

## PAJARO VALLEY UNIFIED SCHOOL DISTRICT MISSION STATEMENT

The Mission of the Pajaro Valley Unified School District is to educate and to support learners in reaching their highest potential. We prepare students to pursue successful futures and to make positive contributions to the community and global society.

**February 9, 2011**  
**REGULAR BOARD MEETING**  
**CLOSED SESSION – 6:00 p.m. – 7:00 p.m.**

**PUBLIC SESSION – 7:00 p.m.**  
**DISTRICT OFFICE**  
**BOARDROOM**  
**292 Green Valley Road**  
**Watsonville, CA 95076**

**NOTICE TO THE PUBLIC: PURSUANT TO SB 343, BOARD PACKET DOCUMENTS ARE AVAILABLE FOR YOUR REVIEW AT THE FOLLOWING LOCATIONS:**

- Superintendent's Office: 294 Green Valley Road, Watsonville, CA (4<sup>th</sup> Floor)
- On our Webpage: [www.pvUSD.net](http://www.pvUSD.net)

### **Notice to the Audience on Public Comment**

Members of the audience are welcome to address the Board on all items not listed on this agenda. Such comments are welcome at the "Visitor Non-Agenda Items".

Members of the audience will also have the opportunity to address the Board during the Board's consideration of each item on the agenda.

Individual speakers will be allowed three minutes (unless otherwise announced by the Board President) to address the Board on each agenda item. **You must submit this card prior to the discussion of the agenda item you wish to speak to; once an item has begun, cards will not be accepted for that item.** For the record, please state your name at the beginning of your statement. The Board shall limit the total time for public input on each agenda item to 20 minutes. With Board consent, the President may increase or decrease the time allowed for public presentation, depending on the topic and the number of persons wishing to be heard. The President may take a poll of speakers for or against a particular issue and may ask that additional persons speak only if they have something new to add.

Note: Time allotment for each item is for the report portion only; it is not an anticipation of the total time for the discussion of the item.

**We ask that you please turn off your cell phones and pagers when you are in the boardroom.**

#### **1.0 CLOSED SESSION OPENING CEREMONY IN OPEN SESSION – 6:00 P.M.**

1.1 Call to Order

1.2 Public comments on closed session agenda.

**2.0 CLOSED SESSION (AND AFTER REGULAR SESSION IF NECESSARY)**

- 2.1 Public Employee Appointment/Employment, Government Code Section 54957
  - a. Certificated Employees (see Attached)
  - b. Classified Employees (see attached)
- 2.2 Public Employee Discipline/Dismissal/Release/Leaves
- 2.3 Negotiations Update
  - a. CSEA
  - b. PVFT
  - c. Unrepresented Units: Management and Confidential
  - d. Substitutes – Communication Workers of America (CWA)
- 2.4 Claims for Damages
- 2.5 Existing Litigation
- 2.6 Pending Litigation
- 2.7 Anticipated Litigation
- 2.8 Real Property Negotiations
- 2.9 7 Expulsions

**3.0 OPENING CEREMONY – MEETING OF THE BOARD IN PUBLIC - 7:00 P.M.**

- 3.1 Pledge of Allegiance
- 3.2 Welcome by Board President  
Trustees Leslie De Rose, Kim De Serpa, Doug Keegan, Sandra Nichols, Karen Osmundson, Jeff Ursino, and President Willie Yahiro.

**4.0 ACTION ON CLOSED SESSION**

**5.0 APPROVAL OF THE AGENDA**

**6.0 APPROVAL OF MINUTES**

- a) *Minutes of January 19, 2011*

**7.0 HIGH SCHOOL STUDENTS BOARD REPRESENTATIVES REPORT**

**8.0 POSITIVE REPORT**

- 8.1 Recognition of EA Hall Staff for their Heroic Efforts with Choking Student Shin Light:  
Kurt McLachlan, Norma Sabla, April Morelli, Brenda Daniels, Olga De Santa Anna, Matt Levy,  
Caroline Calero, Fire Medics, Hillary Ferryra, Lupe Herrera, and Olivia Segura  
*Report by Murry Schekman, Assistant Superintendent* 2 min.

**Board President closes regular Board meeting and opens Public Hearing.**

**9.0 PUBLIC HEARING: CEIBA COLLEGE PREPARATORY - CHARTER RENEWAL 10 min.**

- 9.1 *Report by Tom Brown of Beacon Education Network (CEIBA)*
- 9.2 *Public comment*
- 9.3 *Board questions and comments*

**Board President closes Public Hearing and resumes Board meeting.**

**10.0 VISITOR NON-AGENDA ITEMS**

Public comments on items that are not on the agenda can be addressed at this time. The Board President will recognize any member of the audience wishing to speak to an item not on the agenda on a matter directly related to school business. The President may allot time to those wishing to speak, but no action will be taken on matters presented (Ed. Code Section 36146.6). If appropriate, the President or any Member of the Board may direct that a matter be referred to the Superintendent's Office for placement on a future agenda. (Please complete a card if you wish to speak.)

**11.0 EMPLOYEE ORGANIZATIONS COMMENTS – PVFT, CSEA, PVAM, CWA 5 Min. Each**

**12.0 CONSENT AGENDA**

Information concerning the Consent items listed above has been forwarded to each Board Member prior to this meeting for his/her study. Unless some Board Member or member of the audience has a question about a particular item(s) and asks that it be withdrawn from the Consent list, the item(s) will be approved at one time by the Board of Trustees. The action taken in approving Consent items is set forth in the explanation of the individual item(s).

- 12.1 Purchase Orders January 13 – February 2, 2011.  
The PO's will be available in the Superintendent's Office.
- 12.2 Warrants January 13 – February 2, 2011.  
The warrants will be available in the Superintendent's Office.
- 12.3 Approve with Gratitude Donation of Seven Laser Printers, Three Dell Pentium, four Desktops, and two LCD Monitors from Mr. David Knollhoff of Language Line Service.
- 12.4 Approve with Gratitude Donation of a Compaq-Notebook from Lauren King.
- 12.5 Approve with Gratitude Donation of Dual Core HP Computer from Susan Daugherty for Pajaro Valley High School.
- 12.6 Approve CAHSEE Passage Waiver in English Language Arts for Pajaro Valley High School #10-11-17.
- 12.7 Approve 2010-2011 Consolidated Application (Part II) for Funding Federal and State Programs.

The administration recommends approval of the Consent Agenda.

**13.0 DEFERRED CONSENT ITEMS**

**14.0 REPORT, DISCUSSION AND POSSIBLE ACTION ITEMS**

- 14.1 Report, discussion and possible action on Federal Education Jobs Funding and 2011-12 Fiscal Outlook.  
*Report by Brett McFadden, CBO, and Helen Bellonzi, Finance Director. 10 min.*

**15.0 REPORT AND DISCUSSION ITEMS**

- 15.1 Report and discussion on Annual Measurable Academic Objectives (Title III Accountability).  
*Report by Assistant Superintendents Ylda Noguera and Murry Schekman. 15 min.*
- 15.2 Report, discussion and Update on the Master Plan for Services for English Learners.  
*Report by Susan Perez, Interim Director of Education and English Language Services. 15 min.*

**16.0 GOVERNING BOARD AND SUPERINTENDENT COMMENTS/REPORTS**

**17.0 UPCOMING BOARD MEETINGS/REMAINING BOARD MEETINGS FOR 2010**

All meetings, unless otherwise noted, take place at the District Office Boardroom, 292 Green Valley Road, Watsonville, CA. Closed Session begins at 6:00 pm; Open Session begins at 7:00 pm.

- 17.1 Discuss and approve addition of meeting on March 16 for a Study Session on Migrant Head Start.

		Comment
February	<ul style="list-style-type: none"><li>▪ 9</li><li>▪ 23</li></ul>	▪
March	<ul style="list-style-type: none"><li>▪ 9</li><li>▪ 16</li><li>▪ 23</li></ul>	<ul style="list-style-type: none"><li>▪ Approve 2<sup>nd</sup> Interim Report</li><li>▪ Migrant Head Start Study Session</li></ul>
April	<ul style="list-style-type: none"><li>▪ 13</li><li>▪ 27</li></ul>	▪
May	<ul style="list-style-type: none"><li>▪ 11</li><li>▪ 25</li></ul>	▪ Approve 3 <sup>rd</sup> Interim Report
June	<ul style="list-style-type: none"><li>▪ 8</li><li>▪ 22</li></ul>	▪ 10-11 Budget Adoption
July	▪	▪ No Meetings Scheduled
August	<ul style="list-style-type: none"><li>▪ 10</li><li>▪ 24</li></ul>	
September	<ul style="list-style-type: none"><li>▪ 14</li><li>▪ 28</li></ul>	▪ Unaudited Actuals
October	<ul style="list-style-type: none"><li>▪ 12</li><li>▪ 26</li></ul>	
November	▪ 16	▪
December	▪ 7 Annual Organization Mtg.	▪ Approve 1 <sup>st</sup> Interim Report

**18.0 ADJOURNMENT**

PAJARO VALLEY UNIFIED SCHOOL DISTRICT  
CLOSED SESSION AGENDA  
February 9, 2011

- 2.1 Public Employee Appointment/Employment, Government Code Section 54957  
a. Certificated Employees  
b. Classified Employees

<b>New Hires</b>	
	None
<b>New Substitutes</b>	
22	Substitute Teachers
<b>Rehires</b>	
	None
<b>Promotions</b>	
1	HR Specialist
<b>New Hires Probationary</b>	
	None
<b>Administrative Appointments</b>	
1	Academic Coordinator
1	English Language Arts Coordinator
1	Health/Disability Coordinator
1	Director
1	Elementary Principal
2	High School Assistant Principal
<b>Transfers</b>	
	None
<b>Extra Pay Assignments</b>	
2	Pub Advisor
5	Department Chairs
9	Coaches
<b>Extra Period Assignments</b>	
	None
<b>Leaves of Absence</b>	
1	Accounting Specialist II
1	Administrative Secretary III
3	Bus Drivers
3	Cafeteria Assistants
1	Computer Support Technician

1	Director of Transportation
1	Health Services Assistant
2	Instructional Assistant I
2	Instructional Assistant II
2	Lead Custodian II
1	Office Manager
1	Registration Specialist
7	Secondary Teacher
4	Elementary Teachers
1	RSP
<b>Retirements</b>	
	None
<b>Resignations/Terminations</b>	
	None
<b>Supplemental Service Agreements</b>	
56	Elementary Teachers
1	High School Coach
6	Language Testers
8	Parent Workshop
7	Secondary Teachers
6	Team Leaders
1	Teacher on Special Assignment (TOSA)
<b>Miscellaneous Actions</b>	
1	Interim Director
<b>Separations From Service</b>	
	None
<b>After School Program</b>	
	None
<b>Limited Term – Projects</b>	
1	Behavior Technician
1	Custodian II
72	Enrichment Specialists
119	Instructional Assistant – General
11	Instructional Assistant – Migrant Children Center
1	Library Media Technician
18	Office Assistant III

1	Office Manager
1	Registrar
<b>Limited Term – Substitute</b>	
1	Behavior Technician
1	Custodian II
1	Instructional Assistant II
11	Instructional Assistant – Migrant Children Center
1	Registrar
<b>Exempt</b>	
8	Babysitters
1	Instructional Assistant – Migrant Children Center
1	MEES
1	Migrant – OWE
1	Safety Monitor
1	Spectra Artist
74	Student Helpers
<b>Provisional</b>	
	None



**January 19, 2011**  
**REGULAR BOARD MEETING**  
**UNADOPTED MINUTES**  
**CLOSED SESSION – 6:00 p.m. – 7:00 p.m.**  
**PUBLIC SESSION – 7:00 p.m.**  
**DISTRICT OFFICE**  
**BOARDROOM**  
**292 Green Valley Road**  
**Watsonville, CA 95076**

**1.0 CLOSED SESSION OPENING CEREMONY IN OPEN SESSION – 6:00 P.M.**

**1.1 Call to Order**

President Yahiro called the meeting of the Board to order at 6:03 pm at 292 Green Valley Road, Watsonville, CA.

**1.2 Public comments on closed session agenda.**

None.

**2.0 CLOSED SESSION (AND AFTER REGULAR SESSION IF NECESSARY)**

**2.1 Public Employee Appointment/Employment, Government Code Section 54957**

**a. Certificated Employees**

**b. Classified Employees**

New Hires	
1	Bilingual Teacher
1	ELS
6	Teachers
1	Teacher on Special Assignment (TOSA)
New Substitutes	
	None
Rehires	
2	Teachers
1	TOSA
Promotions	
1	Administrative Assistant
1	Behavior Technician
New Hires Probationary	
1	Behavior Technician
2	Bus Drivers
2	Site Computer Technician
1	Testing Specialist I



<b>Administrative Appointments</b>	
1	Academic Coordinator
1	Elementary Principal
2	High School Principals
<b>Transfers</b>	
1	Teacher
<b>Extra Pay Assignments</b>	
8	Teachers
<b>Extra Period Assignments</b>	
	None
<b>Leaves of Absence</b>	
	None
<b>Retirements</b>	
	None
<b>Resignations/Terminations</b>	
	None
<b>Supplemental Service Agreements</b>	
1	Language Tester
30	Migrant Education Teachers
6	Team Leaders
22	Elementary Teachers
9	Secondary Teachers
<b>Miscellaneous Actions</b>	
2	Working Out of Class
1	39 Month Rehire
2	Administrative Transfers
1	Change in Days
1	Change in Hours
<b>Separations From Service</b>	
1	Accounting Specialist II
1	Office Manager – High School
<b>After School Program</b>	
	None
<b>Limited Term – Projects</b>	
1	Administrative Secretary III
1	Campus Safety Coordinator

1	Custodian I
2	Custodian II
2	Data Entry Specialists
13	Enrichment Specialists
1	HR Specialist
12	Instructional Assistant – General
1	Language Support Liaison
2	Lead Custodian II
1	Lead Custodian III
1	Office Assistant I
1	Office Assistant II
7	Office Assistant III
2	Transfers
<b>Limited Term – Substitute</b>	
1	Attendance Specialist
3	Cafeteria Assistants
1	Campus Safety Coordinators
3	Custodian I
1	Groundskeeper I
2	Health Assistants
1	HR Technician
1	Instructional Assistant I
2	Instructional Assistant II
<b>Exempt</b>	
12	Babysitters
1	Crossing Guard
4	Instructional Assistant MCC
1	MEES
4	Migrant OWE
1	Safety Monitor
1	Spectra Artist
9	Student Helpers
<b>Provisional</b>	
1	Office Assistant II
2	Office Assistant III

## 2.2 Public Employee Discipline/Dismissal/Release/Leaves

- 2.3 **Negotiations Update**
  - a. CSEA
  - b. PVFT
  - c. Unrepresented Units: Management and Confidential
  - d. Substitutes – Communication Workers of America (CWA)

2.4 **Claims for Damages**

2.5 **Existing Litigation**

2.6 **Pending Litigation**

2.7 **Anticipated Litigation**

2.8 **Real Property Negotiations**

2.9 **4 Expulsions**

3.0 **OPENING CEREMONY – MEETING OF THE BOARD IN PUBLIC - 7:00 P.M.**

President Yahiro called the meeting of the Board in public to order at 7:03 pm.

3.1 **Pledge of Allegiance**

Trustee Ursino led the Board in the Pledge of Allegiance.

3.2 **Welcome by Board President**

Trustees Leslie De Rose, Kim De Serpa, Doug Keegan, Sandra Nichols, Karen Osmundson, Jeff Ursino, and President Willie Yahiro were all present.

3.3 **Student Recognition**

Families, friends, teachers and administrators recognized the accomplishment of the following students:

- *Angel Rocha-Duarte, Alianza Charter School*
- *Myles Remde, Bradley Elementary School*
- *Alondra Iniguez, Linscott Charter School*
- *Jaqueline Renteria, Pacific Coast Charter School*
- *Jessica Anne Rayburn, Watsonville Charter School of the Arts*

4.0 **ACTION ON CLOSED SESSION**

2.1 **Public Employee Appointment/Employment, Government Code Section 54957**

a. **Certificated Employees**

Trustee Nichols moved to approve the certificated employee report with the following change: minus 1 TOSA under Rehires. Trustee Keegan seconded the motion. The motion passed unanimously.

b. **Classified Employees**

Trustee Nichols moved to approve the classified employee report as presented. Trustee Keegan seconded the motion. The motion passed unanimously.

2.9 **4 Expulsions**

***Action on Expulsions.***

Trustee Osmundson moved to approve the District Administration recommendation for the following expulsion case:

***10-11-046***

Trustee Keegan seconded the motion. The motion passed unanimously.

Trustee Osmundson moved to approve the District Administration recommendation for the following expulsion case:

**10-11-047**

Trustee Keegan seconded the motion. The motion passed unanimously.

Trustee Osmundson moved to approve the District Administration recommendation for the following expulsion case:

**10-11-049**

Trustee Keegan seconded the motion. The motion passed unanimously.

Trustee Osmundson moved to approve the District Administration recommendation for the following expulsion case:

**10-11-051**

Trustee Keegan seconded the motion. The motion passed unanimously.

**5.0 APPROVAL OF THE AGENDA**

Trustee Keegan moved to approve the agenda. Trustee Nichols seconded the motion. The motion passed unanimously.

**6.0 APPROVAL OF MINUTES**

***a) Minutes of December 8, 2010***

Trustee Nichols moved to approve the minutes of December 8, 2010, with a correction to vote count under item 3.2 of the Board of Directors of PVUSD Financial Corporation agenda: it should be 5/0/2. Trustee Keegan seconded the motion. The motion passed unanimously.

**7.0 HIGH SCHOOL STUDENTS BOARD REPRESENTATIVES REPORT**

Guadalupe Aburto and Summer Lewis of Watsonville High School, Sarah Dohel and Claryn Ashworth of Aptos High School, and Marcela Mendoza of Renaissance High School, reported on their school events, activities and sports.

**8.0 VISITOR NON-AGENDA ITEMS**

None.

**10.0 EMPLOYEE ORGANIZATIONS COMMENTS – PVFT, CSEA, PVAM, CWA 5 Min. Each**  
Francisco Rodriguez, PVFT president, commented on item 13.2 regarding the seal of biliteracy, stating that they are looking forward to 2011 being the first year that PVUSD students are recognized for being bilingual, biliterate. Regarding item 15.5 on 100% certification of teachers, he stated that the union is looking forward to working with the district so that the years of experience count and the nine teachers can be supported in their effort to pass the test to be fully qualified.

**11.0 CONSENT AGENDA**

Trustee Nichols moved to approve the consent agenda. Trustee De Rose seconded. Trustee Keegan asked to defer item 11.20. Trustees Nichols and De Rose amended their motion to include deferring item 11.20. The motion passed unanimously.

**11.1 Purchase Orders December 1, 2010 – January 12, 2011.**

**11.2 Warrants December 1, 2010 – January 12, 2011.**

**11.3 Approve Resolution #10-11-11, Authorized District Representatives for the School Facility Program.**

**11.4 Approve CAHSEE Passage Waiver in English Language Arts for Pajaro Valley High School #10-11-01.**

- 11.5 Approve CAHSEE Passage Waiver in English Language Arts for Pajaro Valley High School #10-11-02.
- 11.6 Approve CAHSEE Passage Waiver in English Language Arts for Pajaro Valley High School #10-11-03.
- 11.7 Approve CAHSEE Passage Waiver in English Language Arts for Pajaro Valley High School #10-11-04.
- 11.8 Approve CAHSEE Passage Waiver in English Language Arts for Pajaro Valley High School #10-11-05.
- 11.9 Approve CAHSEE Passage Waiver in English Language Arts for Pajaro Valley High School #10-11-06.
- 11.10 Approve CAHSEE Passage Waiver in English Language Arts for Pajaro Valley High School #10-11-07.
- 11.11 Approve CAHSEE Passage Waiver in English Language Arts for Pajaro Valley High School #10-11-08.
- 11.12 Approve CAHSEE Passage Waiver in English Language Arts for Pajaro Valley High School #10-11-09.
- 11.13 Approve CAHSEE Passage Waiver in English Language Arts for Pajaro Valley High School #10-11-10.
- 11.14 Approve CAHSEE Passage Waiver in Math for Pajaro Valley High School #10-11-11.
- 11.15 Approve CAHSEE Passage Waiver in Math for Pajaro Valley High School #10-11-12.
- 11.16 Approve CAHSEE Passage Waiver in Math for Pajaro Valley High School #10-11-13.
- 11.17 Approve CAHSEE Passage Waiver in Math for Pajaro Valley High School #10-11-14.
- 11.18 Approve CAHSEE Passage Waiver in Math for Pajaro Valley High School #10-11-15.
- 11.19 Approve CAHSEE Passage Waiver in Math for Pajaro Valley High School #10-11-16.
- 11.20 Approve Williams Complaint Quarterly Report for October, November, and December 2010: 1 Complaint Regarding Renaissance High School Roof Leak in Portable Classroom. This item was deferred.
- 11.21 Approve Authorized Signatories for Student Teaching Agreements for 2010-2011.

## **12.0 DEFERRED CONSENT ITEMS**

- 11.20 Approve Williams Complaint Quarterly Report for October, November, and December 2010: 1 Complaint Regarding Renaissance High School Roof Leak in Portable Classroom. Trustee Keegan wanted to acknowledge that the district takes seriously any Williams Complaints. He requested that the complainant be notified when the issue is resolved.

Trustee Keegan moved to approve this item. Trustee De Rose seconded the motion. The motion passed unanimously.

### **13.0 POSITIVE PROGRAM REPORTS**

#### **13.1 Report on Algebra Boot Camp at Rolling Hills Middle School.**

*Report by Murry Schekman, Assistant Superintendent.*

Mr. Schekman introduced Dr. Hongde Hu, of CSUMB, who developed the curriculum; Lorraine O'Shea, Bruce Woolpert and Kevin Jeffrey of Graniterock, and Rick Ito and Luis Medina of RHMS, were also present.

Rick Ito expressed his appreciation for the partnership with Graniterock and noted that the 53 students who attended the academy truly benefited from the program.

Kevin Jeffrey stated that Graniterock has done a couple of things to support academic achievement at RHMS and that the academy was successful because of the involvement of CSUMB staff. He noted that on the last day of the academy all students and their parents all attended the "graduation" ceremony. He said that CSUMB's Dean of Admissions guaranteed the participants' acceptance to CSUMB if they meet eligibility requirements.

Professor Hu, shared his experience and said that this is an amazing camp idea for the entire country. He noted that there are 10 similar camps in the world and 2 in the country. Students were very appreciative.

Public Comment:

Rhea DeHart, community member and member of executive Board MAIA, said that this is an example of an effective partnership that includes education and business.

#### **13.2 Report on California Department of Education's Acknowledgement of Implementation of Seal of Biliteracy Program.**

*Report by Dorma Baker, Superintendent.*

Dorma Baker stated that this acknowledgement represents for this district the result of excellent work by staff to make the accomplishment of students recognized. This district is one of the first 33 out of over 1000 districts in the State to have this in place. Logistics are in place for counselors to work with the students to ensure this runs smoothly.

Board participated with comments and questions.

### **14.0 REPORT AND DISCUSSION ITEMS**

#### **14.1 Report and discussion on Governor's January 2011-2012 Budget Proposal.**

*Report by Helen Bellonzi, Finance Director.*

Helen Bellonzi reported on the Governor's January 2011-12 Budget Proposal. She noted that education has taken a significant amount of reduction at the state level. Governor's budget is based on the assumption voters approve an extension of temporary taxes; should this fail, additional reductions will be necessary. PVUSD will need to plan two options as follows: Option 1 – flat funding, continue the funding level contained in the enacted 2010-11 into 2011-12, which still signifies a \$19 per ADA reduction. Option 2 – a loss of about \$330 per ADA for PVUSD if tax extension is not approved by voters. Helen noted that the categorical program flexibility will be extended an additional two years. In addition, kindergarten-3<sup>rd</sup> Class Size Reduction would now end in 2014-15 instead of 2012-13. Helen commented on the fiscal challenges facing the district, including: possible \$6-7 million reduction if June initiative fails; continued deficit spending; increase in employee health and welfare benefits; expended federal stimulus funding; noticing certificated staff by March 15 when funding options will still be unknown; with the lack of COLA increase in the past four years, the district's fixed costs will continue to encumber the budget.

Helen offered the following for board consideration: delay 2010-11 position restoration approved by the Board in November and hold full amount of funding to save positions in 2011-12 should June initiative fail; hold a special hearing on the budget at a regular board meeting in February to receive more information on the district's three year projections and lay out possible actions for potential financial scenarios.

Public comment:

Bill Beecher, community member, commented on his impressions about the State budget. He believes that the voters will not approve the June initiative and that this will place the district in a critical financial position.

Board participated with comments and questions.

## **15.0 REPORT, DISCUSSION AND POSSIBLE ACTION ITEMS**

### **15.1 Report, discussion and possible action on PVUSD's 2009-2010 Financial Audit Report.**

*Report by Helen Bellonzi, Finance Director.*

Ahmad Gharaibeh, Vavrinek, Trine, Day & Co., LLP representative, commented that the opinion of the auditor is that the District's financial records represent a true financial condition of PVUSD and that there are no material weaknesses in the internal control over financial reporting. The finding and recommendation that the Auditor found is related to Student Body Accounts documentation. The auditor is confident that the District will be able to implement corrective measures.

Board participated with comments and questions.

Trustee Nichols moved to approve the financial audit report. Trustee Keegan seconded the motion. The motion passed unanimously.

### **15.2 Report, discussion and possible action to Appoint Members to Board Standing Committees and Organizations.**

*Report by President Yahiro.*

Members of the board were appointed to each standing committee as follows:

1. *Community Advisory Committee – SELPA* – Nichols, Osmundson, De Serpa
2. *District English Learners Advisory Committee (DELAC)* – Osmundson, Keegan
3. *Fringe Benefits* – Committee no longer requiring board members; observation at meetings is encouraged.
4. *GATE Advisory Committee* – De Serpa, Ursino
5. *Governmental Relations* – Nichols, Yahiro, De Rose
6. *Mello Center JPA* – Keegan, Yahiro
7. *Migrant Head Start Policy Advisory* – Osmundson, Nichols
8. *Pajaro Valley Prevention and Student Assistance (PVPSA)* - Keegan, De Serpa (alternate)
9. *Safety Committee* – De Rose
10. *SPECTRA* – De Rose, De Serpa

Regarding the Fringe Benefits, Albert Roman explained that 4 administration members were identified to serve at the committees for each union: HR Assistant Superintendent, CBO, Finance Director and Payroll and Benefits Supervisor. However, trustees are encouraged to attend and participate..

