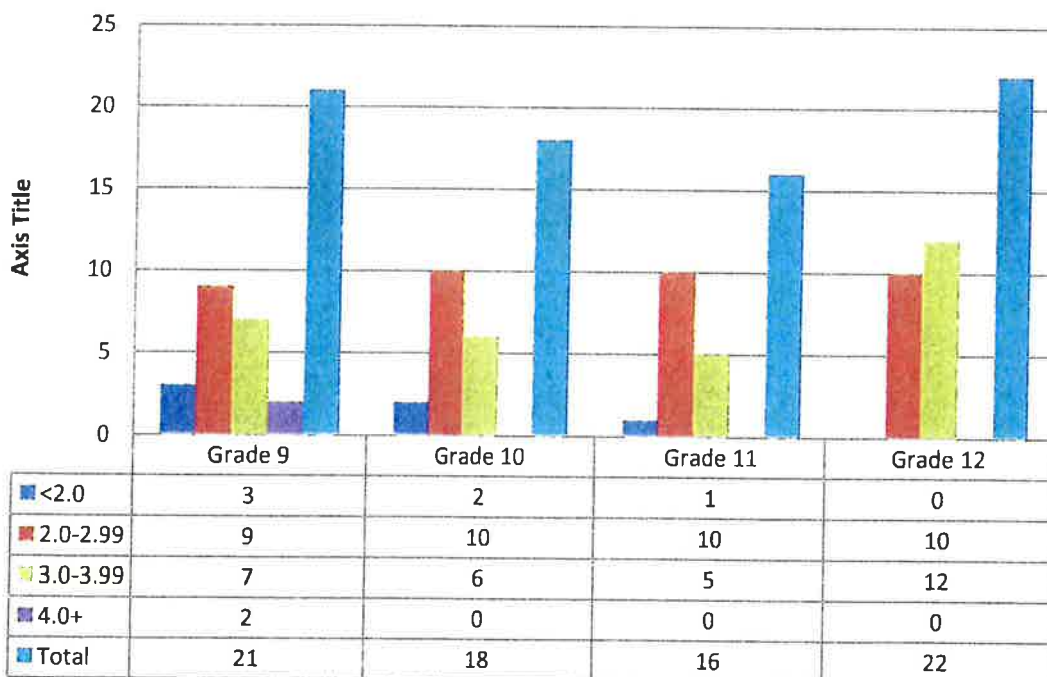


At the Middle School, 99.03% of the Native American students at the Middle School had a GPA over 2.0 compared to 89% of students overall. This is an increase from 15-16 where 91% of Native Americans had a GPA of over 2.0.

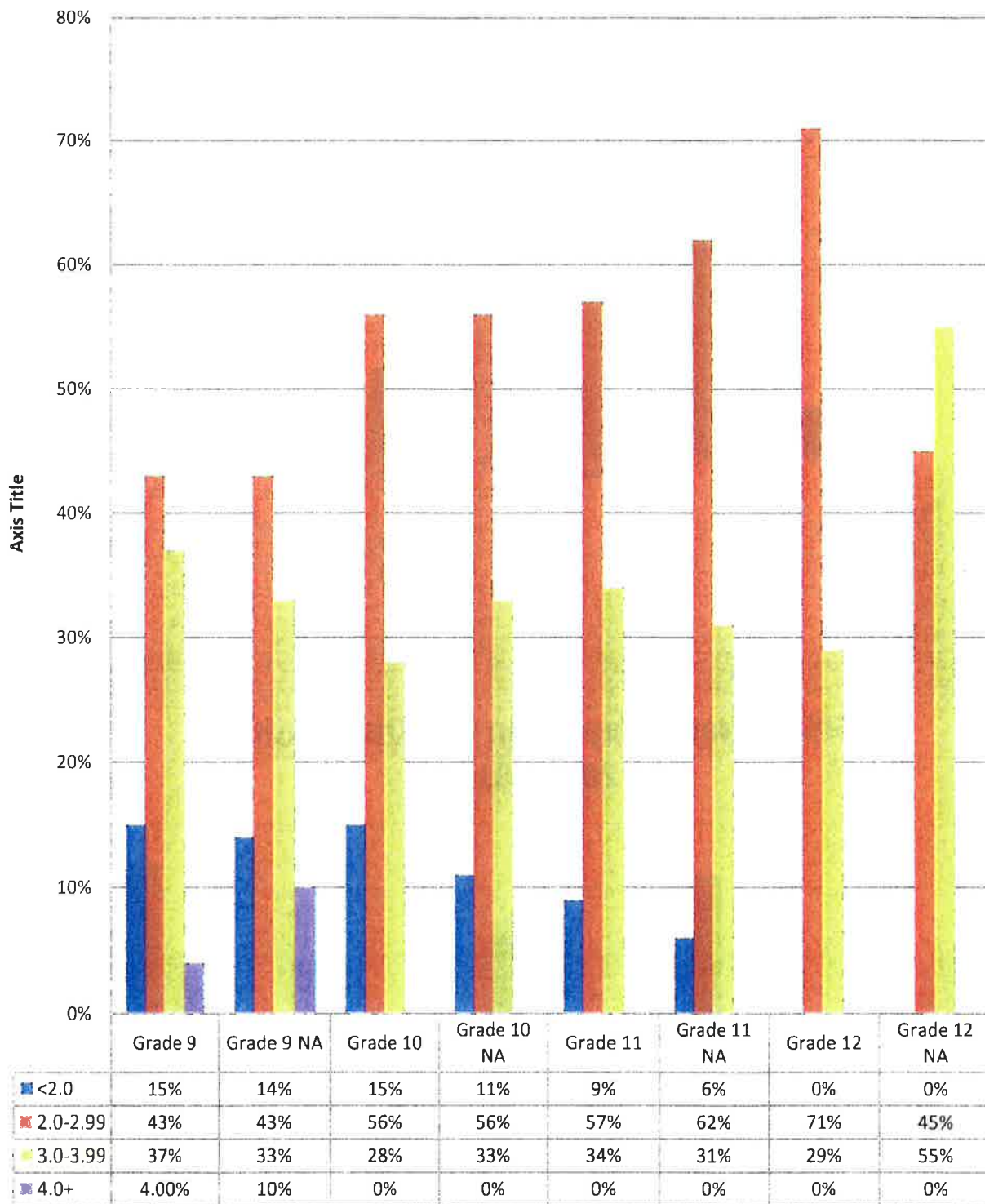
SPVHS All Student GPA Distribution 2016-2017



