



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 25, 2009

CLOSED SESSION - 6:00 p.m. – 7:00 p.m.
Human Resources Conference Room

REGULAR BOARD MEETING - 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 (4th Floor)
- On our Webpage: 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. SCAST
 - 2.4 Claims for Damages
 - 2.5 Existing Litigation
 - 2.6 Pending Litigation
 - 2.7 Anticipated Litigation
 - 2.8 Real Property Negotiations
 - 2.9 Informal Superintendent's Evaluation
 - 2.10 3 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, Doug Keegan, Sandra Nichols, Karen Osmundson, Kim Turley, Libby Wilson, Willie Yahiro, and President Leslie De Rose.
- 3.3 Student Recognition
 - *Douglas Lee Johnson - Watsonville High School*
 - *Christian Bustos-Torres - Pajaro Valley High School*
 - *Rodrigo G. Hernandez - Academic Vocational Charter Institute*
 - *Aptos High School Girls Cross-Country Team*
 - *Oscar Zamudio - Renaissance High School*

4.0 ACTION ON CLOSED SESSION

5.0 APPROVAL OF THE AGENDA

6.0 APPROVAL OF MINUTES
-Minutes of February 11, 2009

7.0 HIGH SCHOOL STUDENTS BOARD REPRESENTATIVES REPORT

8.0 VISITOR NON-AGENDA ITEMS
Public comments will be allowed. 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.)

9.0 EMPLOYEE ORGANIZATION COMMENTS – PVFT, CSEA, PVAM, SCAST 5 Min. Each

10.0 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).

- 10.1 Purchase Orders February 5 - 18, 2009
The PO's will be available in the Superintendent's Office.
- 10.2 Warrants February 5 - 18, 2009
The warrants will be available in the Superintendent's Office.
- 10.3 Accept Report from Fiscal Crisis & Management Assistance Team as Given to the Board on February 11, 2009.
- 10.4 Approve Notice of Completion for the Construction of Watsonville High School Tennis Courts.
- 10.5 Approve Resolution #08-09-18, Child Development Resource Grant Contracts/Instructional Materials.
- 10.6 Approve Resolution #08-09-19, Apply for Grant Funded Projects under the Lower Emissions School Bus Program (LESBP).

The administration recommends approval of the Consent Agenda.

11.0 DEFERRED CONSENT ITEMS

12.0 REPORT AND DISCUSSION ITEMS

- 12.1 Report and discussion on Energy Education Update.
Report by Mary Hart, Associate Superintendent. 10 min.
- 12.2 Report and discussion on Classification Study – Year One.
Report by Dr. Albert J. Roman, Assistant Superintendent, Human Resources. 10 min.

13.0 REPORT, DISCUSSION AND POSSIBLE ACTION ITEMS

- 13.1 Report, discussion and possible action to approve Resolution #08-09-17, Week of School Administrators.
Report by Dr. Albert J. Roman, Assistant Superintendent, Human Resources. 5 min.
- 13.2 Report, discussion and possible action to approve the 2007-2008 School Accountability Report Card (SARC) Reports.
Report by Ricardo Medina, Deputy Superintendent. 5 min.
- 13.3 Report, discussion and possible action on Current and Subsequent Year Budget Reductions.
Report by Mary Hart, Associate Superintendent. 5 min.

- 13.4 Report and discussion on Guidelines for Board Meeting Conduct.
Report by Leslie De Rose, Board President.

5 min.

14.0 GOVERNING BOARD AND SUPERINTENDENT COMMENTS/REPORTS

15.0 UPCOMING BOARD MEETINGS/REMAINING BOARD MEETINGS FOR 2009

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.