### **15.3 Report, discussion and possible action on Updates to the following Board Policies (BP).**

- a. BP 3515.2, Disruptions
- b. BP 5131, Conduct
- c. BP 5145.11, Questioning and Apprehension by Law Enforcement.
- d. BP 6142.7, Physical Education and Activity
- e. BP 6158, Independent Study
- f. BP 6162.5, Student Assessment

*Report by Dorma Baker, Superintendent.*

*5 min.*

Trustee Nichols moved to approve policy #5131 with changes under *Possession/Use of Cellular Phones and Other Mobile Communication Devices* to include the following wording: Use of mobile communication devices during class time are only to be used for education purposes under the supervision of the teacher. Trustee De Rose seconded the motion. The motion passed unanimously.

Trustee Nichols moved to approve the remaining policies as presented. Trustee Keegan seconded the motion. The motion passed unanimously.

**15.4 Report, discussion and possible action to approve Policy #5118, Open Enrollment Act Transfers.**

*Report by Dorma Baker, Superintendent.*

Dorma Baker explained that this policy is in accordance with new legislation regarding open enrollment transfers.

Trustee Nichols moved to approve the motion. Trustee De Rose seconded the motion. The motion passed unanimously.

**15.5 Report, discussion and possible action to approve Update to Policy #4112.2, Certification.**

*Report by Albert Roman, Assistant Superintendent, Human Resources*

Trustee Nichols moved to approve this item. Trustee Ursino seconded the motion.

Board participated with comments and questions.

The motion passed unanimously.

**15.6 Report, discussion and possible action to approve Provisional Internship Permit for Carmen Becerra.**

*Report by Albert Roman, Assistant Superintendent, Human Resources.*

Trustee Keegan moved to approve this item. Trustee De Rose seconded the motion. The motion passed unanimously.

**16.0 GOVERNING BOARD AND SUPERINTENDENT COMMENTS/REPORTS**

Trustee De Rose wished all a happy New Year.

Trustee Nichols commented on an anti-bullying workshop she attended, noting that it was an organized approach to dealing with this issue.

**17.0 UPCOMING BOARD MEETINGS/REMAINING BOARD MEETINGS FOR 2010**

All meetings, unless otherwise noted, take place at the District Office Boardroom, 292 Green Valley Road, Watsonville, CA. Closed Session begins at 6:00 pm; Open Session begins at 7:00 pm.

**17.1 Discuss and decide on date for Board Governance Study Session.**

This item would be brought back at a future meeting with proposed dates.

		Comment
February	▪ 9	▪
	▪ 23	
March	▪ 9	▪ Approve 2 <sup>nd</sup> Interim Report
	▪ 23	
April	▪ 13	▪
	▪ 27	
May	▪ 11	▪ Approve 3 <sup>rd</sup> Interim Report
	▪ 25	



<b>June</b>	<ul style="list-style-type: none"> <li>▪ 8</li> <li>▪ 22</li> </ul>	<ul style="list-style-type: none"> <li>▪ 10-11 Budget Adoption</li> </ul>
<b>July</b>	<ul style="list-style-type: none"> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪ No Meetings Scheduled</li> </ul>
<b>August</b>	<ul style="list-style-type: none"> <li>▪ 10</li> <li>▪ 24</li> </ul>	
<b>September</b>	<ul style="list-style-type: none"> <li>▪ 14</li> <li>▪ 28</li> </ul>	<ul style="list-style-type: none"> <li>▪ Unaudited Actuals</li> </ul>
<b>October</b>	<ul style="list-style-type: none"> <li>▪ 12</li> <li>▪ 26</li> </ul>	
<b>November</b>	<ul style="list-style-type: none"> <li>▪ 16</li> </ul>	<ul style="list-style-type: none"> <li>▪</li> </ul>
<b>December</b>	<ul style="list-style-type: none"> <li>▪ 7 Annual Organization Mtg.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Approve 1<sup>st</sup> Interim Report</li> </ul>

#### 18.0 ADJOURNMENT

There being no further business to discuss, the meeting of the Board was adjourned at 10:19 pm.



Dorma Baker, Superintendent

**PAJARO VALLEY UNIFIED SCHOOL DISTRICT**



***Board Agenda Backup***

Item No: 8.1

**Date:** February 9, 2011

**Item:** **Recognition of EA Hall Staff for Heroic Efforts with Choking Student**

**Overview:** Recently Shin Light, student at EA Hall School, experienced a choking incident. Staff at the school were quick to respond to aid the student. Teacher Kurt McLachlan performed the Heimlich Maneuver and successfully dislodged a piece of food obstructing the student's airway. His knowledge of this emergency technique saved the student's life.

PVUSD administration and Board wish to recognize the following staff members for their quick reaction and for ensuring the safety of Shin Light:

Kurt McLachlan, Norma Sabla, April Morelli, Brenda Daniels, Olga De Santa Anna, Matt Levy, Caroline Calero, Fire Medics, Hillary Ferryra, Lupe Herrera, and Olivia Segura.

**Recommendation:** Positive Report only.

**Budget Considerations:**

**Funding Source:**

**Budgeted:** Yes: ☐

No: ☐

**Amount:** \$

**Prepared By:** Murry Schekman, Assistant Superintendent

**Superintendent's Signature:**

*Dorma Baker* (AA)

**PAJARO VALLEY UNIFIED SCHOOL DISTRICT**



**Board Agenda Backup**

Item No: 9.0

**Date:** February 9, 2011

**Item:** Ceiba College Preparatory Academy – Charter Renewal

**Overview:** The Charter Schools Act of 1992, (California Ed. Code Section 47600), was enacted “to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure.”

Ceiba College Preparatory Academy (Ceiba) is an independent 6-12 public charter school authorized by the PVUSD Board on Oct 10, 2007. Ceiba seeks to renew its charter for the statutory period of five years, from July 1, 2011 to June 30, 2016.

Charter school renewals are governed by standards and criteria in Education Code Section 47607. At least one of four criteria must be met in order for the charter to be eligible for renewal. (Education Code 47607(1)(2)(b)).

**Recommendation:** Public Hearing item only; this petition will be brought to the Board for Action at the meeting of February 23<sup>rd</sup>.

**Budget Considerations:**

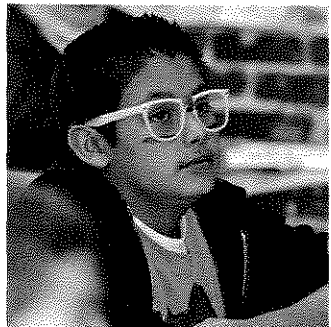
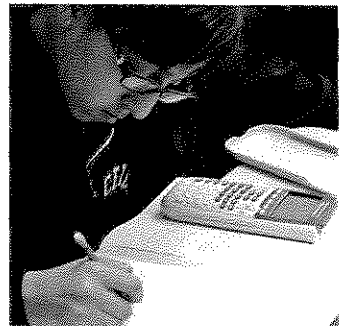
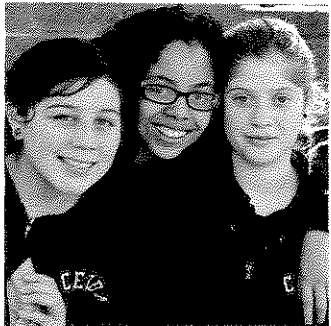
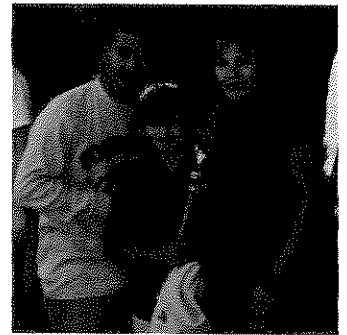
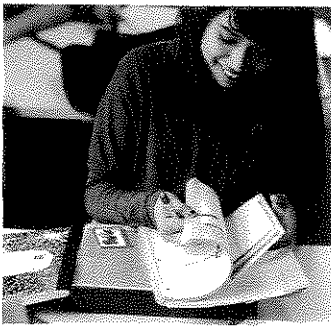
**Funding Source:**

**Budgeted:** Yes: ☐ No: ☐

**Amount:** \$

**Prepared By:** Tom Brown, Beacon Education Network

**Superintendent's Signature:** Donna Bat

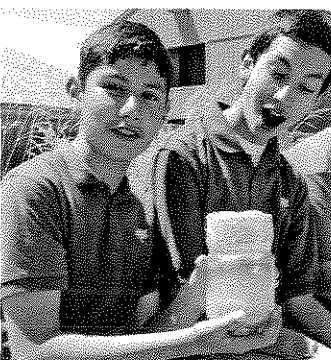


## CHARTER PETITION

Submitted to the Pajaro Valley Unified School District

December 22, 2010

Excerpts for PVUSD Board Packet: February 9, 2011



Lead Petitioners:

Tom Brown 831-239-2322  
[tom.brown@beaconed.org](mailto:tom.brown@beaconed.org)

J Zac Stein 917-796-7599  
[jzac.stein@beaconed.org](mailto:jzac.stein@beaconed.org)

## **INTRODUCTION**

Beacon Education Network ("BEN") is a nonprofit organization committed to college readiness for historically under-served students. Our first charter school, Ceiba College Preparatory Academy, provides a personalized, college-readiness program that enables graduates to be UC/CSU eligible and prepares them to persist and graduate from college "on time."

### **Summary Results**

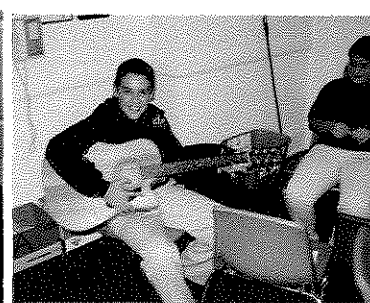
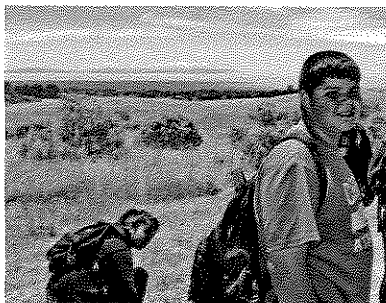
- Ceiba opened with 145 students in August 2008 and is currently in Year 3 of the initial charter
- Ceiba currently serves 244 students in grades 6 – 8
- Ceiba has a 98.2% attendance rate this school year (see Appendix A)
- Ceiba is the top performing middle school in the District with a 2010 API of 841
- Ceiba's 2010 API increased 63 points in one year (841 vs 778)
- Ceiba is the top performing middle school in the County in which 50% of students or more qualify for reduced price meals
- Ceiba has a statewide rank of 6 and a similar schools rank of 10 based on 2009 API
- Ceiba has a positive fund balance, has operated at a surplus in each of its first two years and meets all reserve requirements
- Ceiba has received an unqualified audit report in each year of operation
- Ceiba has a parent satisfaction rate of 97% with 99% of families participating in the anonymous annual survey

Our hope is that we can continue our collaborative relationship with PVUSD so that ALL students in the school district can succeed. We don't have all the answers. And we don't care where the "best ideas" come from. What we care about more than anything else is that every child has a chance to attend a high-quality school that best meets their individual needs, and every child who seeks to go to college has the opportunity and support to be successful there.

For more information about the Beacon Education Network and its role in supporting Ceiba College Prep, please visit our website at [www.beaconed.org](http://www.beaconed.org).

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## CONTEXT

In 2006, more than 170,000 students failed to graduate from high schools in California. California's graduation rate was the lowest in ten years; estimates range between 65% and 74%. According to a 2008 report by the California Dropout Research Project, high school dropouts cost the state approximately \$46 billion in lost earnings, equivalent to nearly 3% of the Annual Gross State Product.<sup>1</sup> This dropout crisis profoundly affects our communities: compared to high school graduates, dropouts are statistically more likely to have higher rates of unemployment, lower earnings, poorer health, higher rates of mortality, higher rates of criminal behavior and incarceration, and increased dependence on public assistance.

Statewide college persistence statistics are also discouraging. Fifty percent (50%) of all students who enroll at one of California's Community Colleges fail to complete their first year; 25% of students at four-year universities in California drop out after just their first year. A recent report from the Public Policy Institute of California indicates that fewer than 1 in 10 students who enter community college to achieve an associate's degree graduate with one. Worse, only a quarter of the students who concentrate on taking courses to transfer to four-year schools eventually do so.

Nationally, Latino students have the lowest rates of attending college and obtaining a degree: only 13% of Hispanic adults have received at least a Bachelor's degree, compared to 31% of white adults, 18% of black adults, and 50% of Asian adults. The proportion of 16-to-19-year-old Latinos who have dropped out of high school (9%) is more than twice as high as that for whites, four times as high as Asians, and higher than the rate for blacks.<sup>2</sup> There is work to be done to ensure equal opportunity for students from all backgrounds.



Ceiba College Prep is dedicated to providing a college readiness program for students who may otherwise not be afforded the opportunity. Three years ago, Ceiba's current 8<sup>th</sup> grade students scored below the district average in terms of proficiency on the state's STAR tests. As 5<sup>th</sup> graders at Pajaro Valley schools, only 30% scored proficient in Math and 23% scored proficient in English Language Arts.

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<sup>1</sup> *Solving California's Dropout Crisis: California Dropout Research Project Policy Committee Report*, February 2008. See <http://cdrp.ucsb.edu/> for more information.

<sup>2</sup> Berger, Joseph. "The Latino Lag." In *The New York Times*, July 23, 2010.



After two years at Ceiba, 72% of the same students scored proficient in Math and 70% scored proficient in English Language Arts. In 2008-2009, Ceiba's first year, the school earned a 10 on the Similar Schools ranking and an API score of 778. In 2010, our API increased 63 points to 841, making Ceiba the highest-performing middle school in the district – while maintaining a surplus and positive fund balance in both years of operation and a parent satisfaction rate of 97%.

We are pleased by our progress thus far, and hope to see sustained and continuous growth in the future. We will continue to work toward ensuring that a student's background does not determine his or her educational outcome. State testing requirements will be the *minimum* bar at Ceiba, not the apex of achievement, and we refuse to give up on students who do not meet proficiency requirements. Our extended school day and longer school year give us the flexibility to provide extra support for the students who need it most, and as we grow, we continue to learn about how to use that time effectively. Only by committing to working with each student and encouraging them toward and above proficiency can we begin to make progress in closing the achievement gap, and in preparing 100% of our Ceiba scholars for success in college and beyond.

## VISION AND INSPIRATION

The vision of the Beacon Education Network ("BEN") is to eliminate the "college readiness gap" by improving the quality of college-readiness instruction and increasing the capacity of schools to enroll more low-income students in college-preparatory classes.

Ceiba College Prep was inspired by the belief that all students can learn successfully at high levels. The school opened in Watsonville, California, after a coalition of parents came together in recognition of the growing need to help prepare students for success in college.

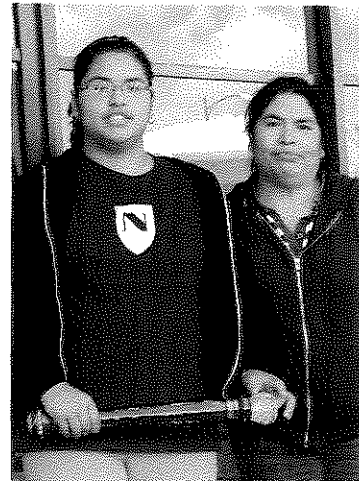
Our core values have been born from these beliefs:

1. We need to **professionalize teaching** – compensate teachers for their performance and invest in them as the school's single biggest resource (not as a cost to be managed). We do this by recruiting outstanding educators, providing strong professional development both before and during the school year, giving teachers time to collaborate and plan for their classes, and supplying teachers with the materials and tools they need to be successful in their classrooms.
2. We need to promote a school culture where it's "safe to be smart and cool to be creative," where we value individual differences, and where kids feel supported at school and inspired to achieve beyond their accomplishments. We work to create a safe place where our students don't want to go home at the end of the day, where



our culture is governed neither by fear nor by chaos, but rather by mutual respect and a shared love for learning. We support students as they foster the following attributes: Creativity, Effort, Integrity, Benevolence, and Assertiveness.

3. We need to be more disciplined and scientific in our collection and use of data and use it to provide meaningful feedback to students, teachers and administrators. We need to track our "value added" - otherwise, how do we know we're making a difference?
4. We need a "college knowledge," standards based curriculum that gives students the skills, knowledge and confidence they need to be successful in high school and beyond.
5. We need to build a thirst for higher education in students as early as the 7<sup>th</sup> grade by practicing college-readiness skills, bringing students to visit college campuses, and speaking frequently and openly about the benefits of higher education.
6. We need school leaders in classrooms. The school leader needs to be in rooms every day monitoring student performance, helping teachers improve their craft, and ensuring the school is delivering on its educational promise.
7. We need to partner with parents and help them become advocates for their kids, and we need to be in constant communication with families about their students' progress.
8. We need to deploy technology as a productivity and communication tool so that students are prepared for life in the 21<sup>st</sup> century. We must incorporate technology not for "technology's sake," but in order to meaningfully engage students and personalize their instructional programs.
9. We need to set high standards and expect incredible results. We maintain high expectations for our students academically and behaviorally because we want to encourage them to put forth their best effort, and we know they are capable of greatness.
10. We need to help every single student until they reach mastery. We don't believe that a student's background should predetermine his or her future. Our students benefit from Ceiba's small school size, individual attention, and extended school day and year so that each and every student is prepared for success.



## EDUCATIONAL PHILOSOPHY AND PROGRAM

### MISSION

*Provide a clear and concise mission statement that defines the purposes and nature of the charter school. [Ref. Criteria for Review; CCR-5, §11967.5.1(f)(1)(B)]*

Ceiba College Prep aims to increase the college readiness and persistence rates of traditionally underserved students, in grades 6-12, as measured by UC/CSU eligibility and graduation rates.

### EDUCATIONAL PHILOSOPHY AND PROGRAM

*Describe the educational program of the proposed charter school. Describe how learning best occurs, what it means to be an educated person in the 21<sup>st</sup> century, and identify those whom the school is attempting to educate. Describe how the goals identified in the program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. [Ref. California Education Code §47605 (b)(5)(A)(i)]*

The educational philosophy at Ceiba College Prep is driven by our belief that all students, if given adequate preparation, are capable of succeeding in college and beyond. It is with that optimism and with research-based strategies on improving student achievement that the school's educational program is designed. It is our school mission and vision that drives everything at Ceiba College Prep, from school culture to the academic program.

In order to prepare students for success in four-year colleges and universities, Ceiba College Prep is a focused learning environment with curricular standards that are aligned and integrated. At the high school level we will plan for student success using a number of resources, including the comprehensive goals set forth in the College Board's "College Board Standards for College Success" (CBSCS), standards designed based on research from the Center for Education Policy Research at the University of Oregon (see Appendix B). The publication of "Understanding University Success," a two-year study involving more than 400 college faculty members, indicates the importance of the rigor and vertical alignment of a college-preparatory school's standards-based curriculum *and* the habits of mind developed during the high school years:

One of the most dominant themes raised by participants [university faculty] is the importance of the habits of mind students develop in high school and bring with them to university studies. These habits are considered by many faculty members to



be more important than specific content knowledge. The habits of mind include critical thinking, analytic thinking and problem solving; an inquisitive nature and interest in taking advantage of what a research university has to offer; the willingness to accept critical feedback and to adjust based on such feedback; openness to possible failures from time to time; and the ability and desire to cope with frustrating and ambiguous learning tasks. Other critical skills include the ability to express one's self in writing and orally in a clear and convincing fashion; to discern the relative importance and credibility of various sources of information; to draw inferences and reach conclusions independently; and to use technology as a tool to assist the learning process rather than as a crutch (Understanding University Success 8)

For a more detailed account on curriculum design and delivery please see the Curriculum and Instructional Design section below.

### **HOW LEARNING BEST OCCURS**

At Ceiba, we believe that learning best occurs in a supportive and engaged community. Learning does not start and stop with the school day; students continue to be impacted by their experiences in their families and the broader communities in which they live. We seek to leverage our position as a community school in order to draw connections between students and the Watsonville community. Here is a list of values and traits that drive our work:

- A small, diverse community that fosters relationships, ensuring that every student is known and nobody "falls through the cracks;"
- Effective and comprehensive support systems, aligned with high expectations, to help students across the achievement curve reach their goals;
- A positive school culture that nurtures the pursuit of ideas, values individual differences, and fosters character development; a culture that inspires the belief that it's "cool to be smart";
- A rigorous standards-based curriculum that encourages students to forge connections between ideas and the communities in which they live;
- Teaching that is impassioned and informed;
- A focus on measurable outcomes, varied assessments, and accountability;
- Parents actively involved in the education of their children;
- Community involvement in the life of the student and the school;
- Use of mentorships and advising to help students develop study, time management, interpersonal, and job-relevant skills;

## What it Means to be an Educated Person in the 21st Century

Ceiba's objective is to enable students to become self-motivated, competent, and lifelong learners. There are four essential characteristics of an educated person: **knowledge**, **thinking and communication skills**, intellectual **habits** of mind to navigate unknown situations, and personal **attitudes** that help create an ethical base from which to act.

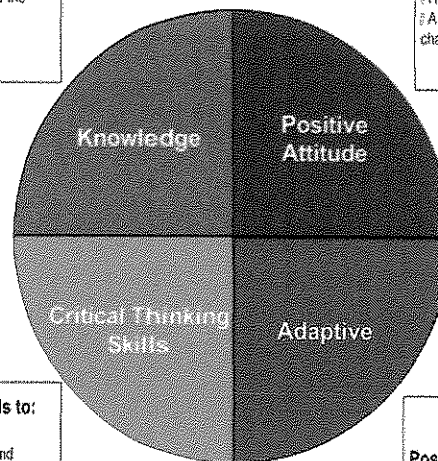
### Characteristics of an educated person in the 21<sup>st</sup> Century

#### Possesses core knowledge about:

- 1 The history and diversity of human societies in our country and the world;
- 2 The scientific and mathematical ways of understanding the world;
- 3 The arts, including visual arts, music, performing arts, and literature;
- 4 Philosophy and ethics;
- 5 Political and economic systems;
- 6 Physical and mental health;
- 7 Our physical world, geography, and the environment; and
- 8 Technology, media and their uses.

#### An educated person demonstrates personal attitudes of:

- 1 Integrity;
- 2 Independence;
- 3 Courage to stand up for what is right;
- 4 Respect for ideas and for others;
- 5 A sense of humor;
- 6 Empathy and compassion;
- 7 Leadership;
- 8 Emotional maturity;
- 9 Hard work and pride in what he does; and
- 10 A belief in himself and his ability to face challenges.

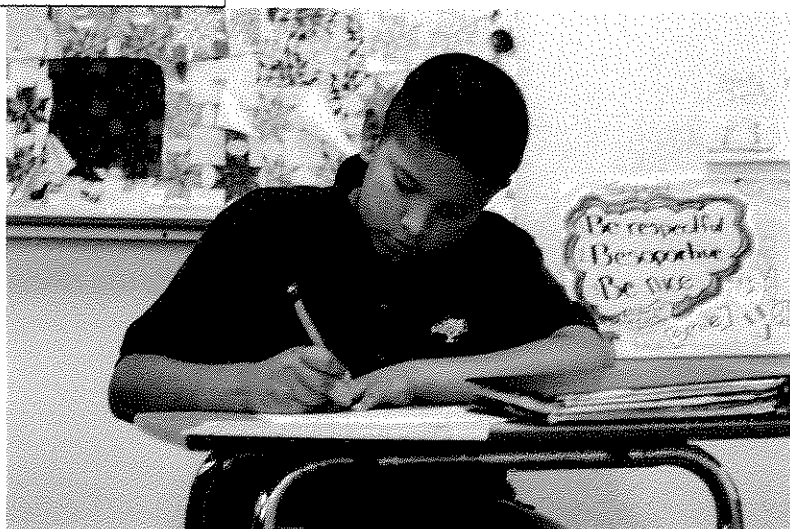


#### Has the critical thinking skills to:

- 1 Communicate clearly, effectively, and persuasively as a writer and speaker;
- 2 Apply mathematical and scientific principles to solve real-world problems;
- 3 Use technology appropriately;
- 4 Communicate in two or more languages;
- 5 Think creatively, independently, and logically;
- 6 Collaborate effectively and resolve conflicts peacefully;
- 7 Organize and find information;
- 8 Communicate through various forms of artistic expression;
- 9 Analyze, evaluate, and make connections between ideas; and
- 10 Set appropriate goals, and create and implement plans to reach those goals.

#### Possesses the intellectual habits of mind to:

- 1 Adapt to rapidly changing situations;
- 2 Be imaginative and innovative when necessary;
- 3 Persist despite difficulties;
- 4 Examine issues from a variety of perspectives and seek out evidence for those perspectives;
- 5 Reflect on past experiences and on the learning process itself; and
- 6 Strive for accuracy.



## **HIGH SCHOOL PROGRAMS**

*If the proposed school will serve high school students, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the "A" to "G" admissions criteria may be considered to meet college entrance requirements. [Ref. California Education Code §47605(b)(5)(A)(ii)]*

For grades nine through twelve, Ceiba's course completion requirements for graduation are based on the University of California's A-G requirements. We will ensure that all of our high school courses receive UC approval so that all graduates will be eligible to apply to the University of California and California State University campuses, as well as other four-year colleges and universities of their choosing.

We are in the process of applying for our initial WASC accreditation which, coupled with A-G course approval, will help ensure that Ceiba courses will be transferable to other schools. Ceiba will work closely with PVUSD to develop a plan to ensure course transferability for students who transfer in or out of Ceiba prior to graduation.

Ceiba will provide students and parents with a course catalog or its equivalent, notifying parents about the transferability of Ceiba school courses to other high schools and the eligibility of these courses to meet college entrance requirements. Parents will be notified of our course acceptance and transferability status during enrollment and orientation meetings, parent meetings, and within the family handbooks. Updates will be provided through letters, emails, and the Ceiba web site, [www.ceibaprep.org](http://www.ceibaprep.org). Parents of students seeking higher education admission or transfer to another high school will be notified in writing within five business days of Ceiba becoming aware of any issues or problems regarding the eligibility of our courses to meet college entrance requirements or transferability to another high school.