SPVHS Native American GPA Distribution 2016-2017

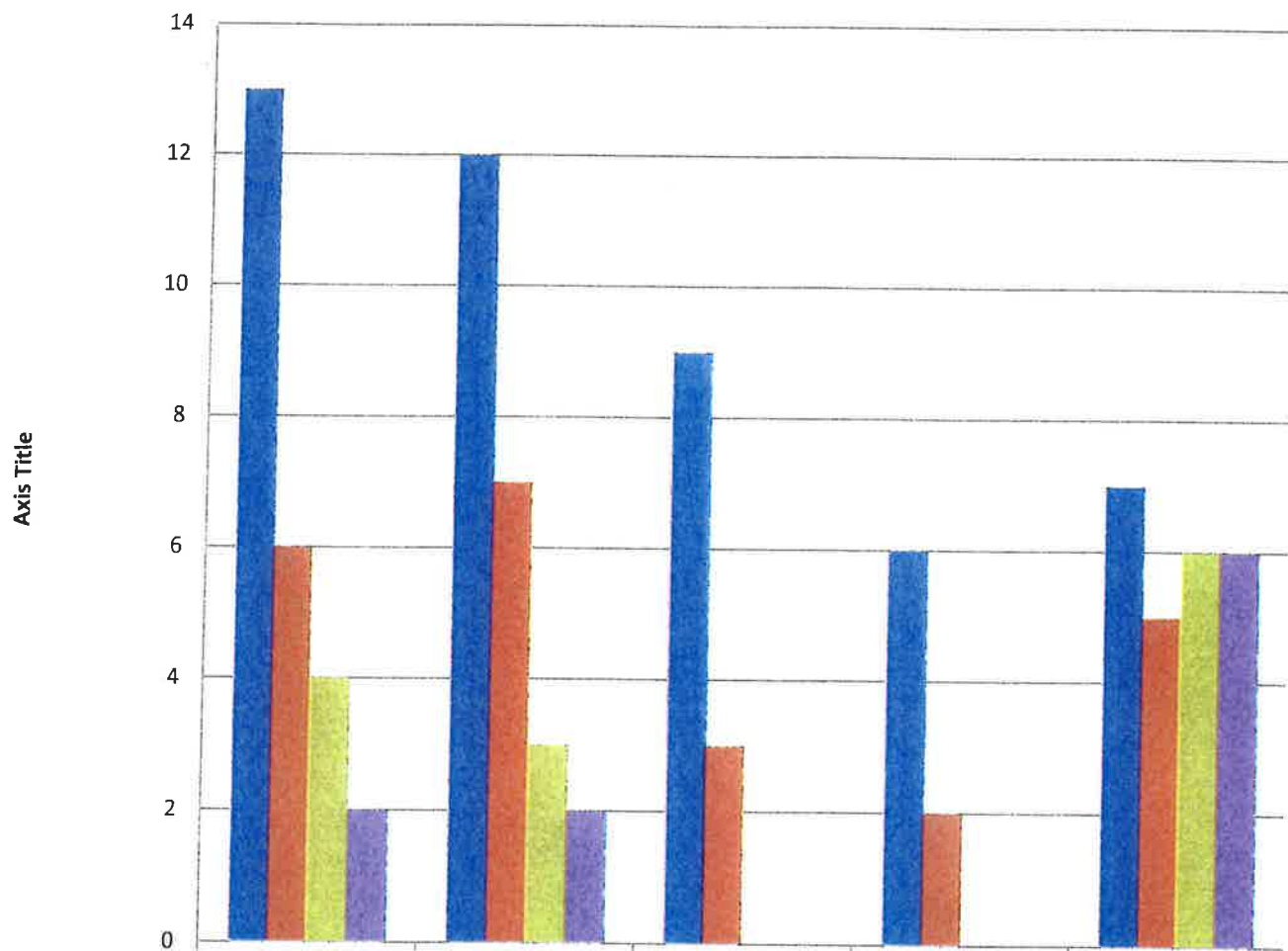


GPA Distribution Comparison Chart 2016-2017



Native American students maintain GPAs at the High School that are on par with the all student group. More 12th grade Native American students have a GPA of 3.0-3.99 than the all student group.

Number of Student Retentions for Elementary and Middle School



	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Elementary	13	12	9	6	7
Elementary NA	6	7	3	2	5
Middle	4	3	0	0	6
Middle NA	2	2	0	0	6

Both the Elementary School and the Middle School retained more students overall in 16-17 than they had in the previous year. Of those retained 85% were Native American students. All 6 students retained at the Middle School completed the 4 week probationary period and have since been promoted to the subsequent grade.

SPECIAL EDUCATION INFORMATION

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

Disability Category	Number of Students			
	2013-14	2014-15	2015-16	2016-17
Autism	9	8	11	13
Deafness	0	0	0	0
Deaf-blindness	0	0	0	0
Emotional Disturbance	4	4	6	7
Hard of Hearing	0	0	0	0
Intellectual Disabilities	11	10	7	6
Multiple Disabilities	2	2	2	2
Other Health Impairment	9	5	7	5
Orthopedic Impairment	1	1	0	0
Specific Learning Disability	45	45	55	63
Speech-Language Impairment	39	31	27	29
Traumatic Brain Injury	0	0	0	0
Visual Impairment	0	0	0	0
Total	120	106	115	125

Grade Level	Number of Students			
	2013-14	2014-15	2015-16	2016-17
Pre-Kindergarten - Second	47	38	29	29
Third – Fifth	23	25	25	29
Sixth – Eighth	22	19	25	25
Ninth – Twelfth	28	24	36	42
Total	120	106	115	125

The District's total enrollment has fluctuated and the percentage of its students with special needs has varies slightly. At current time, the District has a Special Education Director, a District Speech-Language Pathologist, 5 special education teachers, 8 paraprofessionals, a District Student Health Care Specialist, and a part-time District School Psychologist. The District also works with Quechan Head Start students 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, located within its geographical boundaries that are in need of early intervention or special education services. The District also receives Imperial County Office of Education (ICOE) nurse, occupational therapy, behavioral support, and adapted physical education therapy services to support Special Education 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 2 students have active 504 Plan.