		Comment
March	<ul style="list-style-type: none"> ▪ 4 (added 1/28) ▪ 11 ▪ 25 	<ul style="list-style-type: none"> ▪ Approve 2nd Interim Report
April	<ul style="list-style-type: none"> ▪ 8 ▪ 22 	<ul style="list-style-type: none"> ▪
May	<ul style="list-style-type: none"> ▪ 13 ▪ 27 	<ul style="list-style-type: none"> ▪ Approve 3rd Interim Report
June	<ul style="list-style-type: none"> ▪ 10 ▪ 24 	<ul style="list-style-type: none"> ▪ 09-10 Budget Adoption
July	<ul style="list-style-type: none"> ▪ 15 	
August	<ul style="list-style-type: none"> ▪ 12 ▪ 26 	
September	<ul style="list-style-type: none"> ▪ 9 ▪ 23 	<ul style="list-style-type: none"> ▪ Unaudited Actuals
October	<ul style="list-style-type: none"> ▪ 14 ▪ 28 	
November	<ul style="list-style-type: none"> ▪ 18 	
December	<ul style="list-style-type: none"> ▪ 9 Annual Organization Mtg. 	<ul style="list-style-type: none"> ▪ Approve 1st Interim Report

16.0 ADJOURNMENT

PAJARO VALLEY UNIFIED SCHOOL DISTRICT
CLOSED SESSION AGENDA
February 25, 2009

2.1 Closed Session - 6:00 pm in the Human Resources Office.

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

New Hires

- 3 Elementary Teachers
- 1 Occupational Therapy
- 1 Secondary Teacher

New Hires – Probationary

- 2 Cafeteria Assistants
- 2 Instructional Assistant
- 1 Instructional Assistant I – Special Education
- 1 Instructional Assistant II – Special Education
- 1 Office Assistant II

Administrative

- 2 Interim Assistant Principals
- 3 Coordinators

Promotions

None

Transfers

- 1 Teacher

Extra Pay Assignments

- 4 Athletic Coaches
- 37 Coaches

Extra Period Assignments

None

Leaves of Absence

- 8 Secondary Teachers
- 7 Elementary Teachers
- 1 Leave of Absence – Migrant Children Center

Separations From Service

- 1 Bus Driver

Retirements

- 1 Secondary Teacher

Resignations

3 Elementary Teachers

Supplemental Service Agreements

1 Elementary Teacher

1 Secondary Teacher

Miscellaneous Actions

1 Cafeteria Assistant

1 Campus Safety Coordinator

2 Career Development Specialist

1 Human Resources Analyst – Confidential

1 Instructional Assistant II

1 Maintenance Specialist II

1 Office Assistant II

Limited Term – Projects

1 Attendance Specialist

1 Career Development Specialist

3 Campus Security

2 Career Development Specialist

1 Community Services Liaison

22 Enrichment Specialists

1 Health Assistant

86 Instructional Assistant – General Education

4 Instructional Assistant

1 Instructional Assistant II

Limited Term – Substitutes

1 Custodian

1 Instructional Assistant II

1 Instructional Assistant – General Education

1 Instructional Assistant – Migrant Children Center

1 Theatre Technician

Provisional

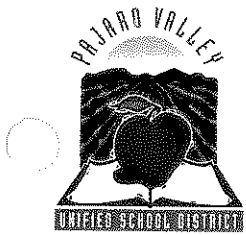
None

Exempt

1 Migrant OWE

18 Student Helpers

1 Yard Duty



February 11, 2009
CLOSED SESSION - 6:00 p.m. – 7:00 p.m.
Human Resources Conference Room

REGULAR BOARD MEETING - 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 De Rose called the meeting 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

New Hires

- 1 Assistant Teacher
- 1 Elementary Teacher
- 1 Orthopedically Impaired Specialist
- 1 Secondary Teacher

New Hires – Probationary

None

Rehires

None

Administrative

- 2 Assistant Principals
- 2 Interim Principal
- 1 Principal

Promotions

None

Transfers

- 1 Teacher

Extra Pay Assignments

- 2 Athletic Directors
- 7 Child Development Specialists
- 3 Coaches

Extra Period Assignments

- 1 Teacher

Leaves of Absence

- 1 Behavior Technician
- 1 Bus Driver
- 1 Custodian II
- 1 Instructional Assistant
- 2 Instructional Assistant II – Special Education
- 1 Payroll Technician
- 1 Secondary Teacher
- 1 ELP Coordinator