## **STUDENTS TO BE SERVED**

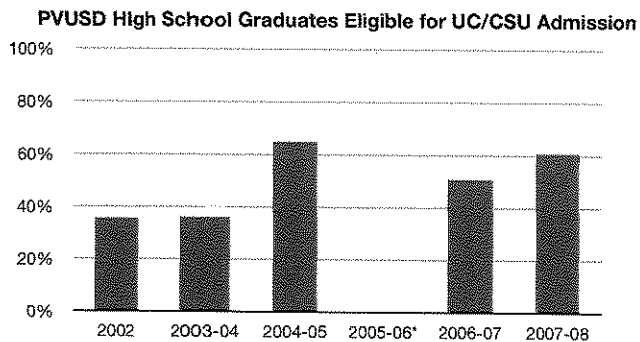
*Identify the proposed charter school's target student population, including, at a minimum, grade levels, approximate numbers of students, and specific educational interests, backgrounds, or challenges. [Ref. Criteria for Review; CCR-5, §11967.5.1(f)(1)(A)] As necessary, confirm that grade levels to be served by the charter school will coincide with the charter authorizer's grade levels. [Ref. Education Code §47606(a)(6).]*

Due to the comprehensive nature of most local school options, there are many students that fall through the cracks. For whatever reason – lack of parental involvement, an overburdened school counselor, class sizes too large, teachers

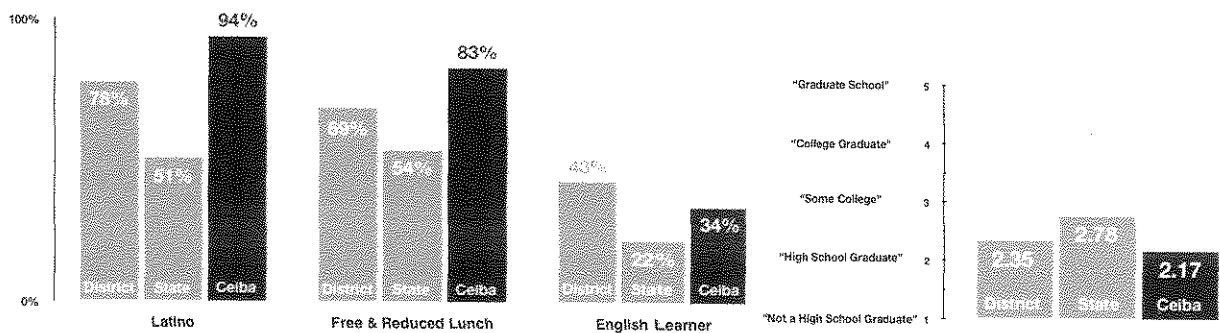
without the tools to meet the needs of students, negative peer effects – there are students who would be better served in other settings.

At Ceiba, we seek to serve students who don't currently have access to a college-preparatory education that meets their needs, or whose parents may be unfamiliar with the requirements of college preparation, eligibility, application, admission, persistence and graduation. These students may be the first in their

family to go to college, or the first in their family to graduate from college. This student profile includes traditionally underserved students of color, low-income students, first-generation college bound students, English Learners, students with Special Education needs, and students who are victims of low expectations. Ceiba does not discriminate against any child on the basis of race, ethnicity, national origin, gender, disability or ability, religion, or sexual orientation. We draw students from all parts of the Pajaro Valley Unified School District, but focus our outreach on students from disadvantaged backgrounds.



At Ceiba College Prep, 94% of our students are Hispanic/Latino, 86% are eligible for free or reduced price lunches due to low family incomes, 34% are English language learners, and only 8% of Ceiba students have a parent who has completed a college degree.<sup>3</sup>



At Ceiba, background does not determine one's ability to participate. Parent volunteers are provided with opportunities that reach beyond language barriers. Materials that are sent home—including weekly bulletins—are distributed in English as well as Spanish. Furthermore, parent meetings and Individual

<sup>3</sup> CDE, 10/15/10

\* CDE cites 2005-2006 PVUSD eligibility TO UC/CSU as 0%, which we believe to be a reporting irregularity. CDE, 9/14/10

Learning Plan conferences are conducted in both English and Spanish.

Students come to Ceiba at different academic levels and with different challenges facing them. Despite these different starting points, however, we believe that given seven years of focused “college knowledge,” every student can prepare for a college education in an environment of high expectations, individualized support to meet those expectations, and a small, caring school culture that values each individual. Ceiba is committed to providing all students, regardless of background, an educational opportunity that meets their unique needs.

## **CURRICULUM AND INSTRUCTIONAL DESIGN**

*Include a framework for instructional design that is aligned with the needs of the pupils that the charter school has identified as its target student population. [Ref. Criteria for Review; CCR-5, §11967.5.1(f)(1)(C-E)]*

### **INSTRUCTIONAL DESIGN**

Ceiba College Prep’s school design is based on five key elements:

1. Small, personalized learning communities
2. Rigorous, relevant and integrated curriculum
3. High expectations for all participants (students, teachers, and parents)
4. Quality teachers and inspiring school leaders
5. Accountability and transparency

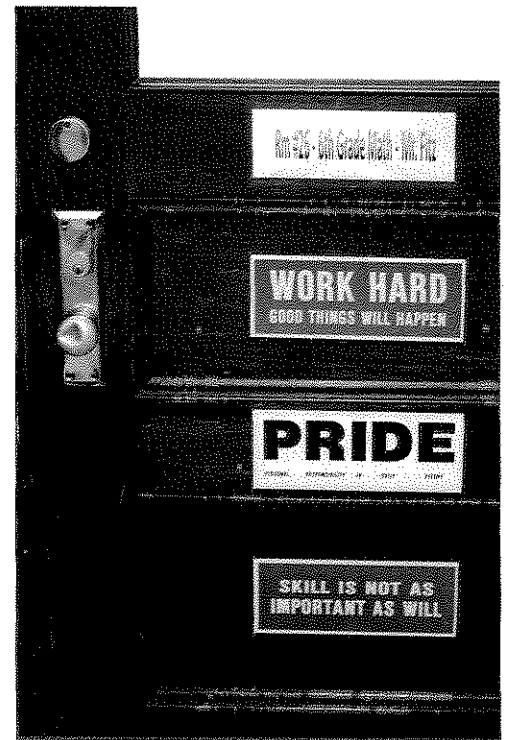
**1. Small, personalized learning communities** ensure that students are well-known by their teachers, administrators and other students. We have a small overall school size and small grade sizes, ensuring that no student will go without several adults knowing them well. Components of a small, personalized learning community include:

- Each student, in conjunction with parents and his or her advisor, develop an individual learning plan (ILP). The ILP (template in the Appendix C) states each student’s individual learning style, preparation, interests, challenges, goals and the specific strategies and activities that will be used to reach these academic, personal, and social goals. A minimum of twice a year, the student, parent, and advisory teacher review the ILP, assess student progress, and modify goals and plans as appropriate. These meetings are student-run, with each student facilitating the discussion of his/her goals.
- Every student meets with a faculty member who serves as an advisor. This advisory period allows the advisor to follow his or her group of students, serving as a mentor and advocate for each student. The advisor is the first contact for teachers and parents, helps develop the student’s ILP, and monitors the overall progress of each student. Advisory helps students



develop the skills and habits they need to navigate the teenage years. In addition, the advisory curriculum will support the successful completion of the junior project – an exhibition of student services to the community.

- One of the characteristics that separate great schools is the creation and maintenance of a positive school culture focused on achievement.<sup>4</sup> Our culture values academic success, character, positive relationships between students and staff, and the pursuit of individual excellence. Ceiba has created an extensive orientation program for students and staff in order to establish a strong school culture, as well as a comprehensive behavior management system hinged upon the Behavior Accountability Record, which serves as a paycheck incentivizing students to take ownership and remain accountable for their own behavior (see Appendix D). Additionally, we create ongoing rituals, ceremonies and celebrations for all community members to build and sustain a positive culture throughout the school year. Examples include school-wide gatherings, family barbecues, and special breakfasts to celebrate students' achievements.



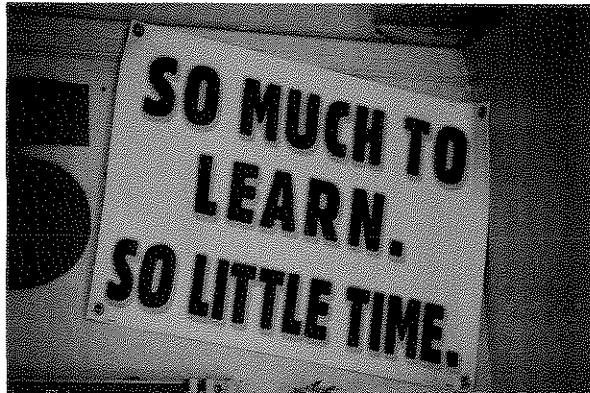
**2. Our rigorous, relevant and vertically integrated curriculum** is a key instrument for successfully delivering the Ceiba experience to students. The curriculum, relevant syllabi, and teacher delivery are closely monitored to ensure that classes are grade-appropriate while challenging students to excel. The peer, administrative, and student review process focuses extensively on the relevancy and the cohesion of the material vis-à-vis other classes at the school. We believe students need to be enrolled in classes that are closely aligned with each other from grade to grade so that proper scaffolding takes place for higher order reading, thinking and writing. Components of a rigorous, relevant and vertically integrated curriculum include:

- A college preparatory curriculum for ALL students<sup>5</sup>, and an emphasis on taking honors and/or AP classes at the high school level.

<sup>4</sup> For more information on the effects of culture and the research on peer effects see Eric A Hanushek, John F Kain, Jacob M Markman, and Steven G Rivkin, "Does peer ability affect student achievement?" Journal of Applied Econometrics, vol. 18 no. 5 (Sep 2003), ABI/INFORM Global, pg. 527; Caroline M. Hoxby, "Peer Effects in the Classroom: Learning from Gender and Race Variation," National Bureau of Economic Research Working Paper No. 7867.

<sup>5</sup> The best research available on the effects of an integrated and rigorous secondary curriculum is available from Michael W. Kirst and Andrea Venezia, editors, "From High School to College – Improving Opportunities for Success in Postsecondary Education," (San Francisco: Jossey Bass Publishers, 2004) and "College Knowledge – What it Really Takes for Students to Succeed and What

- The curriculum at Ceiba is core-competency driven, meaning extra attention is paid to the fundamentals of reading, writing and math;
- All courses at Ceiba have standardized scope and sequences that are coherently linked to each other and aligned with California, Massachusetts, and national core standards. Teachers work collaboratively before the school year to develop their syllabi, emphasizing vertical and horizontal integration
- Data-driven instruction, with teachers undergoing professional development in analyzing student achievement data and properly using Ceiba's Interim Assessments. In the 2009-2010 school year, Ceiba began implementing regular assessments using DataDirector. These immediate student results allow our team to create lessons that synch with student performance levels, to plan opportunities for re-teaching and reviewing, and to identify students in need of additional support;
- Teachers meet regularly in department level meetings to coordinate curriculum, at grade level to help struggling students, and with other departments to strategize relevant cross-disciplinary lessons. These professional learning communities meet on Friday afternoons on a rotating basis with aims and agendas sent out beforehand in order to maximize productivity;
- Extra time on task, in the form of longer instructional days, summer academy, as well as individualized and group support in study halls and teacher tutoring sessions, are required for low-achieving students as identified by regular interim assessments;
- Taking advantage of our small size, Ceiba teachers are trained in differentiating instruction to allow students to both emphasize their strengths and improve on individual areas of weakness. This is an ongoing effort, supplemented through formal professional development as well as peer-to-peer collaboration.



**3. High expectations for students, teachers and parents** are essential to creating a community that embraces goal setting, high achievement and a supportive atmosphere. All students will be held to account in classes that meet UC content standards, teachers are frequently observed and encouraged to reflect on their practice, and parents are encouraged to become involved in all facets of the school. A community that has high expectations for students, teachers and parents means that:

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We Can do to Get Them Ready," David T. Conley, (San Francisco: Jossey Bass Publishers, 2005). Dr. Kirst served on Beacon's Advisory Board during the start-up phase.

- We deliver results and not excuses;
- We support members of the community to achieve beyond their accomplishments;
- We continue to ask ourselves how to improve the student experience;
- We don't apologize for demanding a lot from the members of our community.

**4. Quality teachers and inspiring leaders** create appropriate space for the development of dynamic classrooms with engaged students. The Beacon Education Network recruits, hires and retains high quality teachers and leaders who are passionate about service to underserved students, inspired to work in an environment of high-stakes accountability, and understand the challenges facing students as they prepare to enter college and the workplace thereafter.<sup>6</sup>

Components of a school environment that facilitates outstanding teaching and leadership include:

- A small school size that allows teachers to actively take leadership roles in developing curriculum and creating strategies for best educating each student;
- A daily schedule and yearly calendar that provides more instructional time as well as more collaboration and professional development time than is typically found at traditional schools (see Appendix E);
- High standards combined with latitude for teachers to design and deliver exceptional lessons—life and otherwise—that encourage students to think big and think hard.

**5. Ceiba is a transparent organization that is accountable** to the District, all stakeholders and to the mission of the School. Components of a transparent, accountable public school include:

- Published student achievement data, school-level financial information, student and parent survey results, and strategic planning scorecard information.

In addition, we will continue to work with the District to meet their oversight requirements, and it is recognized and agreed by Ceiba that the District may make unplanned and unscheduled random inspections of Ceiba College Prep at any time.

## **DELIVERING THE CEIBA CURRICULAR EXPERIENCE**

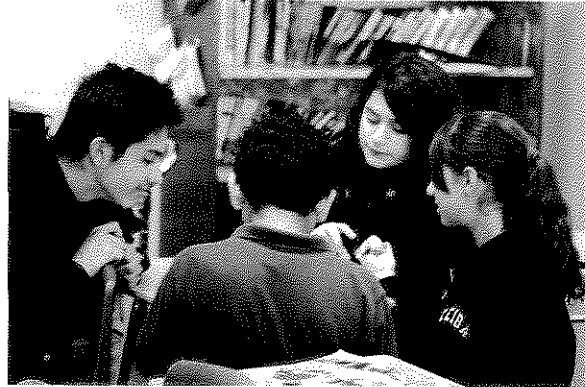
The philosophical underpinnings of Ceiba are grounded first in the tradition of core proficiency in reading, writing and math, and second in the changing dynamic of

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<sup>6</sup> For more information on the research that has informed this design principle, please see Thomas J. Kane, Jonah E. Rockoff, Douglas O. Staiger. 2005. "What Does Certification Tell Us About Teacher Effectiveness? Evidence from New York City" National Bureau of Economic Research. Working Paper No. 12155. (April) and also Donald Boyd and others. 2005. "How Changes in Entry Requirements Alter the Teacher Workforce and Affect Student Achievement." School of Education, Stanford University. National Bureau of Economic Research. Working Paper 11844.

“what a student needs to know in this globalizing world.” Our high school curriculum will navigate between traditional – classic world literature, foundational math, world history, and language training – and progressive, with high school offerings that are desirable and relevant for a global world (such as contemporary fiction, statistics, international politics, and environmental science). By offering students a firm understanding of the core areas of learning, and by training them to be creative, critical and nimble thinkers, we will engage Ceiba scholars in higher levels of inquiry about the increasingly global society in which they live.

The work to prepare students for this type of coursework begins in middle school, where cross-curricular standards have been embedded in classes in order to draw connections between English, Social Studies, Science and Math. Furthermore, all middle school courses incorporate the 8 Critical Thinking Standards: Depth, Breadth, Clarity, Accuracy, Logic, Precision, Relevance and Fairness.



At Ceiba, course planning is an ongoing, iterative process that begins during our two-week staff orientation each year. Ceiba articulates its grade level outcomes and works back from standards to establish scope, sequence and pacing guidelines for each course. At many schools, teachers begin curricular planning with their favorite lessons and activities, rather than a focus on specific goals and standards. In contrast, our backward approach to curricular design helps us begin with the end in mind. Once we have established and articulated our targets—which are based on California content standards, Massachusetts standards, and the national Common Core standards—teachers develop methods to measure progress towards those goals and standards, facilitating focused teaching and learning. Lastly, our teachers plan rigorous and engaging instructional experiences that move students toward school goals. Staff orientation draft instructional planning materials are available in Appendix F, and 2010-2011 course descriptions are included below.

## MEASURABLE STUDENT OUTCOMES AND OTHER USES OF DATA

### MEASURABLE STUDENT OUTCOMES

*The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for the purposes of this part, means the extent to which all students enrolled in the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. [Ref. California Education Code § 47605 (b)(5)(B)]*

Our program is designed to help all students achieve a high level of academic success and be "college ready" by graduation. Our strategy is consistent with standards detailed by the Center for Education Policy Research as the standards required of students to be "college ready." Below is a list of student and school-wide outcomes.

#### **Ceiba Students Will:**

- Pass high school courses with a C- or better (no social promotion)<sup>7</sup>;
- Complete Ceiba community service learning objectives;
- Complete an exhibition (also known as a "Junior Project") in which students pursue a large project of their own design;
- Take and pass the classes necessary to be eligible for admission to the University of California (see Appendix G)
- Find the right "college match" and apply to a minimum of three colleges or universities (unless accepted in the early admissions process);

#### **Ceiba College Prep Expects to:**

- Meet annual API growth targets and AYP benchmarks;
- Outperform comparable district schools on CST and/or SAT 10 tests;
- Outperform comparable district schools on the SAT or ACT;
- Achieve a 100% pass rate on the California High School Exit Exam (CAHSEE) for mathematics and English Language Arts;
- Maintain a 95% attendance rate;
- Deliver a 90% "parent satisfaction" rate;
- Keep track of each graduate's progress (good and bad) through the first two years of college through quarterly on-line surveys. Beyond that, through the Alumni network;

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<sup>7</sup> Course credit and grades are earned by demonstrating competency in meeting clearly stated course objectives that are linked to standards. Students will be required to receive a C- or better to pass all high school courses and receive course credit. In middle school, students are expected to attend Summer Academy if they: a) earn below a C- in English, or b) fail two or more core subjects. At the end of Summer Academy students take a cumulative exam in the subjects they failed. Students who pass the cumulative exams will promote. Students will be retained if they a) do not pass the English exam, or b) fail two or more of the Summer Academy cumulative exams.

## METHODS OF ASSESSMENT

*The method by which pupil progress in meeting those pupil outcomes is to be measured. [Ref. California Education Code §47605(b)(5)(C)].*

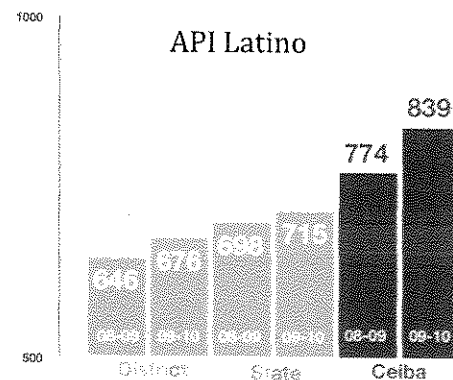
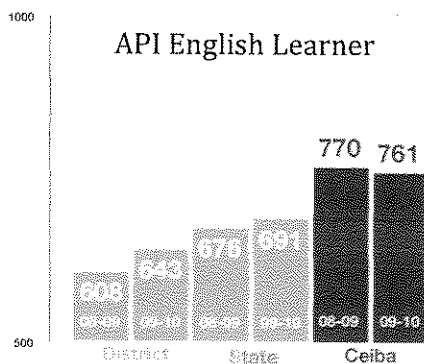
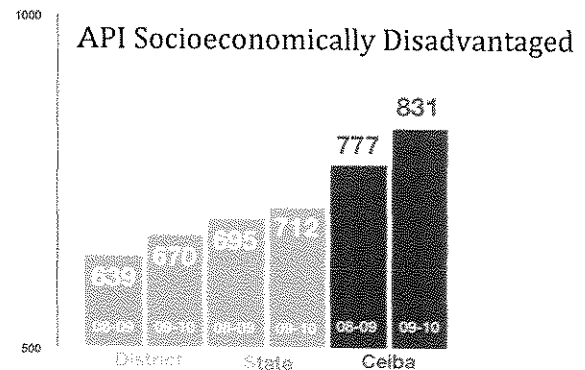
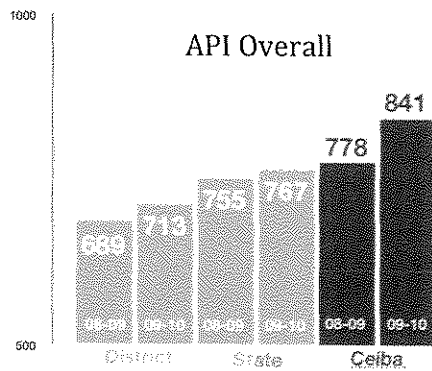
The following assessment tools will be used to assess progress toward meeting student outcomes:

<b><u>Measurement Outcome</u></b>	<b><u>Method of Measurement</u></b>	<b><u>When</u></b>
State Content Standards	Stanford Achievement Test (SAT 10) and CST	Annual
Content Mastery	Standards-aligned Interim Assessments that are teacher-designed and tracked using DataDirector	Approximately every six weeks
UC/CSU eligibility	SAT/ACT	On College Board's schedule
AP Test	AP course enrollment, AP Exam results	Annual
Pass High School Exit	California High School Exit Exam (CAHSEE)	Annual
A – G requirements	Course grades, transcripts	Annual
Perform 100 hours of community service	Evaluation and analysis of community service forms turned in by students	Quarterly intervals
Attendance exceeding district average	Attendance records	Daily & Annual Review
Meet Adequate Yearly Progress; API Growth Target	As measured by state in accordance with NCLB.	Annual
BEN Graduate College Persistence Rate	Survey of Alumni, Student Tracker – National Student Clearinghouse	Annual
BEN Graduate College Remediation Rate	Survey of Alumni	Annual
BEN Graduate “College Match” Satisfaction Rate	Survey of Alumni	Annual

## API AND SCHOOLWIDE OUTCOMES

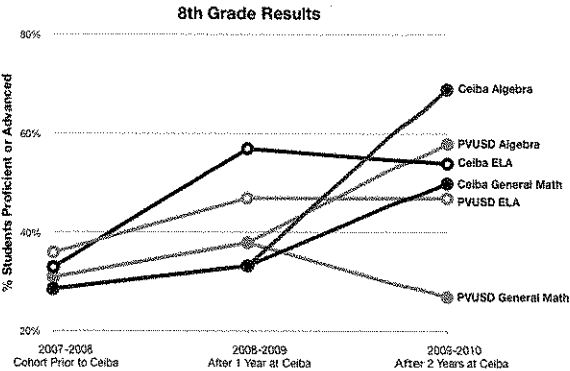
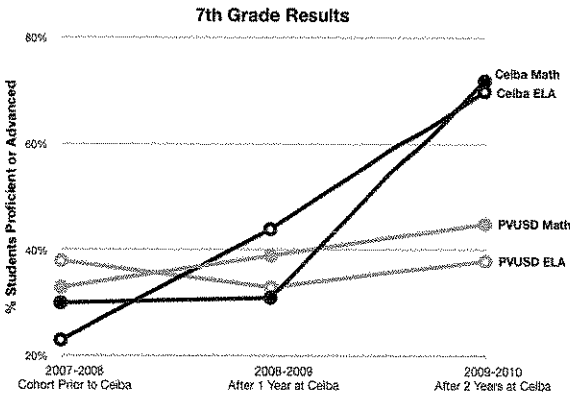
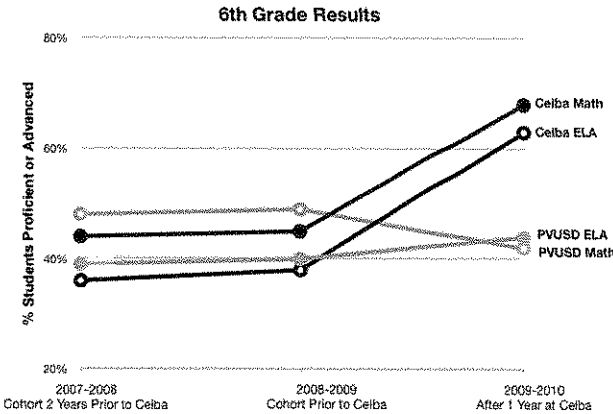
*"Where applicable, include a plan for attaining the school's Academic Performance Index growth target. [Ref. Criteria for Review; CCR-5, § 11967.5.1(f)(2)(B)]."*

Ceiba's API score in Year 1 (2008-2009) was 778. We saw strong performances from our subgroups, including socioeconomically disadvantaged students (777), English language learners (770), and Hispanic/Latino students (774). In 2009-2010, our API jumped 63 points to 841. We saw impressive growth in the performance of our Hispanic/Latino students (839) and our socioeconomically disadvantaged students (841). While we continued to outperform State and District averages, there was a 4 point decrease in the overall performance of our English language learners (761). Accordingly, we are committed to improving our support services for EL students; please see section Section E, "Plan for English Learners," for more detail. Below are our 2009-2010 API results in comparison to District and State averages:



Most important to achieving our mission is our students' improvement over time. In every grade to date, the cohort entering Ceiba College Prep through the school's lottery was performing below the district average in terms of proficiency in both mathematics and English language arts. In every case, these classes have shown

significant improvement and now outperform district averages on both of these subject tests.





In other metrics, our daily attendance averages have grown from 96.1% in 2008-09 to 97% in 2009-10 to 98.2% YTD in 2010-11. Parent satisfaction is high: an anonymous parent survey completed by over 99% of our families showed a 97% parent satisfaction rate.<sup>8</sup>

As specified in the Educational Philosophy and Program section, Ceiba College Prep's curriculum is closely aligned with the College Board Standards for College Success, which will be utilized in concert with the California content standards, Massachusetts standards, and the national Common Core standards. As a result, students are expected to complete 12<sup>th</sup> grade college ready. Academic goals are made clear to all teachers, who develop plans for meeting school goals and use individual student achievement data to inform improvement efforts.

We are proud of our results at Ceiba College Prep, and aware of the challenges in bringing every student to perform at or above grade level, and achieve to their fullest potential. With the combined efforts of our School Leader, our instructional team, and our families, we believe that we are in a strong position to achieve our goals and prepare Ceiba students for success.

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<sup>8</sup> Anonymous parent survey conducted by Webfeedback(tm).

## GOVERNANCE STRUCTURE

*Describe the planned governance structure of the school, including the process to be followed by the school to ensure the involvement of parents and guardians in supporting the school's effort on behalf of the school's students. [Ref. California Education Code §47605(b)(5)(D)] and Ref. Criteria for Review, CCR-5, §11967.5.1(f)(4)]*

### LEGAL STATUS – NON PROFIT PUBLIC BENEFIT CORPORATION

The Beacon Education Network is organized as a California non-profit public benefit corporation pursuant to section 47604(a) of the California Education Code, and is classified as a tax-exempt organization under section 501(c)(3) of the Internal Revenue Code. Ceiba is governed by the Beacon Education Network and shall conform to BEN's adopted bylaws, as amended, which shall be consistent with this charter (see Appendix H).