Special Education Budget Information

	2013-14	2014-15	2015-16	2016-17
Special Education Revenue:				
Federal IDEA	\$168,488	\$164,256	\$144,521	\$146,116
State SELPA	\$169,398	\$136,166	\$142,655	\$117,760
Total Funding	\$337,886	\$300,422	\$287,176	\$263,876
Total Expenses	\$1,001,960	\$1,304,994	\$1,328,082	\$1,311,325
Additional District Contribution (MOE)	\$664,074	\$1,004,572	\$1,040,906	1,047,449

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
ACSA Scholarship			\$500	\$500	\$500	\$500	\$500	\$500
American Legion Post #802	Varies	Varies	Varies	\$150	\$200	\$250	\$300	\$200
American Legion Post #802 Ladies Auxiliary	\$100	\$100	\$100	\$100	\$100	\$100	\$200	\$150
Ann Hanks Memorial	\$100	\$100	\$100	\$100	\$100	\$100	\$100	\$150
Anthony Garcia Scholarship			\$500	\$500	\$200	\$200		
AVID Scholarship						\$500		
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
CSEA Scholarship	\$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
FFA Scholarship			\$250	\$100				
Gear Up Scholarship			\$500					
Hortense A. Lopez Scholarship			\$250	\$200				\$200
Imagine Scholarship							\$100	\$100
IVROP Scholarship				\$500				
MANA Scholarship						Unkn		
National Elks Foundation							\$4000	
Picacho Project Scholarship								\$500
Rachel Rodriguez Memorial	\$200	\$200	\$200	\$200	\$200	\$150	\$200	\$200
Rufus Espino Memorial	\$300	\$300	\$300	\$250	\$250	\$300	\$200	\$350
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
Strong Hearts Singers			\$100				\$100	
Sturges Trust Memorial Scholarship			Up to \$10K			\$1500	Up to \$10K	Up to \$12K
Teachers' Uniserve Scholarship	\$250	\$250	\$250	\$250	\$500	\$500	\$500	\$500
Tenaska Scholarship							\$1000	\$1000
Yuma County Fair Scholarship						\$1000		
Yuma Southwest Construction					\$500			

*** The highlighted scholarships were awarded to Native American Students. Of the 8 scholarships awarded, only 6 were distributed. Two scholarships offered were withdrawn due to the student not enrolling in IVC or any other college.

High School Graduation Rates: 2013-2017

Graduation and dropout rates were calculated based on four-year cohort information using the state's California Longitudinal Pupil Achievement Data System (CALPADS).

Cohort graduation rates do not include all of the students that graduated in a given year. Cohort rates only include graduates that earned their diplomas with a specific four-year period. Cohort rates do not include students who took longer than 4 years to graduate.

2012-2013			
	Students	Grad Rate	Dropout Rate
San Pasqual HS	23	98.2%	2.6%
San Pasqual HS – NA	8	95.0%	5.0%
Bill Manes HS	2	100%	0%
Bill Manes HS - NA	1	100%	0%
BM → AE	8	50%	50%
BH → AE - NA	4	75%	25%

2013-2014			
	Students	Grad Rate	Dropout Rate
San Pasqual HS	23	96.3%	3.6%
San Pasqual HS – NA	7	100%	0%
Bill Manes HS	0	0	0
Bill Manes HS - NA	0	0	0
BM → AE	4	75%	25%
BH → AE - NA	3	100%	0

2014-2015			
	Students	Grad Rate	Dropout Rate
San Pasqual HS	23	95.5%	4.5%
San Pasqual HS – NA	7	93.75%	6.25%
Bill Manes HS	1	100%	0
Bill Manes HS - NA	1	100%	0
BM → AE	13	54%	46%
BH → AE - NA	7	86%	14%

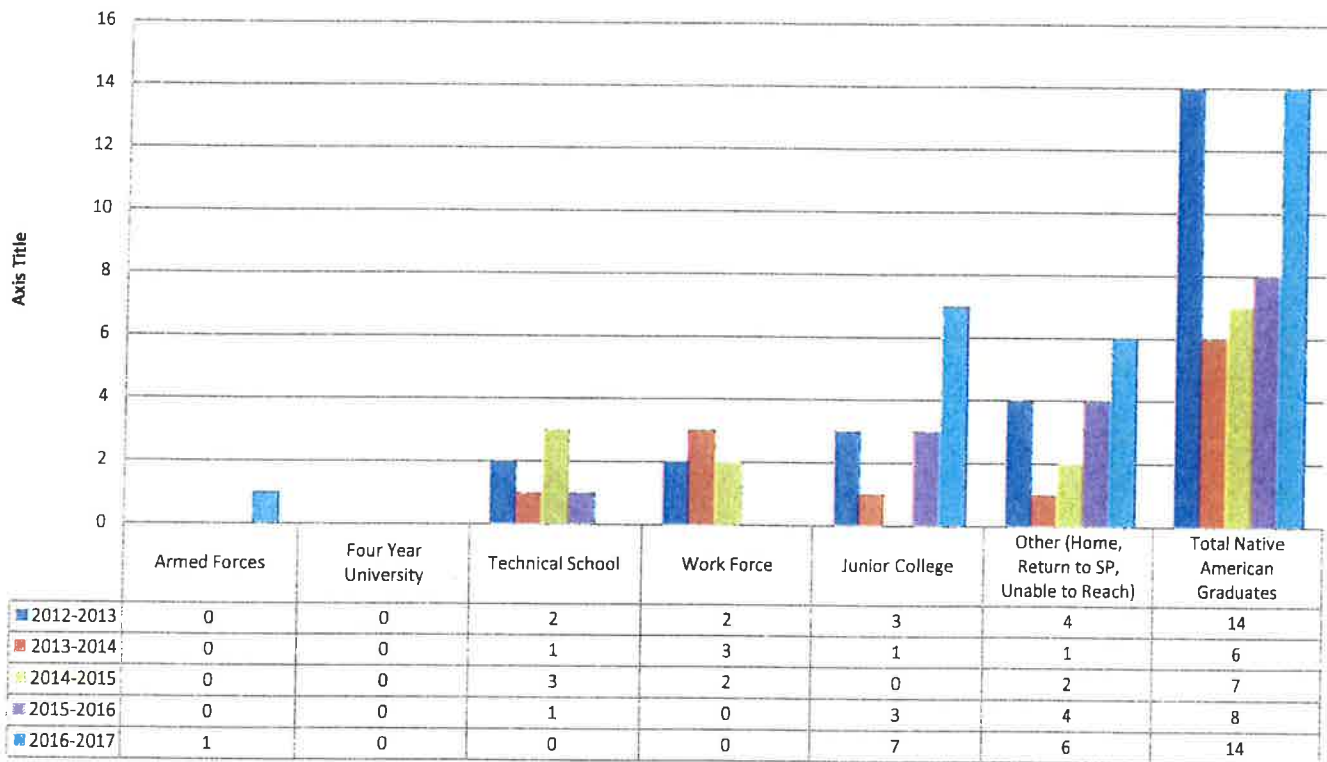
2015-2016			
	Students	Grad Rate	Dropout Rate
San Pasqual HS	39	97.3%	2.6%
San Pasqual HS – NA	11	90.4%	9.6%
Bill Manes HS	2		
Bill Manes HS - NA	2		
BM → AE	18	72%	28%
BH → AE - NA	9	100%	0%