Separations From Service

- 1 Cafeteria Assistant
- 1 Coordinator
- 1 Custodian II
- 1 Healthy Services Assistant
- 1 Instructional Assistant

Retirements

- 1 Secondary Teacher

Resignations

- 1 Elementary Teacher

Supplemental Service Agreements

- 1 Elementary Teacher
- 1 Staff Mentor

Miscellaneous Actions

- 1 Behavior Technician
- 1 Campus Safety Coordinator
- 1 Campus Supervisor
- 1 Grounds Foreperson
- 1 Instructional Assistant II
- 1 Maintenance Specialist III - Plumber

Limited Term – Projects

- 1 Behavior Technician
- 10 Enrichment Specialists
- 13 Instructional Assistant – General Education
- 1 Instructional Assistant – II – Special Education
- 1 Language Support Liaison
- 1 Lead Custodian II

Limited Term – Substitutes

1 Custodian

Provisional

None

Exempt

None

Summer School

None

2.2 Public Employee Discipline/Dismissal/Release/Leaves
2.2 a One Classified Dismissal

2.3 Negotiations Update
a. CSEA
b. PVFT
c. Unrepresented Units: Management and Confidential
d. SCAST

2.4 Claims for Damage
a. Norma Sanchez v. PVUSD

2.5 Existing Litigation

2.6 Pending Litigation

2.7 Anticipated Litigation

2.8 Real Property Negotiations

2.9 3 Expulsions

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

President De Rose called the meeting of the Board in public to order at 7:00 pm.

3.1 Pledge of Allegiance

Trustee Yahiro led the Board in the Pledge of Allegiance.

Dorma Baker asked for a moment of silence in memory of Cec Bell.

3.2 Welcome by Board President

Trustees, Doug Keegan, Sandra Nichols, Karen Osmundson, Kim Turley, Libby Wilson, Willie Yahiro, and President Leslie De Rose were all present.

4.0 ACTION ON CLOSED SESSION

2.1 Public Employee Appointment/Employment, Government Code Section 54957

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

2.2 Public Employee Discipline/Dismissal/Release/Leaves

2.2 a One Classified Dismissal

During Closed Session, the Board voted to terminate one classified employee with a vote of 7-0-0.

2.4 Claims for Damages

a. Norma Sanchez v. PVUSD

Trustee Turley moved to reject this claim and to send notice of rejection to claimant. Trustee Keegan seconded the motion. The motion passed unanimously.

2.9 3 Expulsions

Action on Expulsions

Trustee Osmundson moved to approve the disciplinary action as recommended by the District Administration for the following expulsion cases:

08-09-044

08-09-050

08-09-051

Trustee Keegan seconded the motion. The motion passed unanimously.

5.0 APPROVAL OF THE AGENDA

Trustee Wilson moved to approve the agenda. Trustee Yahiro seconded the motion. The motion passed unanimously.

6.0 APPROVAL OF MINUTES

-Minutes of January 28, 2009

Trustee Nichols moved to approve the minutes for January 28, 2009 with the addition to item 8.1: "...considering upper management compensation". Trustee Keegan seconded the motion. The motion passed unanimously.

7.0 HIGH SCHOOL STUDENTS BOARD REPRESENTATIVES REPORT

Chelsea Fields and Jenny Hendry of Aptos High School commented on parent surveys and Valentine Day's activities; Oscar Zamudio of Renaissance High School commented on an environmental video, clubs, sports, and environmental issues; and Joaquin Urbina of Pajaro Valley High School commented on an art fair, sports and various activities on site.