The Network and all BEN schools comply with applicable federal, state, and local laws. Beacon complies with the Brown Act, the Public Records Act, and Education Code section 47604.3. The Network's organizational structure is illustrated below:



### **Beacon Education Network**

California Public Benefit Corp 501(c)(3)

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**Advisory Board**  
(Appointed by Board of Directors)

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**Board of Directors**  
(Elected by Board majority)  
T. Macdonald (2014)  
J. Carey (2013)  
M. Sayer (2013)  
D. Hoffman (2012)  
T. Brown

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**Beacon Education Foundation**  
Support Organization 509(a)(3) Type I  
(in formation)

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**President**  
(Appointed by Board of Directors)  
T. Brown



H. Shinn, School Leader

Beacon operates Ceiba as a direct-funded charter school that is independent from the PVUSD and governed by the rules and regulations of the Beacon Education Network, with the exception of the supervisory oversight and special education services as required by statute. Pursuant to the Education Code Section 47604(c), the PVUSD shall not be liable for the debts and obligations of Ceiba or for claims arising from the performance of acts, errors, or omissions by Ceiba as long as the PVUSD has complied with all oversight responsibilities required by law.

## PARENTAL INVOLVEMENT



### Involvement of Parents

Parents will participate actively and meaningfully in their children's education at Ceiba. According to State Board of Education Policy #89-01, "research has shown conclusively that parent involvement improves student achievement," and that "schools that undertake and support strong comprehensive parent involvement efforts are more likely to produce students who perform better than identical schools that do not involve parents." Recently, we have seen an increased emphasis on parent involvement in federal and state mandates about education. An August 2010 letter from PVUSD superintendent Dorma Baker cited five research-based findings about why parental involvement is so critical to student success:

1. *The earlier in a child's life that parent involvement in education begins, the more powerful and positive the effects.*
2. *One of the most effective forms of parent involvement is having parents work directly at home with their children in reading and other learning activities.*
3. *The most consistent predictors of a child's success and academic achievement are the parents' expectations: The higher the expectations, the higher the level of the child's achievement.*
4. *The more parents participate in schools in a sustained way as volunteers, paraprofessionals and home teachers, the better for student achievement.*
5. *Family participation in education was twice as predictive of students' academic success as the family's socioeconomic status. Some of the more intensive programs had effects that were 10 times as great as other factors.<sup>9</sup>*

At Ceiba, we take these findings seriously, and constantly strive to have parents and guardians meaningfully involved in their student's learning. While the very act of

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<sup>9</sup> Baker, Dorma. "Friday Board Update." August 6, 2010.

parent participation fosters student success, embracing parent involvement has the added benefit of enabling the school to devote its limited funds to improving academics and keeping the school size small. These effects are bolstered with the help of parent organizations, such as Ceiba's Home & School Club, which helps foster Ceiba's long-term sustainability as a successful program. As an organization committed to continuous improvement, Ceiba will adopt additional parent committees and organizations as needed. These entities are **not** decision-making bodies. Instead, they help create, support, and monitor the various school programs adopted in support of Ceiba's mission and values. They also serve as a communication channel between parents, students, staff, and the BEN Board.

We believe that parent involvement is most effective when it is:

- **Comprehensive** – Parents are involved in all areas including supervision, office help, academic support, and hospitality, as well as advisory and school maintenance. When a visitor comes to Ceiba, it's difficult to miss how parents are actively participating at the school.
- **Supportive** – Each student, in conjunction with parents and his or her advisor, will develop a personal learning plan (PLP). At a minimum of twice a year, the student, parent, and advisory teacher will meet to review the PLP and assess student progress.
- **Long-lasting** – We expect parents to be involved with their student and Ceiba through 12<sup>th</sup> grade. It is our hope that parents will leave Beacon understanding the importance of being involved in their children's education, and maintaining high expectations for their children's success.
- **Well-planned** – Parents are expected to attend a school orientation, during which we discuss the importance of parent involvement and what this involvement looks like at Ceiba. Parents are asked to sign a Parent Commitment Agreement outlining their expected involvement.
- **Educational** – Ceiba plans to offer parent education opportunities in order to help families develop skills and provide strategies for assisting their children.
- **Empowered** – Parents also have control over how they are involved, choosing the opportunities that best fit their personal skills, interests, and schedules.

See Appendix I for sample parent volunteer, communication and commitment materials.

Furthermore, our teachers communicate regularly with parents so that parents are fully apprised of their students' academic and behavioral progress, and so that parents can support teachers' work by upholding high expectations and working directly with their children at home. While many of our families do not speak English at home, we refuse to let this become an impediment to parents' successful engagement in their students' school careers. We offer non English-speaking parents the same opportunities to become involved in their student's "college knowledge" acquisition as English-speaking parents. We will also make certain that

our non English-speaking parents have access to the same resources for their student's college application, admission and success. While a Spanish-speaking parent may struggle with English-language college application materials, we will provide college application workshops and seminars in Spanish to give parents more opportunities to become involved in their student's process. We will provide additional educational and "networking" opportunities for our school community so that non English-speaking parents may develop the links between school and home that are necessary for their students to succeed in college today. In this way, we hope to use English-Spanish "college knowledge" literacy to build a school that reflects the rich diversity and cultural heritage of the community.

Though we make every effort to educate parents about the importance of their involvement in their student's education, **under no circumstances** will a student be penalized in any way because a parent is unable to fulfill the parent involvement expectations.



## **STUDENT ADMISSION POLICIES AND PROCEDURES**

*Admissions Requirements if applicable. Describe the policies and procedures the school will develop and implement for the admission and enrollment of students. [Ref. California Education Code §47605(b)(5)(H), §47605(d) and Criteria for Review; CCR-5, §11967.5.1(f)(8)]*

Ceiba is a public charter school and as such does not charge tuition and is non-sectarian in its programs, admission policies, employment practices and all other operations.

Ceiba actively recruits a diverse student population. Admission to Ceiba is open to any resident of the State of California. Students will be considered for admission without regard to the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). The school will strive through extensive recruiting efforts to achieve a racial and ethnic balance of students that reflects the general population within the territorial jurisdiction of the Pajaro Valley Unified School District.

Ceiba seeks to enroll students committed to our mission and values. Prospective students and their families will be informed about the school's philosophy, values, educational program, and policies prior to enrollment.

There are no admission requirements to Ceiba College Prep with the exception of proof of immunization, California residency and the maximum age limits required. (Title 5 California Code of Regulations Section 11960).

### **Recruiting and Enrollment Cycle**

Ceiba has established an annual recruiting and admissions cycle, which includes reasonable time for all of the following: (1) outreach and marketing, (2) information sessions for students and parents, (3) a publicly advertised enrollment application period, (4) an enrollment public random drawing, if necessary, and (5) enrollment. The school may fill vacancies or openings that become available after this process using a nondiscriminatory waiting list.

Applications for admission will be made available no later than December of the year prior to admission, and the lottery will be held no later than June of the year of admission.

### **Lottery – Public Random Drawing**

Ceiba College Prep shall admit all pupils who wish to attend the school, subject only to capacity, and any pupil attending Ceiba may continue to attend Ceiba in the following year, subject to Ceiba's promotion policies. Ceiba shall not discriminate

against any student on the basis of any characteristic described in Education Code Section 220.

If the number of new pupils who wish to attend Ceiba College Prep exceeds the Charter School's openings for any grade, admission shall be determined by a public random drawing.

Preference in the public random drawing shall be given in the following instances where admission is requested:

- Siblings of current pupils of Ceiba College Prep
- Children of current faculty or staff of Ceiba College Prep
- Residents of the District
- Other preferences as required by Education Code Section 47605(d)
- Additional admissions preferences, as allowable by law, may be established by the Board and approved by the PVUSD

After the public random drawing, families will receive their official enrollment forms and will be informed about the enrollment process. Admission tests will not be required.

#### **MEANS TO ACHIEVE RACIAL/ETHNIC BALANCE**

*The means by which the school will achieve a racial and ethnic balance among its students that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.[ Ref. California Education Code §47605(b)(5)(G) and Criteria for Review; CCR-5, §11967.5.1(f)(7)]*

Ceiba has implemented a student recruitment strategy that will be represented by, but is not necessarily limited to, a combination of the following elements or strategies to ensure a diverse student body and a racial and ethnic balance among students that is reflective of the general population residing within the territorial jurisdiction of PVUSD:

- An enrollment process that will allow enough time for recruitment from all areas of PVUSD;
- The distribution of Ceiba materials in both English and Spanish throughout the community;
- Information disseminated at local community groups and not-for-profit organizations;
- With permission we will reach out to administrators and guidance counselors of schools within the district;
- Focused recruitment of groups that are underrepresented in higher education;
- Networking through our active and committed Pajaro Valley parent base;

## IMPACT ON THE CHARTER AUTHORIZER

*Potential civil liability effects, if any, upon the school and upon the District. [Ref. California Education Code §47605(g)]*

Ceiba College Prep is operated as a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c) (3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701d.

Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the Charter School if the authority has complied with all oversight responsibilities required by law. Ceiba works diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure the District is not liable for the operation of the Charter School.

Further, Ceiba College Prep and PVUSD have entered into a memorandum of understanding, wherein Ceiba has indemnified PVUSD for Ceiba's actions under this charter.

Ceiba's corporate bylaws provide for indemnification of the School's Board, officers, agents, and employees, and the School will purchase general liability insurance, Board Members and Officer's insurance, and fidelity bonding to secure against financial risks.

As stated above, PVUSD is named an additional insured on Ceiba's general liability insurance.

The BEN Board has instituted appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.





## CONCLUSION

By approving this charter the Pajaro Valley Unified School District will be fulfilling the intent of the California Legislature.

*Education Code Section 47601. It is the intent of the Legislature, in enacting this part, to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following:*

- a. Improve pupil learning.*
- b. Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.*
- c. Encourage the use of different and innovative teaching methods.*
- d. Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.*
- e. Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.*
- f. Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance- based accountability systems.*
- g. Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.*

Ceiba College Prep pledges to work cooperatively with the PVUSD to answer any concerns over this document and to present the District with the strongest possible proposal for the renewal of a high quality charter school.



**PAJARO VALLEY UNIFIED SCHOOL DISTRICT**



***Board Agenda Backup***

Item No: 12.3

<b>Date:</b>	February 9, 2011
<b>Item:</b>	<b>Approve with Gratitude Donation of Seven Laser Printers, Three Dell Pentium, 4 Desktops, and two LCD Monitors from Mr. David Knollhoff of Language Line Service.</b>
<b>Overview:</b>	The Board acknowledges and recognizes the generosity of community members and businesses. Their commitment to education is evident through their contribution.
<b>Recommendation:</b>	Approve with gratitude this donation.

**Prepared By:** Dorma Baker, Superintendent

**Superintendent's Signature:**

*Dorma Baker*



## Pajaro Valley Unified School District

Technology Services

Timothy Landeck, Director  
294 Green Valley Road  
Watsonville, CA 95076  
831-786-2333

Language Line Service  
1 Lower Ragsdale Dr, #2  
Monterey, CA 93940

Tuesday, January 26, 2011

Dear Mr. David Knollhoff:

Thank you for your generous donation of Seven-Laser Printers, three-Dell Pentium 4 desktops and two-LCD 15" monitors. It is with support like yours that the local schools can build their technology expertise and better prepare students for the ever-changing world we live in. This hardware will be refurbished and used in the Pajaro Valley Unified School District through the Technology Services department.

Your gift is tax-deductible as a charitable contribution to an educational organization, as defined by the Internal Revenue Code, Section 170(a) and (b)(1)(A)(ii). You have valued your donation at \$10,500.

Thank you again for your support of Pajaro Valley Unified School District.

Sincerely,

Timothy Landeck  
Director, Technology Services



# PAJARO VALLEY UNIFIED SCHOOL DISTRICT



## Board Agenda Backup

Item No: 12.4

<b>Date:</b>	February 9, 2011
<b>Item:</b>	<b>Approve with Gratitude Donation of Compaq-Notebook from Lauren King.</b>
<b>Overview:</b>	The Board acknowledges and recognizes the generosity of community members and businesses. Their commitment to education is evident through their contribution.
<b>Recommendation:</b>	Approve with gratitude this donation.

**Prepared By:** Dorma Baker, Superintendent

**Superintendent's Signature:** Dorma Baker



# **Pajaro Valley Unified School District**

Technology Services

Timothy Landeck, Director  
294 Green Valley Road  
Watsonville, CA 95076  
831-786-2333

Lauren King  
310 Monte Street  
Santa Cruz, CA 95062

Tuesday, January 11, 2011

Dear Lauren King:

Thank you for your generous donation of a COMPAQ-Notebook (Presario CQ62). It is with support like yours that the local schools can build their technology expertise and better prepare students for the ever-changing world we live in.

Your gift is tax-deductible as a charitable contribution to an educational organization, as defined by the Internal Revenue Code, Section 170(a) and (b)(1)(A)(ii). You have valued your donation at \$400.00

Thank you again for your support of Pajaro Valley Unified School District.

Sincerely,

Timothy Landeck  
Director, Technology Services

**PAJARO VALLEY UNIFIED SCHOOL DISTRICT**



***Board Agenda Backup***

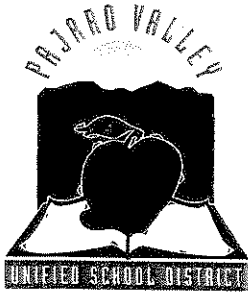
Item No: 12.5

<b>Date:</b>	February 9, 2011
<b>Item:</b>	<b>Approve with Gratitude Donation of Dual Core HP Computer from Susan Daugherty (History teacher at PVHS) for Pajaro Valley High School.</b>
<b>Overview:</b>	The Board acknowledges and recognizes the generosity of community members and businesses. Their commitment to education is evident through their contribution.
<b>Recommendation:</b>	Approve with gratitude this donation.

**Prepared By:** Dorma Baker, Superintendent

**Superintendent's Signature:**

*Dorma Baker*



## Pajaro Valley Unified School District

Technology Services

Timothy Landeck, Director  
294 Green Valley Road  
Watsonville, CA 95076  
831-786-2333

Tuesday, January 11, 2011

Dear Susan Daugherty  
(History Teacher at PV High)

Thank you for your generous donation of Dual Core HP-Computer (P6120F). It is with support like yours that the local schools can build their technology expertise and better prepare students for the ever-changing world we live in. This hardware will be refurbished and will remain at your specified school site: Pajaro Valley High School in the Pajaro Valley Unified School District through the Technology Services department.

Your gift is tax-deductible as a charitable contribution to an educational organization, as defined by the Internal Revenue Code, Section 170(a) and (b)(1)(A)(ii). You have valued your donation at \$1,200.00

Thank you again for your support of Pajaro Valley Unified School District.

Sincerely,

Timothy Landeck  
Director, Technology Services



## Board Agenda Backup

Item No: 12.6

**Date:** February 9, 2011

**Item:** CAHSEE Passage Waiver  
English Language Arts (PVHS 10-11-17)

**Overview:** Per Education Code 60851 (c) the parent/guardian of a student who has taken any section of the exam with one or more modifications and has received the equivalent of a passing score may request that his/her child receive a waiver of the requirement to successfully pass the exam. Upon receipt of such request, the principal shall submit to the Governing Board a request for a waiver.

The attached documentation as required by Education Code demonstrates that the identified special education student has earned "the equivalent of a passing score" (350 or more points) on the exit exam using modifications identified in the student's IEP.

Required documentation includes a) Notification to Parent regarding students eligibility for waiver b) Parent's written request for a waiver c) Documentation of passing score with the use of a modification d) Documentation of the disability which required the modification e) IEP authorizing use of the modification and f) Transcript identifying current academic progress.

**Recommendation:** Approve

**Budget Considerations:** None

**Funding Source:**

**Budgeted:** Yes: ☐

No: ☐

**Amount:** \$

**Prepared By:** Dee Teutschel, Program Director Special Services

**Superintendent's Signature:**

*Donna Bat*



PAJARO VALLEY UNIFIED SCHOOL DISTRICT

**Parent/Guardian Request for Waiver of the High School Exit Examination  
Requirement for Students with Disabilities**

Date: 12-15-10

To The Parent/Guardian of:

Beginning with the 2005-06 school year, all California public school students, including students with disabilities, are required to pass the California High School Exit Examination (CAHSEE) to receive a high school diploma.

This letter is to inform you that your child took one or more subject matter parts of the CAHSEE with a modification prescribed in his/her current individualized education program (IEP)

At your written request, The PVUSD Board of Education may waive the requirement to successfully pass one or both subject matter parts of the CAHSEE in order to receive a diploma. You may submit this request by completing the information below and returning this form to the principal of your child's high school.

Signature of Principal: \_\_\_\_\_

Date: 12/20/2010

I request that my child, \_\_\_\_\_, who was tested with a modification and earned the equivalent of a passing score one or more parts of the CAHSEE, be granted a waiver of this California graduation requirement.

I understand that, in order to receive such a waiver, state law requires that my child have all of the following:

1. An IEP that specifies the use of modification(s) on the exit examination, standardized testing, or classroom instruction and assessments.
2. Sufficient high school level coursework either satisfactorily completed or in progress in the high school level curriculum sufficient to have attained the skills and knowledge otherwise needed to pass the CAHSEE.
3. An individual score report showing that my child has received the equivalent of a passing score on the CAHSEE while using a modification that fundamentally alters what the high school examination measures as determined by the State Board of Education.

Signature of Parent: \_\_\_\_\_

Date: 12-16-10

**FOR SITE USE ONLY**

Date Received by Principal: \_\_\_\_\_

Student Identification Number: \_\_\_\_\_

2. Has sufficient high school coursework either satisfactorily completed or in progress in the high school level curriculum sufficient to have attained the skills and knowledge otherwise needed to pass the CAHSEE. (*Attach transcripts showing coursework completed.*)
3. An individual score report showing that my child has received the equivalent of a passing score on the CAHSEE while using a modification that fundamentally alters what the high school examination measures as determined by the State Board of Education. (*Attach a copy of the exit exam Student and Parent Report showing "equivalent of a passing score" in the English/language arts and/or the mathematics portion of the exam.*)

Certified by: \_\_\_\_\_

Principal's Signature

12/22/2010  
Date

*I agree that the information on this Waiver Request Sheet accurately describes the modifications that this student regularly uses as identified in the IEP.*

Nicholas E. Ballagh

Signature of Student's Special Education Teacher

12-15-10

Date

Nicholas E. Ballagh

Print Name of Student's Special Education Teacher

*I agree that the information on this Waiver Request Sheet accurately states that the coursework this student has satisfactorily completed or is in the process of completing in the high school curriculum is sufficient to have obtained the skills and knowledge otherwise to pass the California High School Exit Examination.*

N. Puente

Signature of Student's Academic Counselor

12/17/10

Date

Nancy Puente

Printed Name of Student's Academic Counselor

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

**Principal's Certification and Request for the Governing Board to Waive the High School Exit Examination Requirement for Students with Disabilities**

Student's Name: \_

Pursuant to Education Code 6051, the parent/guardian of \_\_\_\_\_, a student with disabilities, has requested that the Governing Board waive the requirement that he/she successfully pass the high school exit examination in order to receive a diploma. This student has taken the high school exit examination with one or more modifications that fundamentally alter what the test measures as determined by the State Board of Education, and has achieved the equivalent of a passing score one or both parts of the examination.

I certify that the student qualifies for a waiver because he/she satisfies all of the following conditions:

1. Has an individualized education program (IEP) adopted pursuant to the Individuals with Disabilities Education Act that specifies the use of the modification(s) on the exit examination, standardized testing, or classroom instruction and assessments.  
*(Attach the section of the IEP that specifies the modifications.)*
  - a. Describe the nature of the student's disability as identified on the IEP (please note if this will result in overt identification of the student).
  - b. Describe any modification used on the ☒ English/language arts or ☐ math section of the exam (separate form must be filled out for each section):
  - c. State the rationale for applying the modification(s) used to achieve an equivalent passing score on the CAHSEE for this student.
  - d. Describe the modification(s) that the student regularly uses in the classroom and on other assessments.

1. This student has delays in processing speed and visual perception, both of which create difficulty for him in the areas of reading comprehension, written language skills. He is a slow reader and would not do well with a timed test.
2. During the ELA portion of the test questions were read aloud to him and he was given two days or more to complete the test.
3. This student's reading comprehension and word recognition skills are below grade level because of his visual perception and processing speed deficits. The oral reading of questions aloud helped him to better understand the questions and helped maintain the test at a manageable pace. Since he is a slow reader, the extra time allotted to him helped him manage his time better in a way that increased his chances of being more successful.
4. This student receives a number of instructional accommodations on a daily basis which include; double the amount of time to complete assignments and tests, can take tests in an alternate setting, where questions can be read aloud, can use a calculator if necessary, can use a spell checker, and is provided with visual models and a visual schedule as well. All of his general education teachers have been provided with a copy of his IEP goals and instructional accommodations in order to provide him with the least restricted environment.



Pajaro Valley Unified School District Special Education Local Plan Area  
INDIVIDUALIZED EDUCATION PROGRAM  
Specialized Instruction

Student \_\_\_\_\_

Date of Birth \_\_\_\_\_

IEP Meeting Date 11/30/10

INSTRUCTIONAL ACCOMMODATIONS

Area of Difficulty	Accommodation	Responsible Agency/Personnel	Start Date
Processing Speed	Calculator, Take Tests in Alternate Setting	District of Service/ Assistant, RS, Other: GE Teacher (consult w/ RS)	11/30/2010
Processing Speed	Extra Time: Assignments/Tests (2.0), Shortened Assignments	District of Service/ Assistant, RS, Other: GE Teacher (consult w/ RS)	11/30/2010
Visual Perception	Visual Models, Visual Schedule	District of Service/ Assistant, RS, Other: GE Teacher (consult w/ RS)	11/30/2010
Visual Perception	Dictionary, Spelling Checker	District of Service/ Assistant, RS, Other: GE Teacher (consult w/ RS)	11/30/2010
Rec. Communication	Directions Read Aloud, Provide with Notes	District of Service/ Assistant, LSH, RS, Other: GE Teacher (consult w/ RS)	11/30/2010

Pajaro Valley Unified School District

Date: 8/15/2007

ated:

Of: 2011

School Name/Address

Pajaro Valley High School  
500 Harkins Slough  
Watsonville, CA 95076

Tel: (831)728-8102

Fax: (831)728-6944

Counselor: Puente

SSID: 1038507339

(831)728-1803

CrsID	Course Title	Mark	Credit	CrsID	Course Title	Mark	Credit	Credit Summary - High School			
Watsonville High Summer School Grd 7/2007				2610	P Algebra II	B-	5.000	Subject Area	Req	Cmp	Def
9250	Algebra Academy	C+	5.000	3210	P Biology	B-	5.000	A English	40.00	30.00	10.00
9250	Algebra Academy	C	5.000	9270	Directed Study	A	5.000	B Math	20.00	20.00	
Pajaro Valley High School Grd 09 12/2007				1330	P English 3/American Lite	D	5.000	C Biological Science	10.00	10.00	
2413	P Algebra 1A/B (S/9)	C+	5.000	4210	P Spanish 1 SS	A-	5.000	D Physical Science	10.00	10.00	
1163	Dev Reading 3	A	5.000	7210	P US History	C+	5.000	E Health	5.00	5.00	
9270	Directed Study	A-	5.000	Crs Att: 30.000 Cmp: 30.000 Total GPA: 2.833				F Fine Arts / Foreign L	10.00	10.00	
1130	P English 1	B	5.000	Pajaro Valley High School Grd 11 6/2010				G Physical Education	20.00	20.00	
3910	Health	A-	5.000	2610	P Algebra II	C-	5.000	H Applied Arts	10.00	5.00	5.00
2976	Math B (9th)	A	5.000	3210	P Biology	B	5.000	I World Civilization	10.00	10.00	
4510	N PE 9	A	5.000	9270	Directed Study	A	5.000	J US History	10.00	10.00	
Crs Att: 35.000 Cmp: 35.000 Total GPA: 3.571				1330	P English 3/American Lite	B	5.000	K Federal Government	5.00	0.00	5.00
Pajaro Valley High School Grd 09 6/2008				4210	P Spanish 1 SS	C+	5.000	L Economics	5.00	0.00	5.00
2413	P Algebra 1A/B (S/9)	C	5.000	7210	P US History	B-	5.000	M Electives	45.00	55.00	
1163	Dev Reading 3	A-	5.000	Crs Att: 30.000 Cmp: 30.000				N Algebra	10.00	15.00	
9270	Directed Study	A+	5.000	After School Pajaro Valley High Grd 11 6/2010				O Science	10.00	0.00	10.00
1130	P English 1	C	5.000	AS3610	INTEGRATED SCIENCE -2nd NM		0.000	---Total Credits---			
5051	Intro Computers	B+	5.000	Crs Att: 5.000 Cmp: 0.000 Total GPA: 2.833				220.00 200.00 35.00			
2976	Math B (9th)	A-	5.000	Work In Progress				GPA Summary			
4510	N PE 9	A	5.000	9270	Directed Study		0.000	Academic GPA:	2.971	Rank 0 out of	
Crs Att: 35.000 Cmp: 35.000 Total GPA: 3.286				1430	P English 4		0.000	Total GPA:	3.028	Rank 0 out of	
Pajaro Valley High School Grd 10 12/2008				7310	P Federal Government/US G		0.000	CSU GPA:	2.793		
4610	N Adv PE	B	5.000	3510	P Physics		0.000	Cal Grant GPA:	2.833		
4610	N Adv PE		0.000	6080	P ROP Computer Graphics		0.000	Testing Information			
9270	Directed Study		0.000	4220	P Spanish 2 SS		0.000	CAHSEE_ELA-1-1			
9270	Directed Study	A+	5.000	AS1330	ENGLISH 3 - 2nd sem		0.000	CA HSEE ELA	F	5/11/2010	
1230	P English 2	RD+	0.000	9270	Directed Study		0.000	CAHSEE_Math-1-1			
2510	P Geometry	B	5.000	1430	P English 4		0.000	CA HSEE Math	F	5/12/2010	
3610	P Integrated Science I	C	5.000	3510	P Physics		0.000				
7110	P World Civ	C+	5.000	6080	P ROP Computer Graphics		0.000				
Crs Att: 40.000 Cmp: 25.000 Total GPA: 2.750				4220	P Spanish 2 SS		0.000				
Pajaro Valley High School Grd 10 6/2009											
4610	N Adv PE	A-	5.000								
4610	N Adv PE		0.000								
9270	Directed Study		0.000								
9270	Directed Study	A	5.000								
1230	P English 2	C	5.000								
2510	P Geometry	A-	5.000								
3610	P Integrated Science I	D-	5.000								
7110	P World Civ	B-	5.000								
Crs Att: 40.000 Cmp: 30.000											
PVHS-Extended Learning Program Grd 10 6/2009											
1230	P English 2- A	C+	5.000								
Crs Att: 5.000 Cmp: 5.000 Total GPA: 2.667											
Pajaro Valley High School Grd 11 12/2009											

H = Honors A = Advanced Placement P = College Prep N = Non-Academic  
One GPA is provided per semester.