2016-2017			
	Students	Grad Rate	Dropout Rate
San Pasqual HS	34	97%	3%
San Pasqual HS – NA	12	100%	0%
Bill Manes HS	2	100%	0%
Bill Manes HS - NA	1	100%	0%
BM → AE	12	33%	77%
BH → AE - NA	3	100%	0%

*A dropout is defined as a student who leaves or withdraws from the district and does not have a request for official records to be sent from another district.

Post Graduate Information

**Other - Students who responded they were living at home, unemployed and not enrolled in other programs.



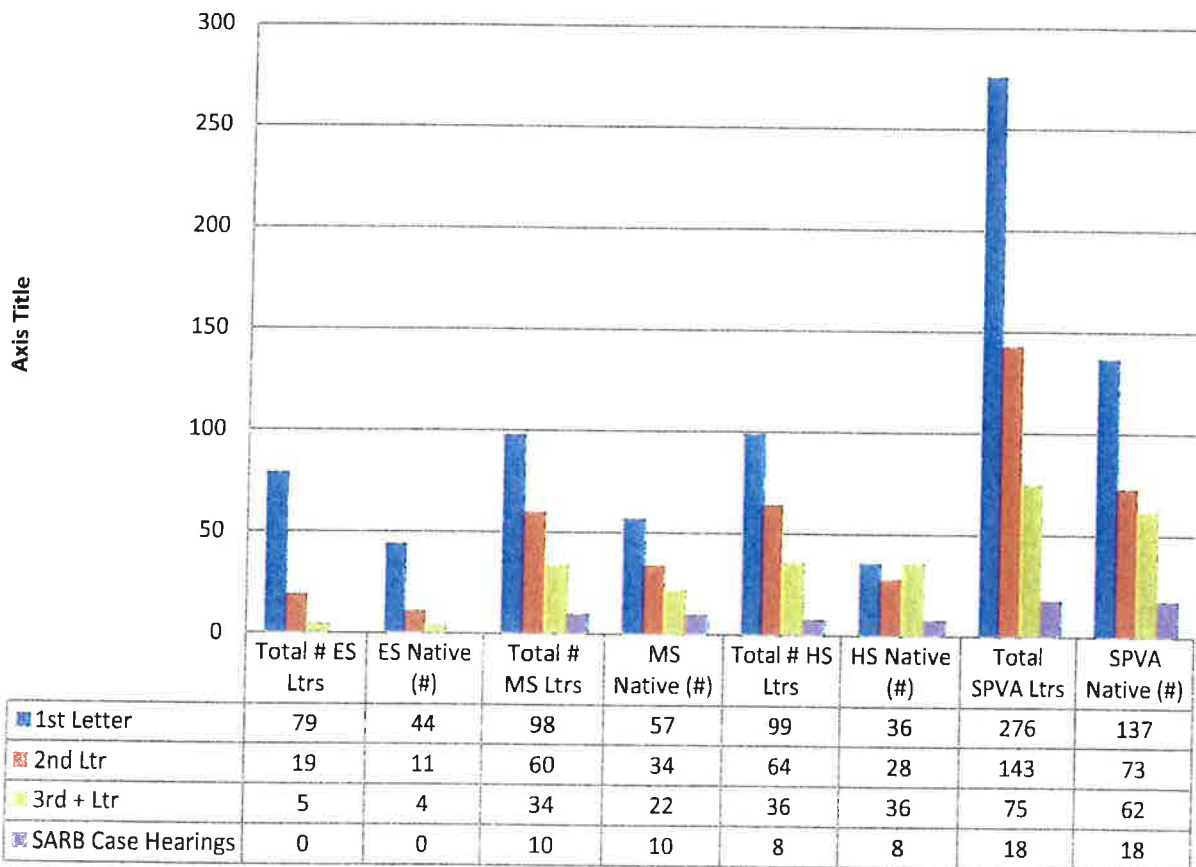
BEHAVIORAL INFORMATION

The following pages include data pertaining to:

- School Attendance Review Board (SARB) and Attendance Rates
- Discipline Referrals
- Suspensions
- Expulsions
- Bill M. Manes School Transfers
- Retention Rates