Polo	12/2/1992	2/3/1993	2/10/1994	2/24/1997
DTB	12/2/1992	2/3/1993	4/7/1993	2/18/1994 2/24/1997
MMR	2/10/1994	2/24/1997		
HEP B	2/24/1997	3/24/1997	8/26/1997	
Varicella	2/21/1997			

Transcript is unofficial unless signed by a school official  
School Officials  
Signature \_\_\_\_\_

Date: 11/19/2010



**Pajaro Valley Unified School District Special Education Local Plan Area  
INDIVIDUALIZED EDUCATION PROGRAM  
Supplementary & Specialized Support/Promotion & Assessment Standards**

Student \_\_\_\_\_

Date of Birth \_\_\_\_\_

IEP Meeting Date 11/30/10

**SUPPLEMENTARY/SPECIALIZED SUPPORT**

Student requires supplementary aids and services or specialized materials/equipment as specified below.

- ☒ Supports for school personnel ☐ Specialized aids/materials/equipment (Assistive Technology)  
☐ Program modifications ☐ None

Description	Responsible Personnel/Agency	Location	Frequency/Intensity	Duration	Start/End Date*
consultation focused on instructional accommodations	District of Service/ LSH	school campus	1 X /As Needed 20 mins total	1 year	Start: 11/30/2010 End: _____
					Start: _____ End: _____

\* If a placement or service is ending, give reason \_\_\_\_\_

**PARTICIPATION IN STATE AND DISTRICT-WIDE STANDARDIZED TESTING AND ASSESSMENT**

Including: Desired Results Developmental Profile (DRDP) California Standards Test (CST), CAT-6, California Modified Achievement Test (CMA), and California Alternative Performance Assessment (CAPA)

- ☐ School Readiness (Preschool Only)  
☐ DRDP-R ☐ DRDP Access Adaptations/Accommodations (specify) \_\_\_\_\_
- ☒ Language Arts: (Gr. 2-11) ☒ Grade Exempt ☐ CST **OR** ☐ CMA (Criteria Met) (Gr. 3 -11)  
☐ No accommodations or modifications ☐ Accommodations (specify below) ☐ Modifications (specify below)  
Accommodations: \_\_\_\_\_  
Modifications: \_\_\_\_\_
- ☒ Math: (Gr. 2-11) ☒ Grade Exempt ☐ CST **OR** ☐ CMA (Criteria Met) (Gr. 3 – 7, Algebra I)  
☐ CMA (Geometry, Grades 7-11) (Grades 8-11 effective 2011-2012 school year)  
☐ No accommodations or modifications ☐ Accommodations (specify below) ☐ Modifications (specify below)  
Accommodations: \_\_\_\_\_  
Modifications: \_\_\_\_\_
- ☒ Science (Gr. 5 & 8 Gr. 9-11) ☒ Grade Exempt ☐ CST **OR** ☐ CMA (Criteria Met) (Gr. 5, 8 & 10)  
☐ No accommodations or modifications ☐ Accommodations (specify below) ☐ Modifications (specify below)  
Accommodations: \_\_\_\_\_  
Modifications: \_\_\_\_\_
- ☒ History/Social Science\* ☒ Grade Exempt ☐ CST \* (Grade 8; Grade 11 for U.S. History; Grades 9 through 11 World History)  
☐ No accommodations or modifications ☐ Accommodations (specify below) ☐ Modifications (specify below)  
Accommodations: \_\_\_\_\_  
Modifications: \_\_\_\_\_
- ☒ Writing (Gr. 4 & 7 only) ☒ Grade Exempt ☐ CST **OR** ☐ CMA (Criteria Met) (Gr. 4 & 7 only)  
☐ No accommodations or modifications ☐ Accommodations (specify below) ☐ Modifications (specify below)  
Accommodations: \_\_\_\_\_  
Modifications: \_\_\_\_\_
- ☐ Life Skills Curriculum: CAPA Level 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐  
Participation in CAT-6/CST not appropriate due to: \_\_\_\_\_
- ☐ Other State or District-Wide Assessment Accommodations/Modifications (specify) \_\_\_\_\_

**PROMOTION STANDARDS**

- ☒ Student is working towards a diploma and will be promoted based upon district curriculum standards ☐ without accommodations or ☒ with accommodations.  
☐ Student is working towards a certificate and will be promoted based upon alternative curriculum standards and/or substantial progress towards goals.

**CALIFORNIA HIGH SCHOOL EXIT EXAMINATION (CAHSEE)**

- ☐ No accommodations or modifications ☐ Exempt due to eligibility for participation in CAPA  
☒ Modifications (specify) Passed ELA w/ Mod but not Math ☐ Grade Exempt (below grade 10)  
☒ Accommodations (specify) Extra time/Small Group Setting ☐ Passed both subtests of the CAHSEE



# California High School Exit Examination

**Security Guard**

See back for details

## Student and Parent Report

County: 44 - Santa Cruz

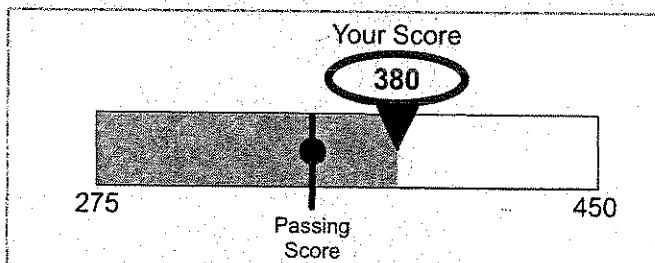
County: 44 - Santa Cruz

### English-Language Arts

Test Date: 05/11/2010

Your Total Score	Score Required to Pass	Status
380	350	MODIFIED

Your student took this test using modifications as specified in his or her IEP or Section 504 plan. See "Taking the CAHSEE with Modifications" on the back of this report.



### Strands for English-Language Arts

	Number of Questions	Number Correct
<b>READING</b>		
Word Analysis	7	5
Reading Comprehension	18	15
Literary Response & Analysis	20	17
<b>WRITING</b>		
Writing Strategies	12	9
Writing Conventions	15	11

### Writing Applications\*

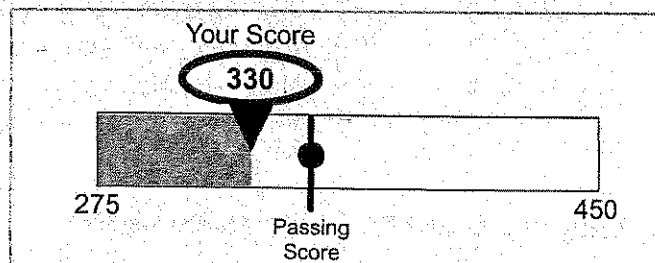
	Your Score
Essay	2.5

### Mathematics

Test Date: 05/12/2010

Your Total Score	Score Required to Pass	Status
330	350	MODIFIED

Your student took this test using modifications as specified in his or her IEP or Section 504 plan. See "Taking the CAHSEE with Modifications" on the back of this report.



### Strands for Mathematics

	Number of Questions	Number Correct
Probability & Statistics	13	9
Number Sense	17	8
Algebra & Functions	20	8
Measurement & Geometry	18	3
Algebra I	12	4

\* Each student essay receives two scores that range from 1 (lowest) to 4 (highest) or non-scorable (NS). The average of these two scores is listed above under the heading "Your Score". The Writing Applications score counts as 20% of the total English-Language Arts score.

A student must only retake the subject area examination (English-Language Arts and/or Mathematics) that was not passed.



# California English Language Development Test (CELDT) 2009-10 Edition

## Student Performance Level Report

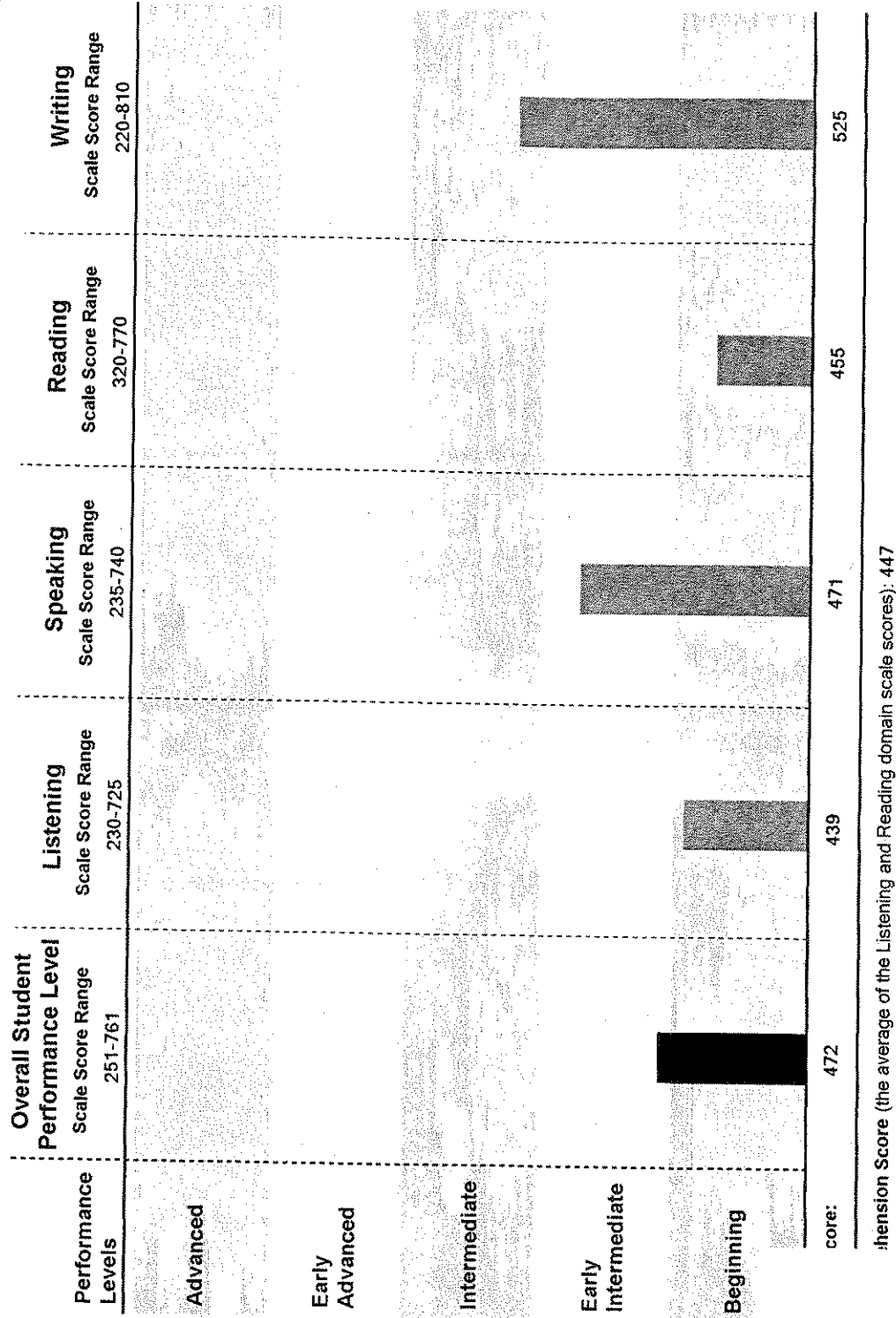
### ANNUAL ASSESSMENT

#### Purpose

The CELDT is a test of language proficiency, not an academic achievement test. This report provides results for when your student took the CELDT on the date below. Students first take the CELDT for Initial Identification (II). Based on the student's results, the student will either be initially classified as Fluent English Proficient (I-FEP) or will continue to take the CELDT annually. Annual Assessment (AA), until reclassified. These results may be used for planning instruction and are one of four requirements for reclassification of English learners to English Proficient.

CDS: 44-69799-0105858

School: PAJARO VALLEY HIGH  
District: PAJARO VALLEY UNIFIED  
County: SANTA CRUZ  
State: CALIFORNIA



### Read This Report

Each of the bars in the graph above represents the performance by the student on the California English Language Development Test (CELDT). The first bar is the Overall performance level. The other bars represent the performance level for each domain (Listening, Speaking, Reading, and Writing). A higher bar indicates a higher performance level.

The Overall score is the average of the scores for Listening, Speaking, Reading, and Writing.

The back of this report contains a description for each performance level (Advanced, Early Advanced, Intermediate, Early Intermediate, and Beginning) for the Overall score and for Listening, Speaking, Reading, and Writing.

These scores help the school to determine the types of services and classroom instruction the student should receive. The school will also use scores from other tests, teacher input, and parent input to make those decisions.

In order to make progress on the CELDT, the student should strive to master all domains. Information on how to support the student to achieve this goal can be obtained at the school.



# PAJARO VALLEY UNIFIED SCHOOL DISTRICT

## Board Agenda Backup

Item No: 12.7

**Date:** February 9, 2011

**Item:** 2010-2011 Consolidated Application, Part II for funding Federal and State Programs.

**Overview:**

The Consolidated Application is submitted in two parts to the California Department of Education. Part II is due on January 31, 2011, and will be submitted to the State. After acquiring the PVUSD Board approval, any changes or revisions may be submitted to the state.

The contents of this document include:

- Total allocation of Federal and State program funds to the District
- District allocations of Federal and State program funds to school sites
- Proposed 2010-2011 District budgets

**Rationale:**

Approval by the PVUSD Governing Board will allow the Consolidated Application to be reviewed by the Department of Education. Approval by the State Board of Education will authorize the District to utilize over \$12 million in entitlements for the following programs.

- Economic Impact Aid/Limited English Proficient
- Title I, Part A, Basic and Neglected
- Title II, Part A, Improving Teacher Quality
- Title III, Limited English Proficient

**Recommendation:** Approve Part II of the 2010-2011 Consolidated Application for Funding Federal and State Programs.

**Prepared By:** Jessica Costa, Accountant - Categorical Programs  
Ylda Nogueda, Assistant Superintendent of Elementary Schools and Support Services

**Assistant  
Superintendent's  
Signature:**

# 2010-11 Consolidated Application for Funding Categorical Aid Programs (Part II)

California Department of Education

Consolidated Application

<b>Purpose:</b> To declare the agency's intent to apply for 2010-11 funding of Consolidated Categorical Aid Programs.		<b>Agency:</b> Pajaro Valley Unified	
<b>CDE Contact:</b> Anne Daniels - 916-319-0295 - ADaniels@cde.ca.gov		<b>CD code:</b> 4   4   6   9   7   9   9	
<b>Legal status of agency:</b> <input checked="" type="checkbox"/> School District <input type="checkbox"/> County Office of Education <input type="checkbox"/> Direct-Funded Charter		<b>Dates of project duration:</b> July 1, 2010 -- June 30, 2011	
<b>Date of approval by local governing board:</b> 02/09/2011		Do not return the paper copy of this form to the California Department of Education.  The ConApp must be submitted electronically using the ConApp Data System (CADS).	
<b>Advisory Committees:</b> The undersigned certify that they have been given the opportunity to advise on the pages in this application related to compensatory education programs or programs for English learners.			
Signature-District Advisory Committee (DAC)		OR, for each committee, check the appropriate box to the right	
Signature-District English Learner Advisory Committee (DELAC)		Committee is N/A <input checked="" type="checkbox"/> Committee refused to sign Committee is N/A <input type="checkbox"/> Committee refused to sign	
<b>Certification:</b> I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and, I agree to have the use of these funds reviewed and/or audited according to the standards and criteria set forth in the California Department of Education's Categorical Program Monitoring (CPM) Manual. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this page are on file.			
Signature of authorized representative		Superintendent	
Printed name of authorized representative: Dorna Baker		Title: 01/31/2011 Date	
<input checked="" type="checkbox"/> Electronic certification HAS been completed.		<input type="checkbox"/> Electronic certification has NOT been completed.	

# 2010-11 District Allocation of EIA Funds

California Department of Education

Consolidated Application

<b>Purpose:</b> To allocate Economic Impact Aid (EIA) funds for 2010-11. The results from this page are used to make school-level allocations on page 31.		<b>Agency:</b> Pajaro Valley Unified	
<b>CDE Contact:</b> Mark Klinesteker 916-319-0420 MKlinesteker@cde.ca.gov Chimeng Yang 916-319-0678 CYang@cde.ca.gov		<b>CD code:</b> 4   4   6   9   7   9   9	
<input type="checkbox"/> This page is not applicable because the LEA did not apply for this type of funding on page 2 of the ConApp.			
<b>SACS Resource Codes:</b> 7090/7091			
<b>Economic Impact Aid (EIA)</b>			
1.	2010-11 entitlement	4,524,850	
2.	Transferred in (+)	0	
3.	2009-10 carryover (as of 6/30/10) (+)	3,923,559	
4.	Repayment of funds (+)	0	
5.	Subtotal (line 1 + 2 + 3 + 4) (=)	8,448,409	
6.	Reserved for indirect costs (up to 3%) (-)	246,068	
7.	Administration and evaluation (up to 10%) (-)	768,037	
8.	EIA activities operated by the district (up to 2%) (-)	156,694	
9.	EIA security (may not exceed 32 cents per pupil) (-)	0	
10.	EIA alternative (-)	0	
11.	Adjusted total allocation* (line 5 - 6 - 7 - 8 - 9 - 10) (=)	7,277,610	

\* Line 11 to be allocated to schools.

## 2010-11 District Allocations of EIA Funds to Schools

California Department of Education

## Consolidated Application

<b>Purpose:</b> To allocate EIA funds to schools. Amounts allocated to schools as indicated on this page must be reflected in the Single Plan for Student Achievement.										<b>Agency:</b> Pajaro Valley Unified							
										<b>CD code:</b>		4	4	6	9	7	9
<b>CDE Contact: EIA-SCE: Richard Graham 916-319-0303 RGrham@cde.ca.gov</b> <b>EIA-LEP: Mark Klinester 916-319-0420 MKlinester@cde.ca.gov</b>										<input type="checkbox"/> This page is not applicable because the LEA did not apply for this type of funding on page 2 of the ConApp.							
<input type="checkbox"/> The LEA wishes to manually enter LEP & SCE site allocations		1. Total EIA Allocation 7,277,610		2. Standard Per Pupil EIA/LEP		\$ 835,7384											
				3. Requested Per Pupil EIA/LEP		\$ 0.0000											
				4. Per Pupil EIA/SCE		\$ 0.0000											
<b>A</b>		<b>B</b>		<b>C</b>		<b>D</b>		<b>E</b>		<b>F</b>		<b>G</b>					
<b>Name of School</b>		<b>SCE Eligible</b>		<b>SCE Funded</b>		<b>Number of LEP Students</b>		<b>Number of EDY Students</b>		<b>LEP Allocation SACS 7091</b>		<b>SCE Allocation SACS 7090</b>					
Radcliff Elementary		Yes		Yes		368		368		307,552		0					
Landmark Elementary		Yes		Yes		375		375		313,402		0					
Pajaro Valley High		Yes		Yes		555		555		463,835		0					
Cesar E. Chavez Middle		Yes		Yes		250		250		208,935		0					
New School Community Day		Yes		Yes		34		34		28,415		0					
Pacific Coast Charter						25		25		20,893		0					
Academic/Vocational Charter		Yes				22		22		18,386		0					
Aptos High						80		80		66,859		0					
Renaissance High Continuation		Yes		Yes		96		96		80,231		0					
Watsonville High		Yes		Yes		767		767		641,011		0					
Arnesti Elementary		Yes		Yes		402		402		335,967		0					

# 2010-11 District Allocations of EIA Funds to Schools

California Department of Education

Consolidated Application

<b>Purpose:</b> To allocate EIA funds to schools. Amounts allocated to schools as indicated on this page must be reflected in the Single Plan for Student Achievement.				<b>Agency:</b> Pajaro Valley Unified			
				<b>CD code:</b> 4   4   6   9   7   9   9			
<b>CDE Contact: EIA-SCE: Richard Graham 916-319-0303 RGrham@cde.ca.gov</b> <b>EIA-LEP: Mark Klinester 916-319-0420 MKlinester@cde.ca.gov</b>				<input type="checkbox"/> This page is not applicable because the LEA did not apply for this type of funding on page 2 of the ConApp.			
<input type="checkbox"/> The LEA wishes to manually enter LEP & SCE site allocations		1. Total EIA Allocation 7,277,610		2. Standard Per Pupil EIA/LEP \$ 835,7384			
		3. Requested Per Pupil EIA/LEP \$ 0.0000		3. Requested Per Pupil EIA/LEP \$ 0.0000			
		4. Per Pupil EIA/SCE		4. Per Pupil EIA/SCE			
<b>A</b>		<b>B</b>		<b>C</b>		<b>D</b>	
<b>Name of School</b>		<b>SCE Eligible</b>		<b>SCE Funded</b>		<b>Number of LEP Students</b>	
Aptos Junior High		Yes		Yes		47	
Bradley Elementary		Yes		Yes		132	
Calabasas Elementary		Yes		Yes		430	
E. A. Hall Middle		Yes		Yes		287	
Freedom Elementary		Yes		Yes		477	
H. A. Hyde Elementary		Yes		Yes		448	
Hall District Elementary		Yes		Yes		430	
Linscott Charter		Yes				25	
Mar Vista Elementary		Yes		Yes		25	
Mintie White Elementary		Yes		Yes		398	
Pajaro Middle		Yes		Yes		237	
						47	
						132	
						430	
						287	
						477	
						448	
						430	
						25	
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						287	
						477	

# 2010-11 District Allocations of EIA Funds to Schools

California Department of Education

Consolidated Application

<b>Purpose:</b> To allocate EIA funds to schools. Amounts allocated to schools as indicated on this page must be reflected in the Single Plan for Student Achievement.		<b>Agency:</b> Pajaro Valley Unified	
<b>CD code:</b>		4	4
		6	9
		7	9

<b>CDE Contact: EIA-SCE: Richard Graham 916-319-0303 Rgraham@cde.ca.gov</b>		<input type="checkbox"/> This page is not applicable because the LEA did not apply for this type of funding on page 2 of the ConApp.	
<b>EIA-LEP: Mark Klinesteker 916-319-0420 MKlinesteker@cde.ca.gov</b>			

<input type="checkbox"/> The LEA wishes to manually enter LEP & SCE site allocations	1. Total EIA Allocation 7,277,610		2. Standard Per Pupil EIA/LEP \$ 835,7384	3. Requested Per Pupil EIA/LEP \$ 0.0000	4. Per Pupil EIA/SCE \$ 0.0000
<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>
<b>Name of School</b>	<b>SCE Eligible</b>	<b>SCE Funded</b>	<b>Number of LEP Students</b>	<b>Number of EDY Students</b>	<b>LEP Allocation SACS 7091</b>
					<b>SCE Allocation SACS 7090</b>
Rio del Mar Elementary 6049779			23	23	19,222
Rolling Hills Middle 6049787	Yes	Yes	282	282	235,678
T. S. MacQuiddy Elementary 6049803	Yes	Yes	494	494	412,855
Valencia Elementary 6049811	Yes	Yes	81	81	67,695
Alianza Charter 6049829	Yes		425	425	355,189
Ohlone Elementary 6108138	Yes	Yes	393	393	328,445
Starlight Elementary 6108146	Yes	Yes	390	390	325,938
Lakeview Middle 6112841	Yes	Yes	216	216	180,519
Ann Soldo Elementary 6117253	Yes	Yes	435	435	363,546
Watsonville Charter School of the 6119077	Yes		59	59	49,309
5. Total EDY at Schools Eligible for SCE		8,580		8. Totals	7,277,610
6. Total LEP at Schools NOT Eligible for SCE		128		9. Total Allocation Balance	0
7. Total EDY at Schools funded with SCE		8,049			

# 2010-11 Federal Transferability

California Department of Education

Consolidated Application

<b>Purpose:</b> To compute the amount of money being transferred to and from various federal programs.		Agency: Pajaro Valley Unified	
		CD code:	4   4   6   9   7   9   9
<b>CDE Contact: Anne Daniels 916-319-0295 ADaniels@cde.ca.gov</b>			

**Notes:**  
**Federal transferability is governed by Title VI in ESEA Section 6123. You may transfer a maximum of 50 percent of any program to other programs.**

☒ This district has been identified as a Program Improvement (PI) LEA under ESEA Section 1116 and may only transfer 30 percent of the funds and those funds must be used for PI activities. A single school district (SSD) or a direct-funded charter (DFC) school whose only school is in PI and operating as a Targeted Assistance School (TAS), for the purpose of federal transferability the LEA is restricted to the 30% limit. If the SSD or DFC is operating as a Schoolwide Program (SWP) school, this restriction does not apply.