San Pasqual Valley Unified School District - SARB and Attendance

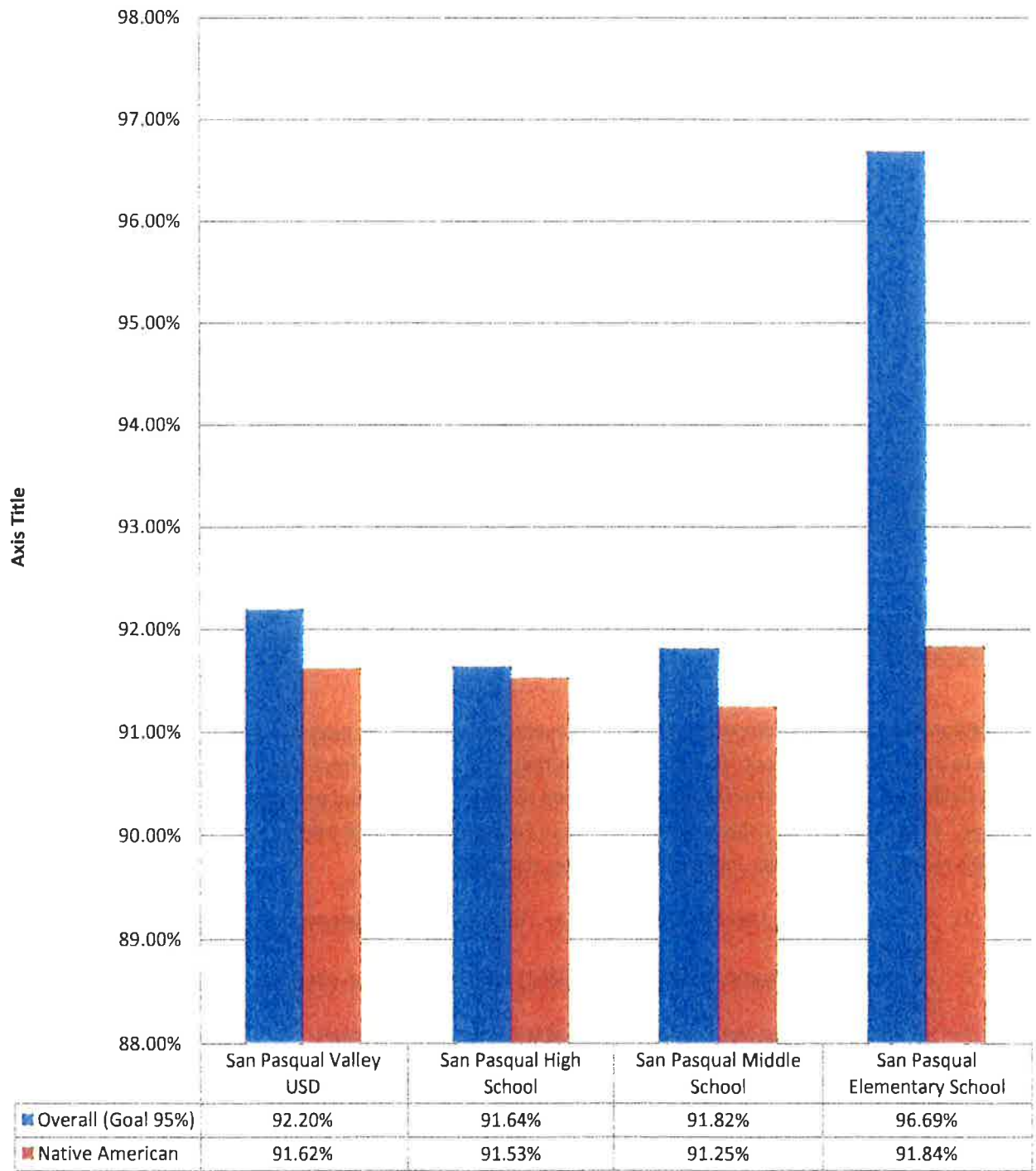


“California compulsory education law requires everyone between the ages of 6 and 18 years of age to attend school, except 16 and 17 year-olds that have graduated from high school or passed the California High School Proficiency Examination (CHSPE) and obtained parental permission to leave.” (SARB Handbook,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

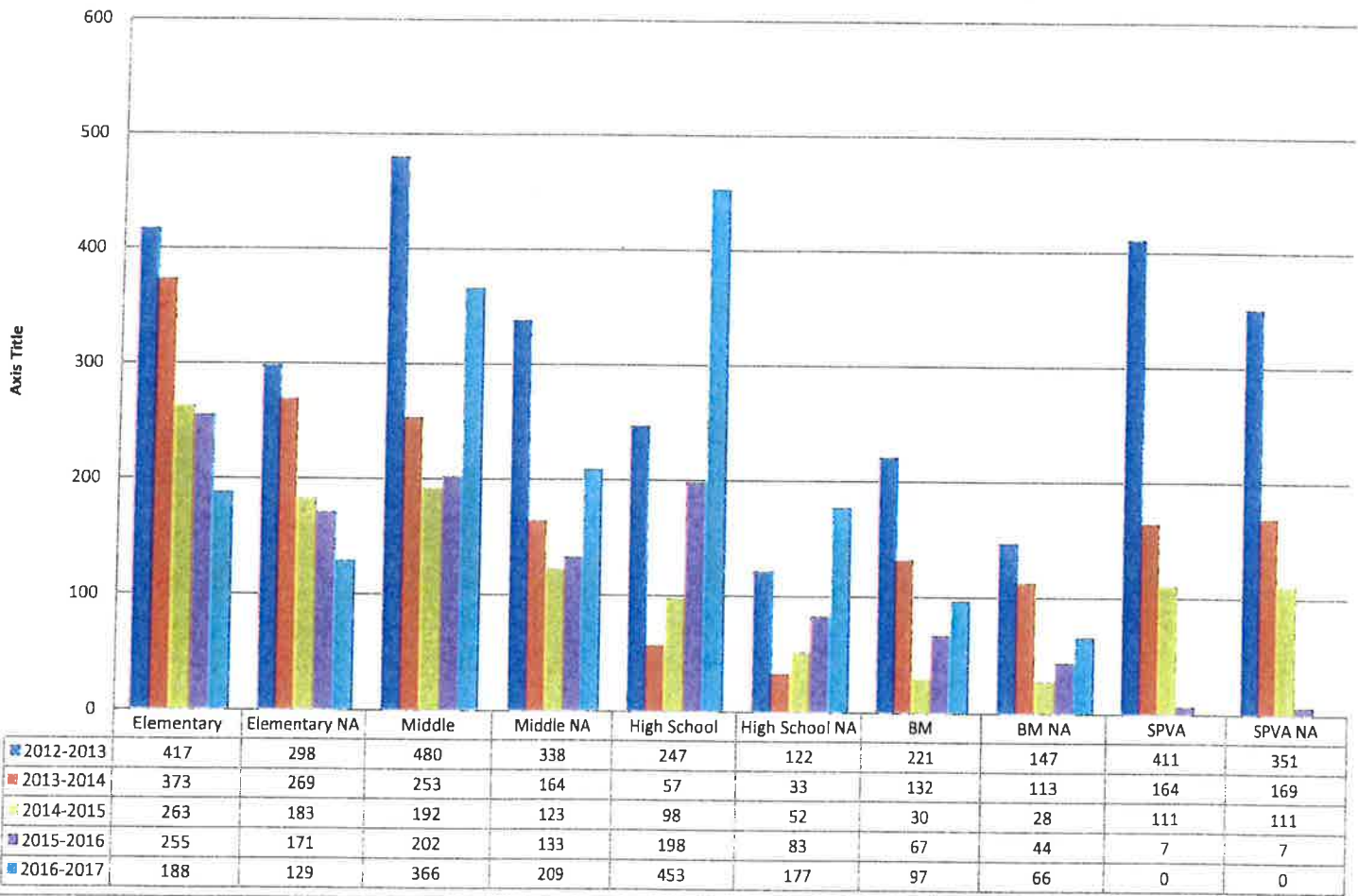
1. 1st Truancy Letter (per Ed Code 48260.5) – Three unexcused absences or tardies more than 30 min.
2. 2nd Truancy Notification (Per Ed Code 48261) – Three additional absences or tardies more than 30 min.
3. 3rd Habitual Truant Notification – With additional absences/tardies
4. Referral to School Attendance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