2010-11 programs affected by transferability:		Amounts Transferred to These Programs				Amounts Retained in Original Program
	Title I, Part A	Title II, Part A	Title II, Part D	Title IV, Part A		
2010-11 Program Entitlements	\$ 1,071,910	\$ 0	\$ 0	\$ 0	\$ 1,071,910	
Title II, Part A	\$ 0	\$ 0	\$ 0	\$ 0		
Title II, Part D	\$ 0	\$ 0	\$ 0	\$ 0		
Title IV, Part A	\$ 0	\$ 0	\$ 0	\$ 0		
Totals transferred and used for:	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	



# 2009-10 Title I, Part A Carryover Calculation and Waiver Request

Consolidated Application

California Department of Education

<b>Purpose:</b> To calculate Title I, Part A and applicable, American Recovery and Reinvestment Act, Title I, Part A (ARRA), carryover from fiscal year 2009-10; and, if necessary, to apply for a carryover waiver. <b>Note:</b> ARRA on this page refers to only the ARRA Title I, Part A funds.		<b>Agency:</b> Pajaro Valley Unified	
<b>CDE Contact:</b> Jyoti Singh 916-319-0372 JySingh@cde.ca.gov Lorene Euerle 916-319-0728 LEuerle@cde.ca.gov		<b>CD code:</b> 4   4   6   9   7   9   9	
<b>Note:</b> Title I, Part A, carryover is limited to 15% unless the LEA received less than \$50,000 in Title I, Part A and ARRA funds in fiscal year 2009-10.		<input type="checkbox"/> This page is not applicable because the LEA did not receive Title I, Part A or ARRA funds in 2009-10.	
<b>A. Carryover Calculation</b>		<b>B. Waiver Determination &amp; Request</b> (if line 13 exceeds 15% complete this section)	
1. 2009-10 Title I, Part A Entitlement amount** \$ 4,363,724		<input type="checkbox"/> 1. This waiver is not applicable because the LEA received less than 50,000 in Title I, Part A and ARRA funds.	
2. Transferability - Transfers-in per Section 6123, ESEA \$ 0		<input type="checkbox"/> 2. LEA is completing Section C to apply for a waiver to carry over any Title I, Part A funds in excess of 15%. This is not applicable for LEAs with ARRA funds.	
3. 2008-09 Title I, Part A Carryover as of June 30, 2009 \$ 1,124,815		<input type="checkbox"/> 3. LEA is not eligible for a waiver because the LEA received a waiver in one of the last two years and the LEA did not receive ARRA funds. **	
4. Total 2009-10 Title I, Part A funds (Total lines 1 through 3) \$ 5,488,539		<input type="checkbox"/> 4. LEA elects not to request a waiver. **	
5. 2009-10 Expenditures and Encumbrances as of June 30, 2010 (7/1/09 to 6/30/10) \$ 4,266,135		<input checked="" type="checkbox"/> 5. The LEA is requesting CDE to waive the 15 percent carryover limit under ESEA, Title I, Section 1127(b)(2). The LEA received supplemental funds under ARRA.	
6. 2009-10 Carryover as of June 30, 2010 \$ 1,222,404		<b>C. Waiver Request Details</b> (applicable only for LEAs with no ARRA funds)	
7. Carryover percent as of June 30, 2010 (line 6 / (line 1 + line 2) * 100) 28.01%		Describe major activities to be funded by the carryover amount on line 12	
8. 2009-10 Expenditures and Encumbrances as of September 30, 2010 (7/1/09 to 9/30/10) \$ 5,135,115		1. \$ 0	
9. 2009-10 Title I, Part A Carryover as of September 30, 2010 \$ 353,424		2. \$ 0	
10. 2009-10 ARRA Entitlement \$ 2,724,955		3. \$ 0	
11. 2009-10 ARRA Carryover as of September 30, 2010 \$ 1,455,853		4. \$ 0	
12. Total Title I, Part A and ARRA Carryover as of September 30, 2010 \$ 1,809,277		5. \$ 0	
13. Carryover percent as of September 30, 2010 (line 12 / (line 1 + line 2 + line 10) * 100) 25.52%		6. \$ 0	
Total (lines C1 through C6)		\$ 0	

# 2010-11 District Allocations of Title I, Part A Funds

California Department of Education

Consolidated Application

<b>Purpose:</b> To allocate Title I, Part A, funds for 2010-11. The total Title I, Part A administrative costs are included on lines seven and eight.		<b>Agency:</b> Pajaro Valley Unified	
<b>CDE Contact:</b> <i>Monique Moton 916-319-0733 MMoton@cde.ca.gov</i> <i>Paul Jacobs 916-319-0256 PJacobs@cde.ca.gov</i>		<b>CD code:</b> 4   4   6   9   7   9   9	
<input type="checkbox"/> This page is not applicable because the LEA did not apply for Title I, Part A funds on page 2 of the ConApp.			
<b>Description</b>		<b>SACS Resource Code: 3010</b>	
		<b>Title I, Part A</b>	
1.	2010-11 Title I, Part A entitlement	5,026,288	
2.	Transferred in (+)	0	
3.	2010-11 amount after transfer (line 1 + 2) (=)	5,026,288	
4.	2009-10 carryover (+)	1,222,404	
5.	Repayment of funds (+)	0	
6.	Total approved allocation (line 3 + 4 + 5) (=)	6,248,692	
7.	Reserved for indirect costs (-)	153,416	
8.	Reserved for administration (-)	489,283	
9.	Adjusted total allocation (line 6 - 7 - 8) (=)	5,605,993	

# 2010-11 Title I, Part A Reservations (Required)

California Department of Education

Consolidated Application

**Purpose:** To report LEA reservations for Title I, Part A before distributing funds to schools. All reservations reported on this page, **except for lines 5-9**, are used to provide direct services to eligible Title I, Part A students.

**CDE Contact:** Paul Jacobs 916-319-0256 PJacobs@cde.ca.gov  
Bob Storelli 916-319-0482 BStorelli@cde.ca.gov

**Agency:** Pajaro Valley Unified

**CD code:** 4 | 4 | 6 | 9 | 7 | 9 | 9

☐ This page is not applicable because the LEA did not apply for Title I, Part A funding on page 2 of the ConApp.

<b>A.</b>	Adjusted total allocation (line 9 on page 34)	5,605,993	2.	Program Improvement (PI) Schools: Public School Choice Transportation (Choice)	274,427
<b>B.</b>	<b>Calculation of Equitable Services Percent</b>				
1.	Number of public schools expected to receive Title I, Part A funds per page 8	23	3.	PI Schools: Supplemental Educational Services (SES)	823,281
<b>Within the attendance areas of these participating schools:</b>					
2.	Number of private school children from low-income families	0	4.	PI Schools: Parent outreach and assistance for Choice and SES	0
3.	Total number of children from low-income families	0	PI LEA:		
4.	Percent of Private School Children from low-income families (line 2 ÷ line 3)	0.00%	a. Professional Development (PD) (minimum 10%*) set-aside	548,854	548,854
			b. 2009-10 PI PD set-aside carryover	0	
			c. Total PI set-aside (line 5a + line 5b)		
If reservation is less than 10%, check below:					
			<input type="checkbox"/> Professional Development funds from PI school-level set-asides will be used to help meet LEA 10% reservation		
<b>C.</b>	<b>Required Reservations</b>				
1.	Reservation for Parent Involvement <input type="checkbox"/> No reservation is mandated because 1% of line 3 on page 34 is \$5,000 or less		6.	Direct and indirect services to homeless children, regardless of their school of attendance	96,049
a.	Reserved for Parent Involvement (must be a minimum of 1%)*	54,885	7.	Direct and indirect services to children in local institutions for neglected children Check if district does not have local institutions for neglected children or children currently classified as neglected <input checked="" type="checkbox"/> X	0
b.	Private school set-aside (% of private school children x reservation)	0	8.	Direct and indirect services to children in local institutions for delinquent children	0
c.	Amount remaining	54,885	9.	Direct and indirect services to neglected or delinquent children in community day school programs	0
d.	Public school distribution (95% of "Amount remaining")**	54,885	10.	Total Required Reservations	1,742,611
e.	Balance available for LEA-level parental involvement activities	0			

\*of line 3 on page 34 \*\*see instructions

# 2010-11 Consolidated Application Comment Form

Page Number	CD Code	District Name
Page 35: Reservations Required	4469799	Pajaro Valley Unified
		School Code and Name

## Comments

We do not participate in Title I Neglected or delinquent program.

# 2010-11 Consolidated Application Comments Form

Page Number	CD Code	District Name
Page 35: Reservations Required	4469799	Pajaro Valley Unified
		School Code and Name

## Comments

Title I, Part A Reservation funds help pay for the salary and benefits for the PVUSD Administrator providing oversight to Homeless services through our school based resource centers. This Administrator serves as the Homeless Liaison for PVUSD, and collaborates with County and State agencies to maximize support for our homeless students as outlined in McKinney-Vento Homeless Education laws. The Homeless Liaison is part of the Student Services Department. This relationship facilitates referrals to the Extended Learning Program, which in turn supports key academic needs of our homeless students. The Homeless Liaison supervises Registration Specialists who provide direct and indirect services to homeless students including the provision of health, dental, mental health counseling referrals. They also facilitate comprehensive CHDP appointments as necessary. Registration Specialists assist homeless families with insurance registration programs. Through our School Based Resource Centers, we also facilitate access to community and county services such as transitional housing, shelter, and food bank outlets. Our Title I funds also help fund the purchase of school uniforms, bus passes, school supplies, and other critical needs of homeless students.

# 2010-11 Title I, Part A Reservations (Allowed)

California Department of Education

Consolidated Application

<b>Purpose:</b> To report LEA reservations for Title I, Part A before distributing funds to schools. All reservations reported on this page are used to provide direct services to eligible Title I, Part A students.		<b>Agency:</b> Pajaro Valley Unified <b>CD code:</b> 4   4   6   9   7   9   9	
<b>CDE Contact:</b> Paul Jacobs 916-319-0256 PJacobs@cde.ca.gov Bob Storelli 916-319-0482 BStorelli@cde.ca.gov		<input type="checkbox"/> The page is not applicable because the LEA did not apply for Title I, Part A funding on page 2 of the ConApp.	

1.	Total Required Reservations (page 35, line 10)	\$	1,742,611	Summer school or intersession programs or before and after school programs - Not PI activities	
2.	Program Improvement schools: teacher incentives and rewards (maximum 5%*)	\$	0	a. Total reservation	\$ 0
3.	Professional Development: highly qualified teachers and paraprofessionals - PI activities	\$	0	b. Reservation for equitable services for private school participants (line 8a. x line B4. on page 35)	0
4.	Professional Development: highly qualified teachers and paraprofessionals - Not PI activities	\$	0	c. Reserved for public schools (line 8a. - line 8b.)	\$ 0
	a. Total reservation	\$	0	9. Salary differentials	\$ 0
	b. Reservation for equitable services for private school participants (line 4a. x line B4. on page 35)	\$	0	10. Preschool	\$ 0
	c. Reserved for public schools (line 4a. - line 4b.)	\$	0	11. Capital expenses reserved for private schools	\$ 0
5.	Assistance to schools - PI activities	\$	0	12. Total Allowable Reservations (sum of lines 2 through 11)	\$ 0
	Assistance to schools - Not PI activities	\$	0	13. Total LEA Reservations (line 1+ line 12)	\$ 1,742,611
6.	a. Total reservation	\$	0	Final adjusted allocation (line A. on page 35 - line 13) (must be allocated to schools in column J on page 37)	
	b. Reservation for equitable services for private school participants (line 6a. x line B4. on page 35)	\$	0	a. Title I, Part A, School Allocation:	\$ 3,808,497
	c. Reserved for public schools (line 6a. - line 6b.)	\$	0	b. Parental Involvement:	\$ 54,885
7.	Summer school or intersession programs or before and after school programs - PI activities	\$	0	c. Private School Set-aside:	\$ 0
		\$	0		\$ 3,863,382

# 2010-11 District Allocations of Title I, Part A Funds to Schools

California Department of Education

Consolidated Application

**Purpose:** To calculate and indicate the amount of funds to be allocated to eligible Title I, Part A public schools and for services to eligible students in private schools. The allocations on this page are to provide direct services to eligible Title I students.

**Agency:** Pajaro Valley Unified

**CD code:** 4 | 4 | 6 | 9 | 7 | 9 | 9

**CDE Contact:** Paul Jacobs 916-319-0256 PJacobs@cde.ca.gov  
Judi Brown 916-319-0942 JBrown@cde.ca.gov

☐ The page is not applicable because the LEA did not apply for Title I, Part A funding on page 2 of the ConApp.

A	B	C	D	E	F	G	H	I	J
Name of School School Code	Grade Span Group	Percent of Low-income Students	Number of Low-income Students	Title I, Part A \$ per Low-income Student	Site-Level Crossover, If Applicable	Title I, Part A (D x E + F = G)	Title I, Part A (Parent Involvement for ESEA, Sec. 1118)	Participating Private School Set-aside	Title I, Part A Total (G + H + I)
Radcliff Elementary 0102665	1	94.3	428	254.7791	2,590	111,635	1,892	0	113,527
Pajaro Middle 6049753	2	94.1	416	254.7791	10,850	116,838	1,839	0	118,677
Calabasas Elementary 6049670	1	93.8	595	254.7791	24,886	176,480	2,630	0	179,110
Freedom Elementary 6049696	1	93.5	550	254.7791	32,482	172,611	2,431	0	175,042
Hall District Elementary 6049712	1	93.2	505	254.7791	27,663	156,326	2,232	0	158,558
Ohlone Elementary 6108138	1	92.4	435	254.7791	2,069	112,898	1,921	0	114,819
Amesti Elementary 6049639	1	92.3	564	254.7791	11,711	155,406	2,493	0	157,899
Starlight Elementary 6108146	1	90.8	530	254.7791	9,304	144,337	2,343	0	146,680
T. S. MacQuiddy Elementary 6049803	1	90.5	593	254.7791	32,823	183,907	2,621	0	186,528

# 2010-11 District Allocations of Title I, Part A Funds to Schools

California Department of Education

Consolidated Application

**Purpose:** To calculate and indicate the amount of funds to be allocated to eligible Title I, Part A public schools and for services to eligible students in private schools. The allocations on this page are to provide direct services to eligible Title I students.

Agency:

Pajaro Valley Unified

CD code:

4 4 6 9 7 9 9

**CDE Contact:** Paul Jacobs 916-319-0256 PJacobs@cde.ca.gov  
Judi Brown 916-319-0942 JBrown@cde.ca.gov

☐ The page is not applicable because the LEA did not apply for Title I, Part A funding on page 2 of the ConApp.

A	B	C	D	E	F	G	H	I	J
Name of School School Code	Grade Span Group	Percent of Low-income Students	Number of Low-income Students	Title I, Part A \$ per Low-income Student	Site-Level Carryover, If Applicable	Title I, Part A (D x E + F = G)	Title I, Part A (Parent Involvement for ESEA, Sec. 1118)	Participating Private School Set-aside	Title I, Part A Total (G + H + I)
Ann Soldo Elementary 6117253	1	89.6	584	254.7791	1,552	150,343	2,582	0	152,925
E. A. Hall Middle 6049688	2	88.5	524	254.7791	108,392	241,896	2,316	0	244,212
H. A. Hyde Elementary 6049704	1	88.5	533	254.7791	134,406	270,203	2,356	0	272,559
Mintie White Elementary 6049746	1	88.5	507	254.7791	46,997	176,170	2,241	0	178,411
New School Community Day 4430203	3	88.0	44	254.7791	4,083	15,293	195	0	15,488
Landmark Elementary 0102673	1	86.2	508	254.7791	11,557	140,985	2,246	0	143,231
Cesar E. Chavez Middle 0109595	2	86.1	515	254.7791	20,408	151,619	2,277	0	153,896
Rolling Hills Middle 6049787	2	85.3	522	254.7791	79,427	212,422	2,308	0	214,730
Alianza Charter 6049829	1	84.3	528	254.7791	6,475	140,998	2,334	0	143,332



# 2010-11 District Allocations of Title I, Part A Funds to Schools

California Department of Education

Consolidated Application

**Purpose:** To calculate and indicate the amount of funds to be allocated to eligible Title I, Part A public schools and for services to eligible students in private schools. The allocations on this page are to provide direct services to eligible Title I students.

**Agency:** Pajaro Valley Unified

**CD code:** 4 | 4 | 6 | 9 | 7 | 9 | 9

**CDE Contact:** Paul Jacobs 916-319-0256 PJacobs@cde.ca.gov  
Judi Brown 916-319-0942 JBrown@cde.ca.gov

☐ The page is not applicable because the LEA did not apply for Title I, Part A funding on page 2 of the ConApp.

A	B	C	D	E	F	G	H	I	J
Name of School School Code	Grade Span Group	Percent of Low-income Students	Number of Low-income Students	Title I, Part A \$ per Low-income Student	Site-Level Carryover, If Applicable	Title I, Part A (D x E + F = G)	Title I, Part A (Parent Involvement for ESEA, Sec. 1118)	Participating Private School Set-aside	Title I, Part A Total (G + H + I)
Lakeview Middle 6112841	2	84.2	533	254.7791	11,832	147,629	2,356	0	149,985
Pajaro Valley High 0105858	3	81.9	1,204	254.7791	9,585	316,339	5,322	0	321,661
Renaissance High Continuation 4437794	3	77.7	164	254.7791	9,588	51,372	654	0	52,026
Academic/Vocational Charter 4430245	3	76.5	52	254.7791	19,735	32,984	241	0	33,225
Watsonville High 4437901	3	75.2	1,596	254.7791	23,179	429,806	7,055	0	436,861
Bradley Elementary 6049662	1	45.1	246	0.0000	0	0	0	0	0
Watsonville Charter School of the 6119077	1	42.0	133	0.0000	0	0	0	0	0
Valencia Elementary 6049811	1	28.3	160	0.0000	0	0	0	0	0
Aptos Junior High 6049647	2	27.5	198	0.0000	0	0	0	0	0

# 2010-11 District Allocations of Title I, Part A Funds to Schools

California Department of Education

Consolidated Application

**Purpose:** To calculate and indicate the amount of funds to be allocated to eligible Title I, Part A public schools and for services to eligible students in private schools. The allocations on this page are to provide direct services to eligible Title I students.

**Agency:** Pajaro Valley Unified

**CD code:** 4 | 4 | 6 | 9 | 7 | 9 | 9

**CDE Contact:** Paul Jacobs 916-319-0256 PJacobs@cde.ca.gov  
Judi Brown 916-319-0942 JBrown@cde.ca.gov

☐ The page is not applicable because the LEA did not apply for Title I, Part A funding on page 2 of the ConApp.

A	B	C	D	E	F	G	H	I	J
Name of School School Code	Grade Span Group	Percent of Low-income Students	Number of Low-income Students	Title I, Part A \$ per Low-income Student	Site-Level Carryover, If Applicable	Title I, Part A (D x E + F = G)	Title I, Part A (Parent Involvement for ESEA, Sec. 1118)	Participating Private School Set-aside	Title I, Part A Total (G + H + I)
Mar Vista Elementary 6049738	1	26.7	109	0.0000	0	0	0	0	0
Aptos High 4430518	3	22.5	312	0.0000	0	0	0	0	0
Rio del Mar Elementary 6049779	1	6.3	38	0.0000	0	0	0	0	0
Linscott Charter 6049720	1	0.0	0	0.0000	0	0	0	0	0
Pacific Coast Charter 4430229	A	24.0	64	0.0000	0	0	0	0	0
Potters House Community Christian 6132070	P	0.0	0	0.0000	0	0	0	0	0
Salesian Elementary and Jr. High 6902456	P	0.0	0	0.0000	0	0	0	0	0
Mount Madonna School 6911812	P	0.0	0	0.0000	0	0	0	0	0
Monte Vista Christian 6940779	P	0.0	0	0.0000	0	0	0	0	0

# 2010-11 District Allocations of Title I, Part A Funds to Schools

California Department of Education

Consolidated Application

<b>Purpose:</b> To calculate and indicate the amount of funds to be allocated to eligible Title I, Part A public schools and for services to eligible students in private schools. The allocations on this page are to provide direct services to eligible Title I students.										<b>Agency:</b> Pajaro Valley Unified	
<b>CDE Contact:</b> Paul Jacobs 916-319-0256 PJacobs@cde.ca.gov Judi Brown 916-319-0942 JBrown@cde.ca.gov										<b>CD code:</b> 4   4   6   9   7   9   9	
<input type="checkbox"/> The page is not applicable because the LEA did not apply for Title I, Part A funding on page 2 of the ConApp.											
A	B	C	D	E	F	G	H	I	J		
Name of School	Grade Span Group	Percent of Low-income Students	Number of Low-income Students	Title I, Part A \$ per Low-income Student	Site-Level Carryover, If Applicable	Title I, Part A (D x E + F = G)	Title I, Part A (Parent Involvement for ESEA, Sec. 1118)	Participating Private School Set-aside	Title I, Part A Total (G + H + I)		
Monterey Bay Academy 6940787	P	0.0	0	0.0000	0	0	0	0	0		
Moreland Notre Dame 6980064	P	0.0	0	0.0000	0	0	0	0	0		
St. Francis Central Coast Catholic 6980072	P	0.0	0	0.0000	0	0	0	0	0		
Green Valley Christian School 6988026	P	0.0	0	0.0000	0	0	0	0	0		
The Aptos Academy 7096902	P	0.0	0	0.0000	0	0	0	0	0		
Adjusted total allocations						3,808,497	54,885	0	3,863,382		

# 2010-11 Title I, Part A Program Improvement (PI) Activities and Expenditures Report

California Department of Education

Consolidated Application

<b>Purpose:</b> To report mid-year activities and expenditures and funds encumbered on ESEA Public School Choice (Choice) and Supplemental Educational Services (SES).		<b>Agency:</b> Pajaro Valley Unified	
<b>CDE Contact:</b> Lana Zhou 916-319-0956 LZhou@cde.ca.gov Sandi Ridge 916-319-0243 SRidge@cde.ca.gov		<b>CD code:</b> 4   4   6   9   7   9   9	
<input type="checkbox"/> This page is not applicable because the LEA did not have schools in Program Improvement in 2010-11.			
<b>A.</b>	<b>Program Improvement Activities</b>	<b>2010-11 Mid-Year Report</b>	
1.	The number of students in PI schools Year 1 and beyond who applied for Choice under the Elementary and Secondary Act (ESEA).	51	
2.	The number of students who transferred from PI schools Year 1 and beyond to attend non-PI schools under ESEA.	42	
3.	The number of students who transferred from PI schools Year 1 and beyond to attend non-PI schools under a local or state school choice program.	143	
4.	The number of students in PI schools Year 2 and beyond who applied for SES.	997	
5.	The number of students in PI schools Year 2 and beyond who received SES.	810	
<b>B.</b>	<b>Expenditures of Funds Encumbered for Choice Transportation and SES</b>	<b>2010-11 Mid-Year Report</b>	
1.	Expenditures and funds encumbered for Choice transportation for students who transferred from PI schools to non-PI schools under ESEA.	Title I, Part A Funds 216,117	Non-Title I, Part A Funds 0
2.	Expenditures and funds encumbered for SES for eligible students enrolled in PI schools Year 2 and beyond.	282,168	0
3.	Expenditures and funds encumbered for parent outreach activities for Choice and SES.	0	0
4.	Total mid-year expenditures and funds encumbered for Choice and SES (B1. + B2. + B3.).	498,285	0

# 2010-11 District Allocation of Title I, Part D Neglected, Delinquent, or At-Risk Funds

California Department of Education

Consolidated Application

<b>Purpose:</b> To allocate Title I, Part D Neglected, Delinquent, or At -Risk funds for 2010-11.		<b>Agency:</b> Pajaro Valley Unified	
		<b>CD code:</b> 4   4   6   9   7   9   9	
<b>CDE Contact:</b> Lorene Euerle 916-319-0728 LEuerle@cde.ca.gov Jeff Breshears 916-319-0946 JBreshears@cde.ca.gov		<input checked="" type="checkbox"/> This page is not applicable because the LEA did not apply for this type of funding on page 2 of the ConApp.	
		<b>SACS Resource Code:</b> 3025	
<b>Description</b>		<b>Title I, Part D, Subpart 2</b>	
1.	2010-11 entitlement	0	
2.	2009-10 carryover (as of 6/30/10)	0	
3.	Repayment of funds	0	
4.	Total approved allocation (line 1 + 2 + 3)	0	
5.	Reserved for indirect costs	0	
6.	Reserved for administration	0	
7.	Adjusted total allocation (line 4 - 5 - 6)	0	

# 2010-11 District Allocation of Title II, Part A Improving Teacher Quality Funds

California Department of Education

Consolidated Application

<b>Purpose:</b> To allocate Title II, Part A Improving Teacher Quality funds for 2010-11.		<b>Agency:</b> Pajaro Valley Unified	
<b>CDE Contact:</b> Jackie Rose 916 322-9503 JRose@cde.ca.gov Kelly Heffington 916 324-5689 KHeffington@cde.ca.gov		<b>CD Code:</b> 4   4   6   9   7   9   9	
<input type="checkbox"/> This page is not applicable because the LEA did not apply for this type of funding on page 2 of the ConApp.			
<b>A. All LEAs complete this section</b>		<b>B. Only ESEA Section 2141 LEAs complete this section</b>	
<b>Description</b>		<input type="checkbox"/> This section is N/A because LEA is not in 2141 <input checked="" type="checkbox"/> The LEA certifies it will follow the agreement of 2141	
<b>Amount</b>		<b>Amount</b>	
1. 2010-11 entitlement	1,071,910	Professional Development	
2. Transferred in (+)	0	A 1. Professional Development for Teachers	
3. Transferred out (-)	0	A 2. Professional Development for Administrators	
4. 2010-11 amount after transfer (lines 1 + 2 - 3) (=)	1,071,910	A 3. Subject Matter Project	
5. 2009-10 carryover (as of 06/30/2010) (+)	161,197	Exams and Test Prep	
6. Repayment of funds (+)	0	B 1. Exam Fees, Reimbursement	
7. Funds available for flexible use under Rural Education Achievement Program (REAP)*	0	B 2. Test preparation training and/or materials	
8. Total approved allocation (line 4 + 5 + 6) (=)	1,233,107	Recruitment, Training, and Retaining	
9. Reserved for indirect and administrative costs (-)	43,768	C 1. Recruitment Activities	
10. Adjusted total allocation (line 8 - 9) (=)	1,189,339	C 2. Hiring Incentive, Relocation allotment	
		C 3. National Board Certification and/or Stipend	
		C 4. VPSS	
		C 5. University Course Work	
		Total Budgeted Amount	
		758,792	

\*If page 2 indicates participation in Title VI, Subpart 1, REAP Flexibility, this will be line 1 - line 3 + line 5 + line 6; otherwise it will be zero.