2016 – 17 Attendance Rate (From Synergy SIS)

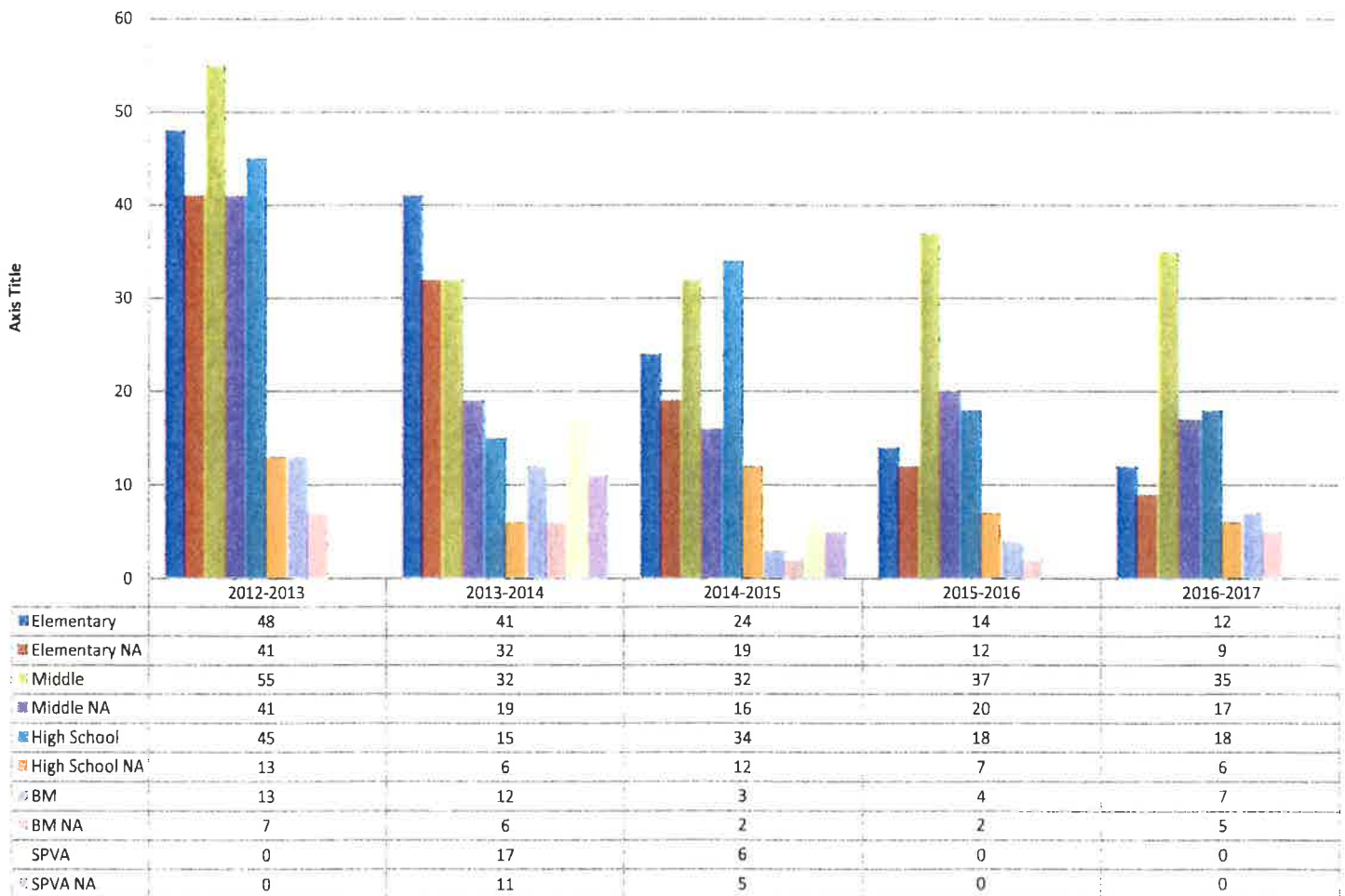
San Pasqual Valley Unified School District - Attendance Rates



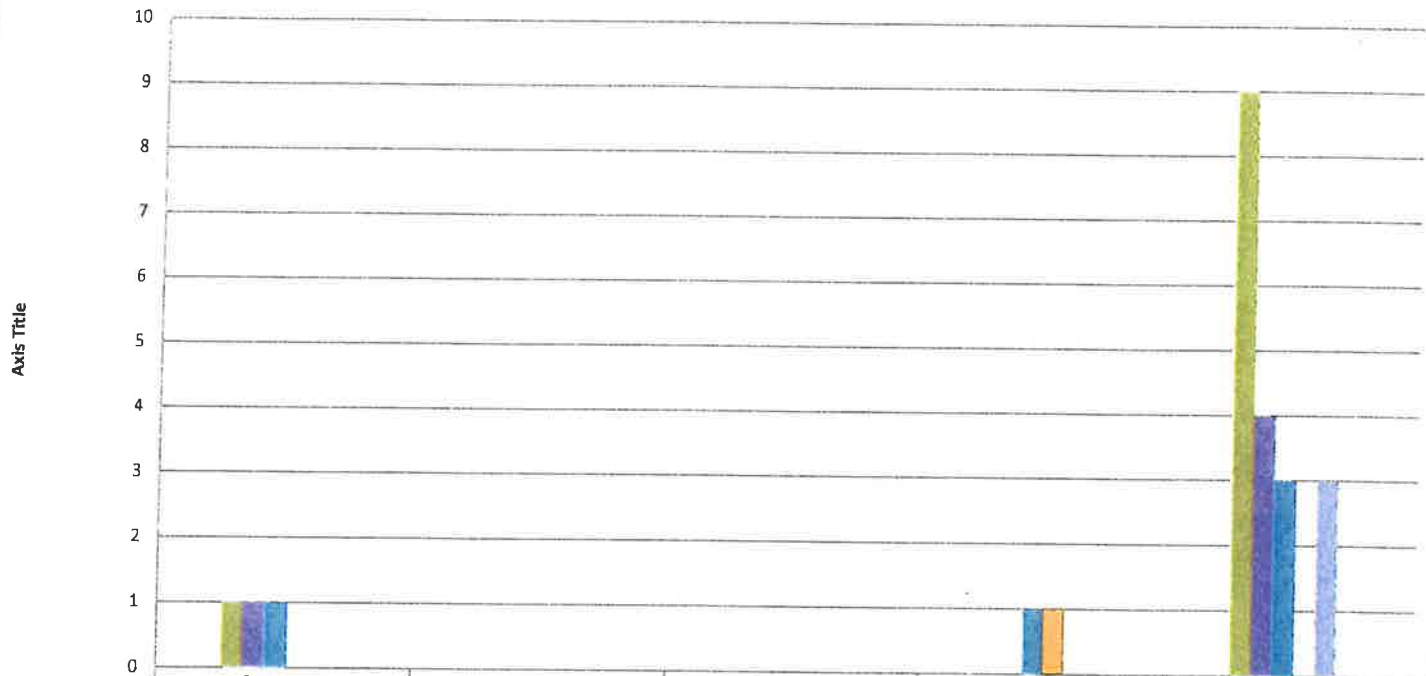
San Pasqual Valley Unified School District Referrals



San Pasqual Valley Unified School District - Suspension Incidents

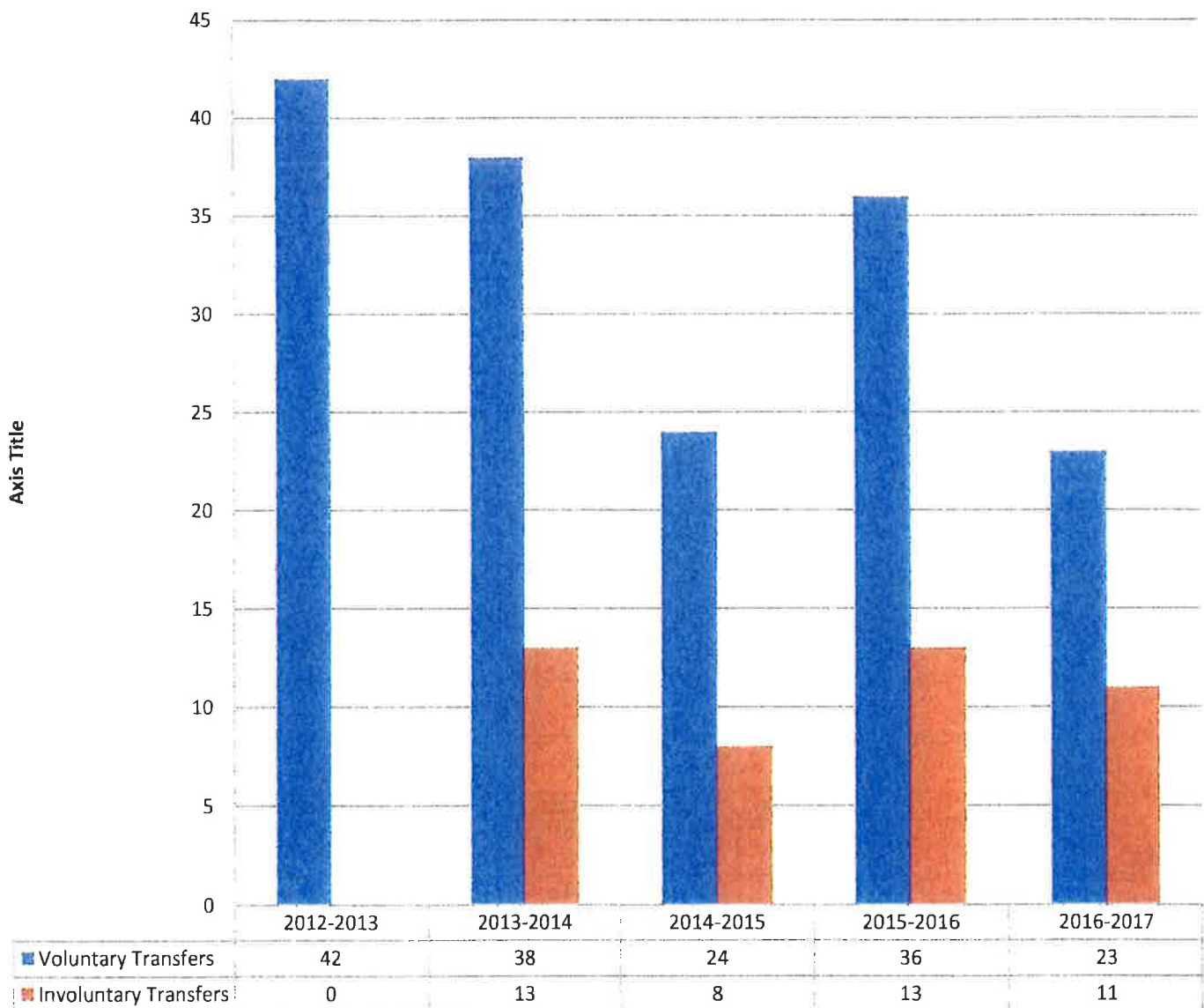


San Pasqual Valley Unified School District - Expulsions



	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Elementary	0	0	0	0	0
Elementary NA	0	0	0	0	0
Middle	1	0	0	0	9
Middle NA	1	0	0	0	4
High School	1	0	0	1	3
High School NA	0	0	0	1	0
BM	0	0	0	0	3
BM NA	0	0	0	0	0
SPVA	0	0	0	0	0
SPVA NA	0	0	0	0	0