# 2010-11 District Allocation of Title III, Part A Funds

California Department of Education

Consolidated Application

<b>Purpose:</b> To allocate Title III, Part A funds for 2010-11.		<b>Agency:</b> Pajaro Valley Unified	
		<b>CD code:</b> <div>4</div> <div>4</div> <div>6</div> <div>9</div> <div>7</div> <div>9</div> <div>9</div>	
<b>CDE Contact:</b> <i>Immigrant: Clifton Davis 916 323-5808 CDavis@cde.ca.gov</i> <i>LEP: Patty Stevens 916 323-5838 PSTevens@cde.ca.gov</i>		<input type="checkbox"/> This page is not applicable because the LEA is not participating in Title III, Part A.	
		<b>SACS Resource Code: 4201</b>	<b>SACS Resource Code: 4203</b>
	<b>Description</b>	<b>Title III, Part A (Immigrant)</b>	<b>Title III, Part A (LEP)</b>
1.	2010-11 entitlement	0	920,871
2.	2009-10 carryover (as of 6/30/10)	0	212,887
3.	Repayment of funds	0	0
4.	Total approved allocation (line 1 + 2 + 3)	0	1,133,758
5.	Reserved for administration and indirect costs (2% cap on Limited English Proficient (LEP))	0	22,230
6.	Adjusted total allocation (line 4 - 5) for LEA use only	0	1,111,528

# 2010-11 Title III Immigrant Expenditure Report

California Department of Education

Consolidated Application

<b>Purpose:</b> To report expenditures of Title III Immigrant funds for fiscal year 2010-11.		<b>Agency:</b> Pajaro Valley Unified		
		<b>CD Code:</b> 4   4   6   9   7   9   9		
<b>CDE Contact:</b> Clifton Davis 916-323-5808 CDavis@cde.ca.gov		<input checked="" type="checkbox"/> This page is not applicable because the LEA is not participating in Title III Immigrant during 2010-11.		
<b>Sub grantee Activities</b>				
Section 3115 (e)(1)  (e) ACTIVITIES BY AGENCIES EXPERIENCING SUBSTANTIAL INCREASES IN IMMIGRANT CHILDREN AND YOUTH- (1) IN GENERAL- An eligible entity receiving funds under section 3114(d)(1) shall use the funds to pay for activities that provide enhanced instructional opportunities for immigrant children and youth, which may include - (A) family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children; (B) support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth; (C) provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth; (D) identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds; (E) basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services; (F) other instruction services that are designed to assist immigrant children and youth to achieve in elementary schools and secondary schools in the United States, such as programs of introduction to the educational system and civics education; and (G) activities, coordinated with community-based organizations, institutions of higher education, private sector entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services.	2010-11 Entitlement from line 1 on page 41 \$ 0			
	<b>Object Code</b>	<b>Activities</b>	<b>Expenditures</b>	
	1000-1999	Certificated Personnel Salaries	\$	0
	2000-2999	Classified Personnel Salaries	\$	0
	3000-3999	Employee Benefits	\$	0
	4000-4999	Books and Supplies	\$	0
	5000-5999	Services & Other Operating Expenditures	\$	0
		Administrative & Indirect Costs	\$	0
		<b>Total</b>	\$	0



# 2010-11 Title III LEP Expenditure Report

California Department of Education

Consolidated Application

<b>Purpose:</b> To report expenditures of Title III LEP funds for fiscal year 2010-11.		<b>Agency:</b> Pajaro Valley Unified																									
		<b>CD Code:</b> <table border="1"> <tr> <td>4</td> <td>4</td> <td>6</td> <td>9</td> <td>7</td> <td>9</td> <td>9</td> </tr> </table>		4	4	6	9	7	9	9																	
4	4	6	9	7	9	9																					
<b>CDE Contact:</b> <i>Patty Stevens 916-323-5838 PStevens@cde.ca.gov</i>		<input type="checkbox"/> This page is not applicable because the LEA is not participating in Title III LEP during 2010-11.																									
<b>Required and Authorized Sub grantee Activities</b>																											
<b>Required</b> Section 3115 (c)(1) To increase the English Proficiency by providing high-quality language instruction educational programs that are based on scientifically based research demonstrating the effectiveness of the programs.  Section 3115 (c)(2) To provide high quality professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals, administrators, and other school or community-based organizational personnel.		2010-11 Entitlement from line 1 on page 41 \$ 920,871																									
<b>Authorized</b> Section 3115(d) (1) Upgrading program objectives and effective instruction strategies. (2) Improving the instruction program for limited English proficient children by identifying acquiring and upgrading curricula, instruction materials, educational software, and assessment procedures (3) Providing tutorials and academic or vocational education for limited English proficient children and intensified instruction (4) Developing and implementing elementary school or secondary school language instruction educational programs that are coordinated with other relevant programs and services (5) Improving the English proficiency and academic achievement of limited English proficient children. (6) Providing community participation programs, family literacy services and parent outreach and training activities to limited English proficient children and their families.		<table border="1"> <thead> <tr> <th>Object Code</th> <th>Activities</th> <th>Expenditures</th> </tr> </thead> <tbody> <tr> <td>1000-1999</td> <td>Certificated Personnel Salaries</td> <td>\$ 293,600</td> </tr> <tr> <td>2000-2999</td> <td>Classified Personnel Salaries</td> <td>\$ 17,463</td> </tr> <tr> <td>3000-3999</td> <td>Employee Benefits</td> <td>\$ 145,434</td> </tr> <tr> <td>4000-4999</td> <td>Books and Supplies</td> <td>\$ 429,496</td> </tr> <tr> <td>5000-5999</td> <td>Services &amp; Other Operating Expenditures</td> <td>\$ 16,822</td> </tr> <tr> <td></td> <td>Administrative and Indirect Costs (2% Cap)</td> <td>\$ 18,056</td> </tr> <tr> <td></td> <td>Total</td> <td>\$ 920,871</td> </tr> </tbody> </table>		Object Code	Activities	Expenditures	1000-1999	Certificated Personnel Salaries	\$ 293,600	2000-2999	Classified Personnel Salaries	\$ 17,463	3000-3999	Employee Benefits	\$ 145,434	4000-4999	Books and Supplies	\$ 429,496	5000-5999	Services & Other Operating Expenditures	\$ 16,822		Administrative and Indirect Costs (2% Cap)	\$ 18,056		Total	\$ 920,871
Object Code	Activities	Expenditures																									
1000-1999	Certificated Personnel Salaries	\$ 293,600																									
2000-2999	Classified Personnel Salaries	\$ 17,463																									
3000-3999	Employee Benefits	\$ 145,434																									
4000-4999	Books and Supplies	\$ 429,496																									
5000-5999	Services & Other Operating Expenditures	\$ 16,822																									
	Administrative and Indirect Costs (2% Cap)	\$ 18,056																									
	Total	\$ 920,871																									

# 2009-10 and 2010-11 Title III Cash Management Report

California Department of Education

Consolidated Application

<b>Purpose:</b> To report Title III LEP and/or Immigrant Program expenditures for the 2009-10 and 2010-11 allocations. Consortia Lead is responsible for reporting the entire consortia application.		<b>Agency:</b> Pajaro Valley Unified		CD Code: 4   4   6   9   7   9   9		
<b>CDE Contact:</b> Immigrant: Clifton Davis 916 323-5808 CDavis@cde.ca.gov LEP: Patty Stevens 916 323-5838 PSTevens@cde.ca.gov		<input type="checkbox"/> The page is not applicable because the LEA did not participate in either type of funding.				
		Allocation Issued Fiscal Year 2009-10		Allocation Issued Fiscal Year 2010-11		
Description		Immigrant (SACS 4201)	LEP (SACS 4203)	Immigrant (SACS 4201)	LEP (SACS 4203)	
1. Entitlement		\$ 0	\$ 850,100	\$ 0	\$ 920,871	
2. Total expended to date (07/01/09 - 12/31/10)		\$ 0	\$ 850,100			
3. Total expended to date (07/01/10 - 12/31/10)				\$ 0	\$ 920,871	
4. Unexpended funds (line 1 - line 2) or (line 1 - line 3)		\$ 0	\$ 0	\$ 0	\$ 0	
5. Interest earned		\$ 0	\$ 0			

# 2009-10 Title IV, Part A (SDFSC), Annual Fiscal Report and Carryover Calculation

California Department of Education

Consolidated Application

<b>Purpose:</b> To report expenditures and determine available budget resources and to calculate Title IV, Part A (SDFSC), carryover from 2009-10.		<b>Agency:</b> Pajaro Valley Unified	
<b>CDE Contact:</b> Shalonn Woodard 916-319-0197 SWoodard@cde.ca.gov Stephanie Papas 916 445-8441 SPapas@cde.ca.gov		<b>CD code:</b> 4   4   6   9   7   9   9	
<input type="checkbox"/> The page is not applicable. The LEA did not participate in Title IV, Part A (SDFSC), in 2009-10.			

A. Title IV, Part A Annual Fiscal Report		B. Title IV, Part A Carryover Calculation	
1. 2009-10 entitlement amount (must be spent by 9/30/11)	64,358	9. Unspent 2008-09 funds: If line 8 is greater than or equal to line 6, this is "0." If line 6 is greater than line 8, this is line 6 minus line 8. These unspent funds reverted 9/30/10. CDE will bill the LEA for these funds.	0
2. Transferability - Transferred in for Title IV, Part A (SDFSC), use per Section 6123, ESEA	0		
3. Transferability - Transferred out of Title IV, Part A (SDFSC), for use in another program per Section 6123, ESEA	0		
4. 2009-10 REAP funds from other programs flexibly used for Title IV (SDFSC) per Section 6211, ESEA	0	10. Balance to be carried forward into 2010-11 (line 7 minus lines 8 and 9)	0
5. 2009-10 Title IV (SDFSC) REAP funds flexibly used for other ESEA programs per Section 6211, ESEA	0		
6. 2008-09 Title IV (SDFSC) Carryover funds (must have been spent or obligated by 9/30/10)	0	11. Percent (%) of 2009-10 entitlement to be carried into 2010-11 (line 10 divided by line 1 times 100). If more than 25 percent, complete the bottom section of this page.	0.00%
7. Total 2009-10 Resources	64,358		
8. Total 2009-10 Expenditures and Encumbrances	64,358		

C. Title IV, Part A Carryover Request Justification	
1. Explanation of why these funds could not be spent during fiscal year 2009-10. (The LEA must demonstrate good cause for not expending 75 percent or more of its 2009-10 Title IV, Part A (SDFSC), entitlement.)	2. Description of how these carryover funds will be used to implement the SDFSC Program in fiscal year 2010-11.

Note: Carryover funds must be spent in accordance with the provisions set forth in Public Law 107-110, Elementary and Secondary Education Act, Title IV, Part A SDFSC.

# 2009-10 TUPE Annual Fiscal Report and Carryover Calculation

California Department of Education

Consolidated Application

<b>Purpose:</b> To determine available budget resources from previous years and to calculate Tobacco-Use Prevention Education (TUPE) carryover from 2008-09.		<b>Agency:</b> Pajaro Valley Unified	
<b>CDE Contact:</b> Shalonn Woodard 916-319-0197 SWoodard@cde.ca.gov Stephanie Papas 916 445-8441 SPapas@cde.ca.gov		<b>CD code:</b> 4   4   6   9   7   9   9	
<input checked="" type="checkbox"/> The page is not applicable. The LEA did not have any 2007-08 or 2008-09 TUPE carryover funds.			

A.	B.	
TUPE Annual Fiscal Report	2009-10 TUPE Carryover Calculation	
1. 2009-10 entitlement	N/A	2007-08 unspent TUPE funds*
2. 2008-09 TUPE carryover funds (must be spent or obligated by 6/30/11)	0	6. (if line 5 is less than line 3, this is line 3 - line 5) (if line 5 is greater than or equal to line 3, this is "0")
3. 2007-08 TUPE carryover funds (must have been spent by 6/30/10)	0	7. 2008-09 TUPE carryover funds
4. Total 2009-10 TUPE resources (sum of lines 2 and 3)	0	8. 2009-10 TUPE carryover funds
5. Total 2009-10 Expenditures/Encumbrances	0	Percent (%) of 2009-10 entitlement to be carried into 2010-11 (line 7 plus line 8 divided by line 1 times 100). If more than 25 percent, complete the bottom section of this page.
<b>C.</b>		
<b>TUPE Carryover Request Justification</b>		
1. Explanation of why these funds could not be spent during the 2009-10 fiscal year. (The LEA must demonstrate good cause for not expending 75 percent or more of its 2009-10 TUPE entitlement.)	2. Description of how these carryover funds will be used to implement TUPE in the 2010-11 fiscal year.	

Note:

This section is not applicable in the 2010-11 ConApp

Note:

This section is not applicable in the 2010-11 ConApp

\*These funds reverted 6/30/10. CDE will bill the LEA for these funds.

# 2010-11 Consolidation of ESEA Administrative Funds

California Department of Education

Consolidated Application

<b>Purpose:</b> To declare the agency's intent to consolidate ESEA administrative funds and identify what programs will be included in the consolidation.	Agency: Pajaro Valley Unified	
	CD code: 4   4   6   9   7   9   9	
<b>CDE Contact: Julie Brucklacher 916-327-0858 JBruckla@cde.ca.gov</b>		
<input type="checkbox"/> This page is not applicable because the LEA did not participate in any of the listed programs.		

**Notes:**

1. Section 9203 of the Elementary and Secondary Education Act of 1965, as amended by the NCLB Act of 2001, allows an LEA to consolidate, for the administration of one or more programs under ESEA (or such other programs as the U.S. Secretary of Education shall designate), not more than the percentage, established in each program, of the total available for the LEA under those programs.
2. Refer to the instructions for the maximum amount of administrative funds from the different ESEA titles that may be consolidated.
3. An LEA that consolidates administrative funds shall not use any other funds under the programs included in the consolidation for administration for that fiscal year (ESEA Sec. 9203(c)).
4. Pooled costs may be treated as one cost objective. An LEA is not required to keep separate records, by individual program, to account for costs relating to the administration of the programs included in the consolidation (ESEA Sec. 9203(e)).
5. CDE approval to consolidate administrative funds is valid only for the fiscal year requested.

The programs for which this agency is requesting to consolidate administrative funds are indicated by a check in the "YES" box below.

SACS Code	Programs	Yes	No
3010, 3011	Title I, Part A (Basic Programs)		X
3060	Title I, Part C (Migrant Education)		X
3025, 3026	Title I, Part D (Neglected and Delinquent Children)		X
4035	Title II, Part A (Teacher Training and Recruiting)		X
4036	Title II, Part A (Principal Training and Recruiting)		X
4045, 4047	Title II, Part D (Enhancing Education Through Technology)		X
4201	Title III (Immigrant Students)		X
4203	Title III (LEP Students)		X
3710	Title IV, Part A (Safe and Drug-Free Schools and Communities)		X
4124	Title IV, Part B (21st Century Community Learning Centers)		X

# October 2010 School-Level Free and Reduced-Price Meals Eligibility Data Collection

California Department of Education Consolidated Application

<b>Purpose:</b> To collect data used for LEA grant determinations for Title I, Part A as well as several other state and federal categorical programs. Additionally, the data will be used on the Title I ranking page of Part I of the 2011-12 ConApp.		<b>Agency:</b> Pajaro Valley Unified <b>CD code:</b> <table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 20px; text-align: center;">4</td> <td style="width: 20px; text-align: center;">4</td> <td style="width: 20px; text-align: center;">6</td> <td style="width: 20px; text-align: center;">9</td> <td style="width: 20px; text-align: center;">7</td> <td style="width: 20px; text-align: center;">9</td> </tr> </table>		4	4	6	9	7	9
4	4	6	9	7	9				
<b>CDE Contact: 916-323-8068    <a href="mailto:frpminfo@cde.ca.gov">frpminfo@cde.ca.gov</a></b>									
A	B	C	D	E	F				
			Number of Enrolled Students Ages 5-17						
<b>Name of School</b> <b>School Code</b> <b>Charter School Number</b>	Lowest Grade Served	Highest Grade Served	Enrolled	Eligible for Free Meals*	Eligible for Reduced-Price Meals*				
Radcliff Elementary 0102665	KK	05	487	405	42				
Landmark Elementary 0102673	KK	05	612	462	55				
Pajaro Valley High 0105858	09	12	1,434	985	140				
Cesar E. Chavez Middle 0109595	06	08	611	465	55				
New School Community Day 4430203	09	12	40	32	1				
Pacific Coast Charter 4430229      0170	KK	12	250	73	4				
Academic/Vocational Charter 4430245      0265	11	12	53	34	9				
Aptos High 4430518	09	12	1,383	291	47				
Renaissance High Continuation 4437794	09	12	197	135	13				

\*Eligibility tables can be found at <http://www.cde.ca.gov/ls/nr/sr/eligmaterials.asp>

# October 2010 School-Level Free and Reduced-Price Meals Eligibility Data Collection

California Department of Education

Consolidated Application

<b>Purpose:</b> To collect data used for LEA grant determinations for Title I, Part A as well as several other state and federal categorical programs. Additionally, the data will be used on the Title I ranking page of Part I of the 2011-12 ConApp.				<b>Agency:</b> Pajaro Valley Unified			
				<b>CD code:</b> 4    4    6    9    7    9    9			
<b>CDE Contact: 916-323-8068    <a href="mailto:frpminfo@cde.ca.gov">frpminfo@cde.ca.gov</a></b>							
<b>A</b>		<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>		<b>F</b>
				Number of Enrolled Students Ages 5-17			
<b>Name of School</b>	<b>Charter School Number</b>	<b>Lowest Grade Served</b>	<b>Highest Grade Served</b>	<b>Enrolled</b>	<b>Eligible for Free Meals*</b>	<b>Eligible for Reduced-Price Meals*</b>	
Watsonville High							
4437901		09	12	2,085	1,352	255	
Amesti Elementary							
6049639		KK	05	606	518	45	
Aptos Junior High							
6049647		07	08	737	194	28	
Bradley Elementary							
6049662		KK	06	538	199	28	
Calabasas Elementary							
6049670		KK	06	643	551	44	
E. A. Hall Middle							
6049688		06	08	579	455	34	
Freedom Elementary							
6049696		KK	05	612	513	56	
H. A. Hyde Elementary							
6049704		KK	05	593	454	53	
Hall District Elementary							
6049712		KK	05	543	466	42	

\*Eligibility tables can be found at <http://www.cde.ca.gov/ls/nj/sr/eligmaterals.asp>

# October 2010 School-Level Free and Reduced-Price Meals Eligibility Data Collection

California Department of Education

Consolidated Application

<b>Purpose:</b> To collect data used for LEA grant determinations for Title I, Part A as well as several other state and federal categorical programs. Additionally, the data will be used on the Title I ranking page of Part I of the 2011-12 ConApp.		<b>Agency:</b> Pajaro Valley Unified							
		<b>CD code:</b>		4	4	6	9	7	9
<b>CDE Contact: 916-323-8068 frpminfo@cde.ca.gov</b>									
<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>				
		Number of Enrolled Students Ages 5-17							
<b>Name of School</b> <b>School Code</b>	<b>Lowest Grade Served</b>	<b>Highest Grade Served</b>	<b>Enrolled</b>	<b>Eligible for Free Meals*</b>	<b>Eligible for Reduced-Price Meals*</b>				
Linscott Charter 6049720	KK	08	255	53	33				
Mar Vista Elementary 6049738	KK	06	432	81	21				
Mintie White Elementary 6049746	KK	05	620	486	36				
Pajaro Middle 6049753	06	08	423	329	39				
Rio del Mar Elementary 6049779	KK	06	614	55	7				
Rolling Hills Middle 6049787	06	08	571	419	61				
T. S. MacQuiddy Elementary 6049803	KK	05	670	536	55				
Valencia Elementary 6049811	KK	06	543	154	10				
Alianza Charter 6049829	KK	08	620	427	74				

\*Eligibility tables can be found at <http://www.cde.ca.gov/ls/nu/sr/eligmaterials.asp>



# October 2010 School-Level Free and Reduced-Price Meals Eligibility Data Collection

California Department of Education

Consolidated Application

<b>Purpose:</b> To collect data used for LEA grant determinations for Title I, Part A as well as several other state and federal categorical programs. Additionally, the data will be used on the Title I ranking page of Part I of the 2011-12 ConApp.				<b>Agency:</b> Pajaro Valley Unified							
				<b>CD code:</b>		4	4	6	9	7	9
<b>CDE Contact: 916-323-8068 frpminfo@cde.ca.gov</b>											
<b>A</b>		<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>					
				Number of Enrolled Students Ages 5-17							
<b>Name of School</b>	<b>Charter School Number</b>	<b>Lowest Grade Served</b>	<b>Highest Grade Served</b>	<b>Enrolled</b>	<b>Eligible for Free Meals*</b>	<b>Eligible for Reduced-Price Meals*</b>					
Ohlone Elementary 6108138		KK	05	488	422	27					
Starlight Elementary 6108146		KK	05	596	474	65					
Lakeview Middle 6112841		06	08	622	447	57					
Ann Soldo Elementary 6117253		KK	05	694	549	57					
Watsonville Charter School of 6119077	0373	KK	08	274	86	24					

\*Eligibility tables can be found at <http://www.cde.ca.gov/ls/nr/sr/sr/eligmaterials.asp>



## Board Agenda Backup

Item # 14.1

**Date:** February 9, 2011

**Item: Federal Education Jobs Funding and 2011-12 Fiscal Outlook**

**Overview:** In 2010, President Obama signed legislation authorizing the Federal Education Job Fund as part two of the federal government's effort to provide stimulus funding to school districts nationwide. The district received approximately \$3.3 million in one-time funding as a result.

This funding is available for appropriation in the 2010-11 and 2011-12 fiscal years.

Federal Education Jobs Funds must be spent to save, restore, or create personnel positions that provide direct services to school sites and students among other statutory requirements. All monies must be spent no later than September 30, 2012. The funding comes with strict reporting requirements.

On November 16 2010, the Board of Trustees adopted a strategy for the allocation of this federal funding based on input from a wide array of district stakeholders. The following table reflects the board's action at that time:

Item	FY 10-11	FY 11-12
Office Assistant III at Elementary Sites	\$ 300,000	\$ 690,000
Campus Safety (1 additional at 3 HS)	\$ 82,000	
Custodians (1 additional at 3 HS)	\$ 92,000	\$ 220,000
Maintenance Specialists (4 FTE)	\$ 120,000	\$ 295,000
IT District-wide Site Support (1 FTE)	\$ 38,500	\$ 92,500
Super Subs at K-3	\$ 115,000	\$ 235,000
Middle School Counselors (1 per school)*		\$ 300,000
Library Media Technicians *		\$ 700,000
Totals	\$ 747,500	\$ 2,532,500
Grand Total (2 years)		\$ 3,280,000
* <i>Proposed funding in 2011-12</i>		

**Recommendation:** Withhold restoration of specified positions in 2010-11 and instead appropriate all Federal Education Jobs funds in 2011-12 per statute as part of the board's 2011-12 Budget Plan (to be adopted prior to June 30).

**Prepared By:**

Brett McFadden, Chief Business Officer

**Superintendent's Signature:**

*Doranne Bal*

## CASBO newsbreak

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2011-06

### **Where to aim**

**Feb. 3, 2011**

***By Dennis Meyers, CASBO Assistant Executive Director, Advocacy & Policy***

Governor Jerry Brown unveiled a well thought out, yet controversial plan to close the state's estimated \$25 billion budget gap with one-half of the solutions in proposed cuts and the other half in proposed revenue. The largest part of the revenue solution is a proposal to temporarily extend for five years some \$8.1 billion in revenue that is scheduled to expire this year. If that proposal is not enough of a challenge, the governor is also calling for unpopular spending reductions to health and welfare, child care, and higher education, a shift in over \$5 billion in programmatic requirements and revenue to cities and counties, and the elimination of local redevelopment agencies and enterprise zones.

For K-12 schools, the governor's budget is a relatively flat budget that depends on voter acceptance of the revenue extension and a new apportionment deferral. Yesterday's revelation of the administration's trailer bill language shows that the \$2.1 billion deferral is proposed to be from July 2011 to July 2012, which presents its own set of planning obstacles.

Schools always face a challenge during this part of the year as they begin their budget adoption process. The governor's budget proposal is the most authoritative document used by schools as they try to guess what the next budget will produce or not produce. Of course, all of this guessing comes as various deadlines loom concerning certificated layoff notices, second interim reports, etc.

So where should LEAs be aiming right now? There are several different scenarios coming out of Sacramento's many education consultants' offices. It would be easier if the scenarios were somewhat close to each other, but they are not. They vary from budgeting for a \$19 per ADA cut to the revenue limit to being prepared to take a \$1000 per ADA hit if the temporary revenues are not extended.

Adding to the confusion is an article by McClatchy news about what Senate Democrats are considering: passing an all cuts budget along with the revenue proposals so that voters can see the full impact to state programs, including schools, if the revenue package is not approved.

There are a few issues that are easier to assume as being in the final budget:

1. *Deferrals:* So far, the Legislature has not seen a deferral that it has not embraced. The latest proposal, a new \$2.1 billion deferral from July to July, is not yet a done deal. However, it is a safe bet that this deferral will happen in some form. The July to July proposal is extreme

and has a slim chance of being modified, but the dollar amount is unlikely to shrink.

2. *Flexibility*: The governor's proposal to extend all of the various forms of flexibility for another two years is another fairly safe bet. With the administration making that issue part of its budget, it puts the issue in the "you can plan on it" category. We know that there will be attempts to modify Tier 3, either by deleting or adding programs, but those proposals are less likely to be successful than simply adding two years.

3. *Mental health*: The governor's proposal to fund AB 3632 mental health services to special education students with Proposition 63 money in 2011-12 and then as part of the local government realignment proposal makes sense to a lot of legislators and stands a good chance of being approved. Obviously, conversations within SELPAs and with county mental health agencies still need to happen in case the issue is not resolved, but since the Legislature funded the program before former Governor Schwarzenegger vetoed the money, there is a lot of interest in solving the funding problem and keeping county mental health involved.

But the rest of the budget is going to be harder to pinpoint. Will the Legislature pass an all cuts plan that would add programs back if the temporary revenues are extended? Will the child care lobby be successful in fighting cuts which would require another \$500-700 million in cuts within the Proposition 98 guarantee? The child care issue alone could add pressure for a larger deferral. Those are significant unknowns that may not be solved by mid-March when LEAs need to make staffing decisions.

Given the open-ended nature of this year's budget deliberations, there are at least four scenarios being talked about within the school community; we call those scenarios Wishful Thinking, Boy Scout, The Sky Is Falling, and Doomsday.

#### **Wishful Thinking:**

This scenario is based entirely on the governor's budget. Plan for a hit to the revenue limit of \$19 per ADA and assume that all of the other proposals in the governor's budget come true. This scenario assumes the extension of the temporary taxes. It assumes the Proposition 98 guarantee will be \$49.3 billion and with the new deferral an actual spending level of \$51 billion.

#### **Boy Scout (Be Prepared):**

This scenario is based on the unknowns surrounding the extension of the revenue. It assumes the deferral is approved and flexibility is extended, but prepares for the revenues to not be extended. This scenario either assumes the governor's budget, but has a contingency in place for a reduction of \$330 per ADA, or assumes the reduction up front with a contingency to build back in \$330 per ADA if the revenues are extended. This scenario is based on the assumption that without the revenue extension, the exposure for K-12 schools is a drop in the Proposition 98 guarantee of \$2 billion to \$47.3 billion, but with the new deferral an authorized spending level of \$49 billion. This scenario also assumes no suspension of the Proposition 98 guarantee.