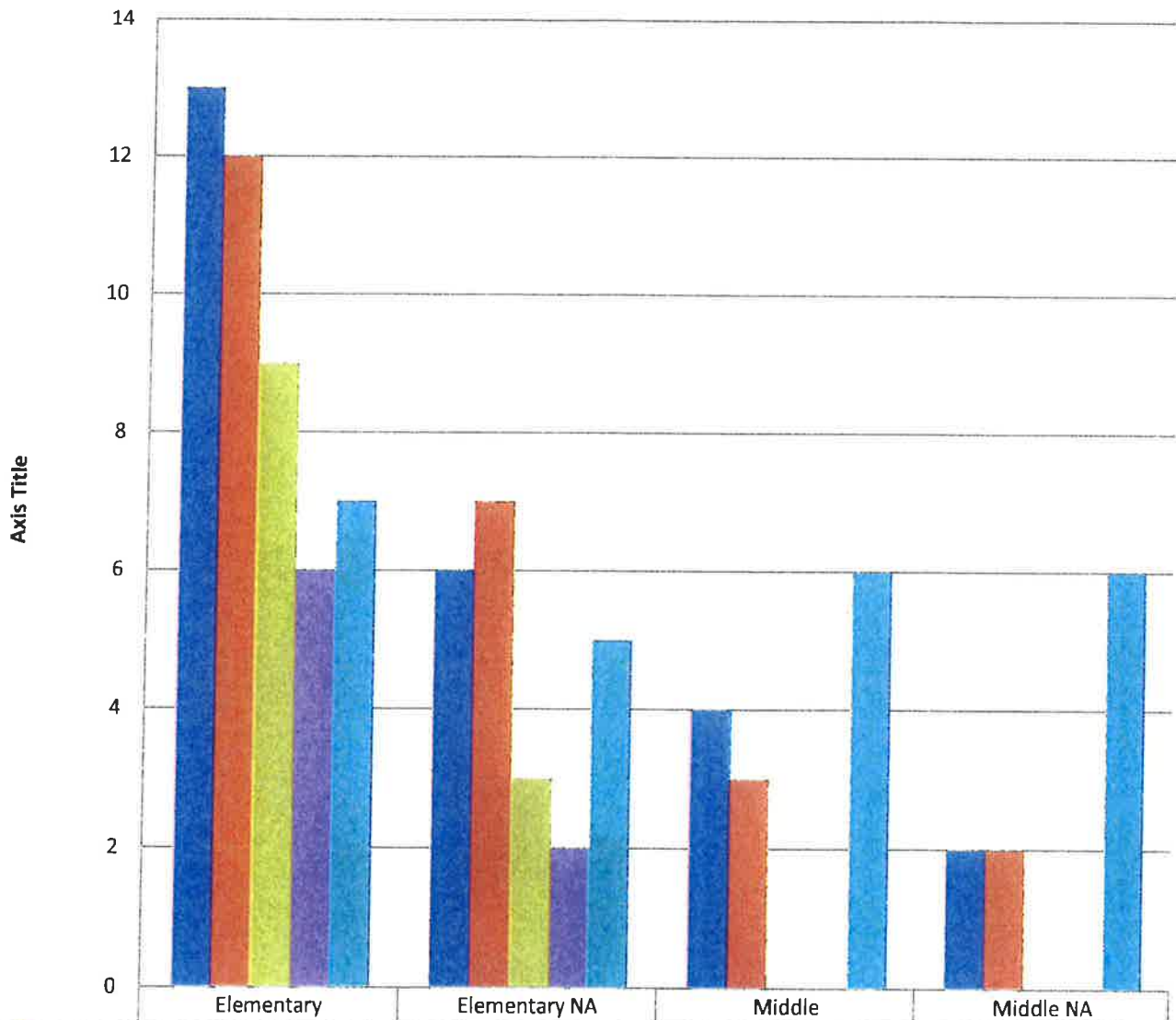
Transfers to Bill Manes High School



The focus and purpose of Bill M. Manes Continuation High School has changed over the years to meet the needs of students. It has become an alternative education center providing intervention classes for students who are behind in credits, needed an alternative class setting, had a job or other personal issues that prevented them from achieving success at the comprehensive high school. Also, one of its goals is to provide students a means to “catch up” with their classmates and return to the comprehensive high school ready to graduate with their class.

During the 2017-2018 school year, Bill Manes applied for WASC (Western Association of Schools and Colleges) Accreditation. Also, high school teachers, including special education, are now assigned to teach at Bill Manes daily.

Number of Student Retentions for Elementary and Middle School



****All 6 Middle School retainees were promoted after completing summer school and/or a 4 week probation period at the beginning of 2017-2018.**

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 8003 Information



GENERAL BUDGET COMMENTS

(As of September 2017)

- The Bard and Winterhaven communities voted to approve our first bond. The bond was approved at over 70% for \$8.0 million dollars. The majority of the bond will be used to build a new gym. In January, the district sold \$5.5 million worth of bonds. 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: 713 students (on CBEDS Day)
- The district will be conducting the Annual Impact Aid count on October 25th. 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.
- In 2016-17, the Quechan Tribe received the Picacho Grant. This grant provides for a Grant Program Manager at the district as well as additional tutoring and activities for the Native American students at the district. The district is currently projecting to receive \$123,213.
- The health and welfare benefits cap for classified staff is \$9980 and the certificated staff has no cap. Health and Welfare cost did not increase this year.

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 \$3,100,000 in Impact Aid Revenue in 2016-17. This is approximately 24% of the total 2016-17 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:

- Sixty-eight 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 forty-five 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 (758) and the current school year (742) on the respective survey date.

- Total number of children in the applicant's district -742

The average daily attendance is defined as the aggregate number of days in attendance of all students during a school year divided by the number of days school is in session during that year.

- Regular school year ADA of all children —688.90
- Total federally connected children claimed for the current year –513

Grants Specifically for Native American Students

Title VII- Performance Grant 2016-17

Pre-Kindergarten through 12th grade, funding provided for the development and testing of educational models that increase competence in Language Arts and Math.

Annual Application

\$70,823

American Indian Early Childhood Education (AIECE) Program 2016-17

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

\$46,584