#### **The Sky Is Falling:**

This scenario assumes that the proposal to extend the temporary revenue either fails to make it to the ballot or fails on the ballot. It assumes that the Legislature would then adopt an all cuts budget which would bring the Proposition 98 guarantee and the authorized spending level down to \$47.3 billion. For K-12 schools, that would mean losing about \$620 per ADA. Under this scenario, there is no suspension of the Proposition 98 guarantee and no spending above the guarantee.

**Doomsday:**

This scenario also assumes that there is no extension of the temporary revenues. However, it goes a step further and assumes that faced with an all cuts budget the Legislature suspends the Proposition 98 guarantee. Without the revenue extension, the Legislature would need to find as much as \$12.5 billion more in cuts, assuming they do not find other more creative ways to balance the budget. In this scenario, the exposure to K-12 schools would be at least \$5 billion, or \$850 per ADA and could even go higher if more savings is needed. A \$6 billion cut would translate to about \$1000 per ADA.

Each of the scenarios outlined above is valid and has an intelligent and thoughtful group of followers. Which one to land on depends on some value and political judgments and of course, a little faith. The Wishful Thinking crowd believes in budgeting based on the governor's budget so as to not get locked into a self-fulfilling prophecy by assuming there is no revenue extension. The Doomsday crowd believes in budgeting for the worst case so (1) districts are ready in case it happens and (2) voters will have a clear choice between revenue and cuts. The Wishful Thinking crowd counts on the August 15 layoff provisions to be able to adjust budgets after the election. The Doomsday crowd might think that the Legislature will suspend the Aug. 15 layoff statute which calls for preparing now for the worst case.

Each of the scenarios is legitimate. How conservative you plan and how local boards and communities react, will certainly stress school business offices over the next four months.

We'll keep you posted.

*All CASBO NewsBreaks are posted on the CASBO website at [www.casbo.org](http://www.casbo.org). The legislative status indicated for the bills in this report reflect the location of each of these measures as of the day the report was posted. To get up-to-the-minute status of bills including additional information on bills, bill text, analyses, legislative vote records, and veto messages, log on to the state's Official Legislative Information website at [www.leginfo.ca.gov](http://www.leginfo.ca.gov). For other questions regarding topics covered, you may contact Dennis Meyers, CASBO Assistant Executive Director, Advocacy and Policy, at [dmeyers@casbo.org](mailto:dmeyers@casbo.org).*

## HEALTH CARE BENEFITS

# Group health costs see biggest jump since '04

*Higher medical fees, increased utilization cited as main causes*

By JERRY GEISEL

Group health care plan costs this year jumped an average of 6.9%, the largest increase since 2004, according to a survey of more than 2,800 employers released last week by New York-based Mercer L.L.C.

That increase brought annual costs to an average of \$9,562 per employee compared with \$8,945 in 2009, according to the survey.

By contrast, group health plan costs rose an average of 5.5% in 2009, the smallest increase in

more than a decade, and 6.3% in 2008.

Mercer consultants said the spike may be the result of two factors: medical providers boosting their fees and charges and increased utilization.

"Higher prices for health care services seem to be part of the equation, but if the recession caused a slowdown in utilization last year, we may also be seeing the effect of employees getting care they've been putting off," Susan Connolly, a partner in Mercer's Boston office, said in a statement.

To prevent even bigger cost increases in 2011—caused in part by meeting requirements set by the health care reform law passed earlier this year—many employers

intend to change their plan design, such as shifting costs to employees or changing insurers.

Without health plan changes, employers predicted cost increases of about 10% next year. With such changes, employers expect to hold their actual cost increase in 2011 to an average of 6.4%, according to the survey.

Employers are taking action to try to hold down the increases.

For example, among preferred provider organization plans imposing a deductible, the average individual deductible for in-network providers jumped more than \$100 this year, rising to an average of \$1,200.

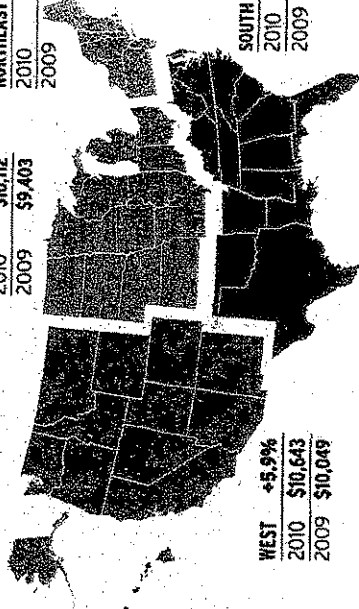
For PPO sponsors, the percent-

## REGIONAL COSTS

Average annual health plan costs per employee for employers with at least 500 employees, by region.

MIDWEST	+7.5%
2010	\$10,112
2009	\$9,403

NORTHEAST	+12.5%
2010	\$11,060
2009	\$9,830



WEST	+5.9%
2010	\$10,643
2009	\$10,049

SOUTH	+8.0%
2010	\$8,960
2009	\$8,299

Source: Mercer L.L.C.

See **COSTS** page 6

## Costs: Plans post largest rise since '04

CONTINUED FROM PAGE 3

age that do not require a deductible for individual coverage for in-network services fell to 16% this year, down from 22% last year.

In addition, more employers stopped offering health maintenance organization plans—the most expensive plan design (see chart), where costs for all employers this year averaged \$8,892 per employee; while more employers added consumer-driven health care plans, where costs averaged \$6,759 per employee for CDHPs linked to health savings accounts.

"Employers did a little bit of everything to hold down cost increases in 2010," said Beth Umland, Mercer's director of health and benefits research in New York.

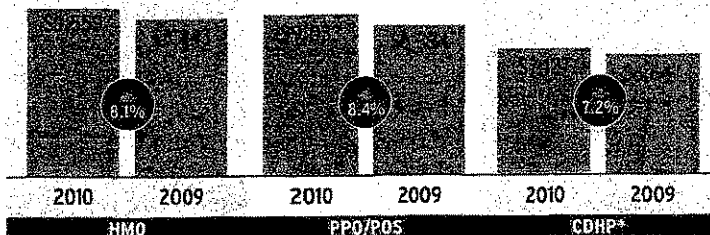
In 2010, 26% of employers offered an HMO, down from 28% in 2008. As recently as 2005, about one-third of employers offered an HMO.

Correspondingly, HMO enrollment has been sliding, with 19% of employees enrolled in HMOs this year, down from 21% in 2009, and a huge drop from 2001, when one-third of employees were enrolled in the plans.

On the other hand, 17% of employers offered a CDHP linked to HSAs or health reimbursement

### COSTS VARY BY PLAN DESIGN

For employers that have at least 500 employees, health care plan costs are the highest for health maintenance organizations, followed by preferred provider organizations/point of service plans and consumer-driven health plans.



\*for CDHPs linked to HSAs.  
Source: Mercer LLC

arrangements this year, up from 15% last year. In 2005, just 2% of employers offered a CDHP.

The nation's biggest employers have especially embraced CDHPs. This year, 51% of employers with at least 20,000 employees offered a CDHP linked to an HSA or HRA, up from 43% in 2009.

Among those jumbo employers, 15% of employees enrolled in CDHPs this year, up from 9% last year.

### Incentives gain ground

In a bid to hold down costs that vary by U.S. region (see chart, page 3), more employers are giving employees incentives or imposing penalties to take steps, such as completing health risk assessments or halting unhealthy habits, leading to better health.

For example, 27% of employers of large employers—those with at least 500 employees—provided incentives for employees to boost employee participation in wellness and other health manage-

ment programs. That's up from 21% a year ago.

In addition, incentives are becoming more substantial. A token gift was the most common incentive for participating in a health risk assessment three years ago. Today, it is cash—typically \$75—or a reduction in the premium employees pay for coverage, Mercer said.

The survey also found that employers continue to drop retiree health care plans. This year, just 19% of large employers offered health care coverage to Medicare-eligible retirees, down from 21% in 2009. In 1999, 28% of large employers offered the coverage, while 40% did so in 1993.

Copies of the "National Survey of Employer-Sponsored Health Plans" will be published in March. The report alone is \$600; the report with tables is \$1,200. More information is available at [www.Mercer.com/ushealthplan](http://www.Mercer.com/ushealthplan) survey or from Tara Lewis at 212-345-2451.



## HEALTH CARE REFORM

# Health reform 'grandfathered' status clarified

*Guidance sets out changes that will void exemption*

BY JERRY GEISEL

**WASHINGTON**—The latest batch of health care benefits guidance provided by federal regulators provides yet more answers for employers to comply with the new health care reform law.

Much of the guidance involves questions that have been raised—and not fully resolved by previous guidance—about the conditions health care plans have to meet to be "grandfathered" and thus exempt from some of the new law's requirements.

For example, prior interim regulations listed six changes which, if any one were made, would result in the forfeiture of grandfathered status. Those changes include imposing or raising coinsurance require-

ments, increasing a deductible by an amount that exceeds medical inflation plus 15 percentage points, and increasing employee premium contributions by more than five percentage points.

The new guidance makes clear that the six changes are the only changes that would result in a loss of grandfathered status.

This position had "been assumed, but now it is absolutely clear," said Rich Stover, a principal with Buck Consultants L.L.C. in Secaucus, N.J.

In addition, regulators say they still are studying whether changing a plan's health insurer should result in an automatic loss of grandfathered status. Previously, regulators had said changing insurers would result in a loss of grandfathered status but they later backpedaled.

"As noted, the departments are separately considering under what circumstances otherwise grandfathered plans may change insurers without relinquishing their status as

in a frequently asked questions and answers and issued by the Departments of Health and Human Services, Labor and Treasury.

Detailing the circumstances of when employers can change insurers without their health care plans losing grandfathered status is guidance for which employers are waiting "with bated breath," said Molly Iacovoni, a legal consultant with Aon Hewitt Inc. in Lincolnshire, Ill.

Another grandfathered plan-related issue clarified in the new guidance involves situations in which employers offer several types of health care plans: a preferred provider organization plan, a point-of-service plan and a health maintenance organization plan.

Previous rules were not clear about whether the plans were to be considered as one employer arrangement and that if so, if a change to one of the plans would

See **GUIDANCE** page 22

### MAKING IT CLEARER

*How the latest regulatory guidance resolves health care reform law compliance questions*

■ Making any one of six design changes, such as boosting employee premium contributions by more than five percentage points, will result in loss of grandfathered status.

■ Making design changes that result in loss of grandfathered status for one type of plan, such as a preferred provider organization plan, will not result in loss of grandfathered status for other plans.

■ Creating coverage tiers will not automatically result in loss of grandfathered status.

grandfathered health plans," according to the guidance prepared

## Guidance: Health care reform law 'grandfathered' status clarified

CONTINUED FROM PAGE 3

jeopardize the grandfathered status of all the plans.

In the FAQs, the agencies affirm that changes to one plan will not affect the grandfathered status of the other plans.

"It is permissible to treat the PPO, POS arrangement and HMO as separate benefit packages. Accordingly, if any benefit package ceases grandfather status, it does not affect the grandfather status of the other benefit packages," the guidance said.

Another situation addressed in

the new guidance involves employers adding new tiers of coverage to reflect the number of individuals that are in an employee's family unit and receive coverage through the employee's employer.

For example, some companies are modifying tiers of coverage in which they are moving to a multi-tier structure of employee-only coverage, employee plus one dependent, employee plus two dependents, and employee plus three or more dependents. That compares to more traditional designs, such as a dual approach, in which employers

only offer two tiers of coverage: employee-only and family coverage.

In the dual and multi-tier approaches, the premium employees pay for coverage is linked to the tier they are in. In prior guidance, it was not clear how grandfathering status would be affected by changing structures.

The new guidance says as long as the employer contribution rate for a new tier is within five percentage points of the contribution rate for a prior corresponding tier, grandfather status would be maintained.

For example, if the employer previously paid 50% of the premium for family coverage, the employer would have to pay at least 45% for any new tier of coverage—other than employee-only coverage—for the tier to enjoy grandfathered status.

The guidance also makes clear that in nearly all situations, dental and vision plans are exempt from the requirements set by the health care reform law, such as a ban on lifetime dollar limits.

Dental and vision benefits are considered "excepted benefits"

when they are offered under a separate policy or if employees have a right not to receive the coverage or if they elect coverage or are required to pay an additional premium, according to the guidance.

"If a plan provides its dental or vision benefits pursuant to a separate election by a participant and the plan charges even a nominal contribution towards the coverage, the dental or vision benefits would constitute excepted benefits and the market reform provisions would not apply to that coverage," the guidance says.

# Employers fear cost hikes from health reforms

*Some companies say they will drop coverage when insurance exchanges open: Study*

BY JERRY GEISEL

Employers, already facing burgeoning health care plan costs, say the health care reform law will

increase them even more, according to a survey released today.

An overwhelming majority of employers—74%—said they expect the Patient Protection and Afford-

able Care Act to increase group plan costs beyond what they would have been had the legislation not passed, according to the survey, which was conducted by the Midwest Business Group on Health and co-sponsored by the National Business Coalition on Health, *Business Insurance* and sister publication *Workforce Management*.

For example, 42% of large employers—those with more than 500 employees—expect cost increases in the range of 2% to 5% due to complying with health care reform law, while 16% expect cost increases in the range of 6% to 10% (see chart, page 21). Just 11% of large employers expect the law

to boost costs less than 1%, according to the survey.

The survey, which was conducted between Nov. 29 and Dec. 15, drew responses from 430 employers, of which 43% have more than 500 U.S. employees.

That employers expect the new law to add fuel to health care inflation is not surprising, said Andrew Webber, president and CEO of the Washington-based NBCH. That is because several provisions—such as extending coverage to employees' adult children up to age 26, eliminating lifetime dollar limits and fully cover-

See **REFORM** page 21

# Reform: Employers fear cost increases

CONTINUED FROM PAGE 1

ing preventive services—kicked in Jan. 1 for most employers.

Given those cost increases, it is not surprising at this stage that employers "are not big fans of health reform," Mr. Webber said.

Still, employer attitudes could change when, as Mr. Webber put it, the "second chapter" of the reform law unfolds. That stage begins in 2014, when federal health insurance premium subsidies will be offered to the lower- and middle-income uninsured to buy coverage from commercial insurers offering policies through state health insurance exchanges that are to start operating that year.

That new benefit entitlement, plus certain other changes, such as expanding the Medicaid program, could mean another 30 million people will gain coverage, accord-

6% of large employers said it is "very likely" that they will drop coverage in 2014 when the new insurance exchanges begin. In addition, 14% of all respondents and 6% of large employers said it was "likely" they would drop coverage.

Whether employers drop coverage—which would require them to pay a \$2,000 per full-time employee penalty and, to remain competitive, increase salaries to partially offset employees' premiums for coverage through insurance exchanges—won't be known for a while.

But that such a high percentage of employers are considering dropping coverage reflects their fears that the health care reform law will boost costs enough to undermine their economic stability, said Larry Boress, president and CEO of the Chicago-based MBGH.

According to Mr. Webber, whether employers drop coverage

## COST CONCERNS

How much employers think the health care reform law will increase plan costs\*

Amount expected	Respondents
No increase	1%
Less than 1%	11%
2% to 5%	42%
6% to 10%	16%
More than 10%	11%
No modeling done	20%

\*For employers with more than 500 employees

Source: "Employer Reaction to Health Reform After the November 2010 Elections"

make at \$2,500 a year effective in 2013. Prior to the health care reform law, there was no legal limit on FSA contributions, though employers typically impose annual limits between \$4,000 and \$5,000.

"Employers don't like the feds telling them how they can design their plans," Mr. Webber said.

Another provision strongly opposed by employers requires them to report the cost of health insurance coverage on employees' 2012 W-2 wage and income statements. Nearly 70% want that provision repealed.

Aside from being an administrative headache, employers don't see the relevance of the reporting provision to health reform, Mr. Webber said.

On the other hand, opposition is much less when it comes to other health care reform law provisions. For example, only 32% of employers backed repeal of the requirement of fully covering preventive services. Fifty-two percent of employers said the provision should be retained, while 16% said it should be modified in some way.

Many employers voluntarily have expanded coverage of preventive services, believing that it will be cost-effective in the longer term if medical conditions are detected before they become more serious and expensive to treat, Mr. Webber said.

Summaries of the survey, "Employer Reaction to Health Reform After the November 2010 Elections," are available at [www.mbgh.org](http://www.mbgh.org). The full survey, which costs \$100, will be available at the end of January. For information, contact Mr. Boress at 312-372-9090, ext. 101 or [lboress@mbgh.org](mailto:lboress@mbgh.org).

## SUPPORT FOR REPEAL EFFORTS

Employer opposition to health care reform law provisions varies\*

Provision	% backing repeal
Ban on flexible spending account reimbursement of over-the-counter drugs not prescribed by a doctor	72%
Reporting health insurance cost on W-2 statements	69%
Capping FSA contributions at \$2,500 a year	64%
Imposing excise tax on costliest health care plans	61%
Requiring employers to offer health insurance vouchers	53%
Financially penalizing employers not offering coverage	50%
Financially penalizing individuals not enrolled in a plan	50%
Covering employees' adult children to age 26	43%
Defining minimum essential benefits	34%
Removing preventive service copayments	32%
Establishing state health insurance exchanges	31%
Banning annual, lifetime dollar limits for essential services	27%

\*The remaining percentage of respondents for each provision support retention or modification of the provision.

Source: "Employer Reaction to Health Reform After the November 2010 Elections"

ing to congressional estimates. Last year, about 50 million U.S. residents were uninsured, according to the U.S. Census Bureau.

In theory, that expansion should result in a big reduction in uncompensated care, a cost that providers, where possible, now shift in the form of higher charges to patients in employer plans. But whether a reduction in uncompensated care results in an easing of health care inflation remains to be seen.

"We will have to see if that promise comes to fruition," Mr. Webber said.

Clearly, some employers are skeptical that health care reform will bring more benefits than costs.

In fact, 8% of all respondents and

will greatly depend on a major unknown: the ability of the yet-to-be established exchanges to offer affordable coverage.

Interestingly, employers are most opposed to health care reform provisions that will have little direct effect on their costs. For example, 72% of respondents said they want Congress to repeal a provision, which begins next year, that bars employees from tapping their flexible spending accounts to reimburse themselves for over-the-counter medications not prescribed by a doctor (see chart).

Similarly, 64% want to repeal another FSA-related provision, which caps the maximum FSA contribution that employees can

# PAJARO VALLEY UNIFIED SCHOOL DISTRICT



## Board Agenda Backup

Item No: 15.1

**Date:** February 9, 2011

**Item:** Annual Measurable Academic Objective (AMAO), Title III, Report

**Overview:** This report is intended to provide specific information about our progress with our AMAOs.

AMAO 1 – Percent of ELs Making Annual Progress in Learning English

AMAO 2 – Percent of ELs attaining English Proficiency on CELDT Targets

AMAO 3 – Meeting AYP (Average Yearly Progress) Requirements for the EL Subgroup

at the LEA Level Targets in the CST in ELA and Math

The intent of the AMAO is to monitor the progress of our EL students' progress in English. The federal government and the state have raised the bar each year on the proficiency rate, just as it does for the level of proficiency with regard to our Adequate Yearly Progress. Even though our district did well with the Academic Performance Index (API), we did not meet our AMAOs this year in attainment of English proficiency. English Language Development (ELD) remains an area of significant focus for our district. The report will give a specific breakdown of each AMAO.

When we do not meet the target the state requires us to develop an Improvement Plan that will ensure that AMAOs are met. The plan specifically addresses the factors that prevented our district from reaching the AMAOs and the state also requires the district to modify the curriculum, program and method of instruction, all to be included in the Improvement Plan.

**Recommendation:** Report and discussion item only.

### Budget Considerations:

#### Funding Source:

**Budgeted:** Yes: ☐

No: ☐

**Amount:** \$

**Prepared By:** Ylda Nogueta and Murry Schekman, Assistant Superintendents

**Superintendent's Signature:**

# **TITLE III ACCOUNTABILITY UNDER THE NO CHILD LEFT BEHIND ACT**

**2009-2010**

## **Outcomes**

- Explore AMAOs Requirements
  - Targets/Accountability
  - Assessment
  - Cohort
- Understanding and Looking at the AMAOs Deeper

## What is the difference between AMAO and AMO?

- **AMAO is Annual Measurable Academic Objective**

AMAO 1 – Percent of ELs Making Annual Progress in Learning English

AMAO 2 – Percent of EL s attaining English Proficiency on CELDT Targets

AMAO 3 – Meeting AYP (Average Yearly Progress) Requirements for the EL Subgroup at the LEA Level Targets in the CST in ELA and Math

- **AMO is Annual Measurable Objective**

One of three indicators for AYP under Title I

## Changes to AMAO 2

- Measures the percent of ELs that attain the English proficient level on the annual CELDT

2 Cohorts established:

< 5 years (0-5)

2009-10 Target: **17.4%**      **PVUSD 13.2%**

> 5 years (5 years plus – Long time English Learners)

2009-10 Target: **41.3%**      **PVUSD 40.2%**

## AMAO 3

- Measures whether the EL subgroup has met AYP (Adequate Yearly Progress) targets in ELA and math  
- Subgroup change: **now 50** (was 100) students

### English –Language Arts

Met Participation Rate for EL Subgroup **YES**

Met Percent Proficient or Above for EL Subgroup **NO**

### Mathematics

Met Participation Rate for EL Subgroup **YES**

Met Percent proficient or Above for EL Subgroup **NO**

## Change to AMAO 1

- Students must have two scores entered for comparison
- In the past years, only the preceding year's score was used
- Now a score from any proceeding year must be used if previous year's score is unavailable

2009-10 Target: **53.1%**      **PVUSD 51.4%**



## Assessments Used to Determine AMAOs

AMAO 1 CELDT

AMAO 2 CELDT

AMAO 3 CST, CAPA, CMA, CAHSEE

The CELDT (California English Language Development Test) is required until EL student is reclassified

## Who is the EL Subgroup?

- The EL Subgroup consist of:

All EL students who are identified as ELs based on results of the CELDT

**AND**

All Reclassified English-proficient (RFEP) who have not scored at the proficient level or above in the CST in ELA or Math three times

English Learners in PVUSD in 2009-10 **9,053**

## AMAO 3 ELA and MATH Targets

- English Language Arts

AYP Target 56%

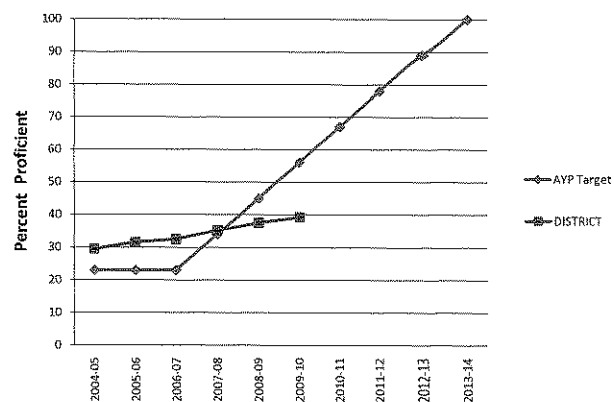
PVUSD 39.3%

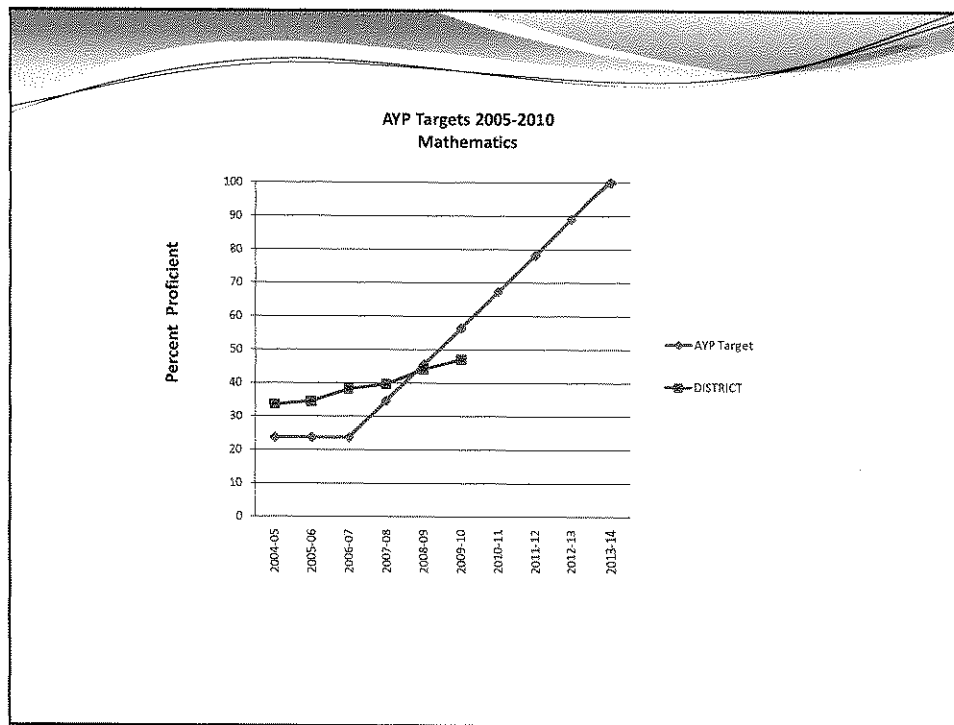
- Mathematics

AYP Target 56.4%

PVUSD 47%

AYP Targets 2005-2010  
English-Language Arts





## So What Happens When Targets Are Not Met ...

- LEA develops an Improvement Plan that will ensure that AMAOs are met
- The plan shall specifically address the factors that prevented the LEA from reaching the AMAOs
- The state shall require the LEA to modify its curriculum, program and method of instruction,

### PVUSD

Title I PI

Year 3+

Title II Compliance, Monitoring, Interventions and Sanctions (CMIS)

Level C

Title III

Year 4+

## **What Are We Going to DO to Meet AMAO Targets?**

- **Next Steps**

Examine Program, Curriculum and Instruction for English Learners

Review the Progress of our Master Plan for Services to English Learners

Ensure that ALL ELs are receiving ELD

**PAJARO VALLEY UNIFIED SCHOOL DISTRICT**



***Board Agenda Backup***

Item No: 15.2

**Date:** February 9, 2011

**Item:** Update on the Master Plan for Service for English Learners

**Overview:** The District Master Plan for English Language Learners was approved in 2008. This update on the implementation of the Master Plan will highlight the key components of the plan, current implementation activities and next steps for continued implementation.

**Recommendation:** This is a report and discussion item only.

**Budget Considerations:** N/A

**Funding Source:**

**Budgeted:** Yes: ☐ No: ☐

**Amount:**

**Prepared By:** Susan Pérez, Interim Director, Educational and English Learner Services

**Superintendent's Signature:** *Diana Bat*