8.0 REPORT AND DISCUSSION ITEMS

8.1 Report and discussion on District Budget.

Report by Mary Hart, Assoc. Supt.,

Public Comment:

Michelle Chapa, parent/teacher, spoke about the effects of the potential cuts on students, teachers, staff and parents.

Mary Hart provided the Board with handouts related to the current budget situation and explained each one.

The Board participated with comments and questions, and requested the following reduction recommendations be considered: caps on salaries; looking at zone structure; breakout of Athletic/Activity directors; look at the New Teacher Project program and other consultants; and look at board benefits and stipends.

9.0 VISITOR NON-AGENDA ITEMS

Camille Haroldsen, teacher, asked for the district to reconsider its involvement with DAIT.

Omar Lomeli, student, asked that meetings be moved to another site.

The following spoke opposing the proposed budget reductions and requesting keeping cuts away from the classrooms: Yolanda Bernal, staff member; Sarah Ringler, teacher; Sarah Henne, teacher; Abel Mejia, teacher; Graciela Vega, teacher; Ana Maldonado, student; and Kathleen Kilpatrick, nurse.

10.0 EMPLOYEE ORGANIZATION COMMENTS – PVFT, CSEA, PVAM, SCAST 5 Min. Each
Francisco Rodriguez, PVFT President, asked the district to consider binding arbitration.

Bobby Salazar, CSEA President, thanked Albert and Pam for attending their union meeting, noting that they had reached an agreement on the 2007-08 contract. He mentioned the passing a staff member.

Michael Jones, PVAM President, discussed the compensation reductions that management is willing to give as a shared portion with other employee organizations.

11.0 CONSENT AGENDA

Trustee Yahiro moved to approve the consent agenda, deferring item 11.6. Trustee Keegan seconded the motion. The motion passed unanimously.

11.1 Purchase Orders January 22 – February 4, 2009

11.2 Warrants January 22 – February 4, 2009

11.3 Approve Notice of Completion for Alianza’s Installation of a New Bio Filter Media Wastewater Treatment Systems.

11.4 Approve Notice of Completion for Calabasas Elementary School – Restripe Parking Lot Projects.

11.5 Approve Notice of Completion for Valencia Elementary School – Restroom Remodel and Restripe Parking Lot Project.

11.6 Approve Consolidated Application, Part II for Funding Federal and State Programs.
This item was deferred.

11.7 Approve Resolution #08-09-15, Settlement. And Release Agreement / Behavioral Intervention Plans [Hughes Bill Mandated Cost Claim].

11.8 Approve Waiver Request of Audit Penalties – Instructional Time Requirements.

12.0 DEFERRED CONSENT ITEMS

11.6 Approve Consolidated Application, Part II for Funding Federal and State Programs.

Trustee Yahiro moved to approve this item. Trustee Wilson seconded the motion. The motion passed 6/0/0/1 (Keegan temporarily out of the boardroom).

13.0 REPORT, DISCUSSION AND POSSIBLE ACTION ITEMS

13.1 Report, discussion and possible action on Fiscal Crisis & Management Assistance Team.
Report by Mary Hart, Assoc. Supt.,

William Gillaspie, Ed.D., FCMAT Chief Management Analyst, gave a presentation regarding the review of the district’s Special Education and Transportation. He reviewed the process of the organization in analyzing the departments’ processes and structure. FCMAT also analyzed the effects to Special and regular education should the district eliminate or reduce home to school transportation services. The Transportation Department’s organizational structure and staffing efficiency were reviewed. He reported on FCMAT’s findings and recommendation, including the development of a plan to better utilize the scarce funding.

The Board participated with questions and comments.

No action was taken on this item.

13.2 Report, discussion and possible action to approve Resolution #08-09-16, Opposing Governor's Proposed Budget for Education.

Report by Dorma Baker, Superintendent.

Trustee Osmundson moved to approve this resolution. Trustee Keegan seconded the motion. The motion passed unanimously.

Public comment:

Bill Beecher, community member, had a powerpoint presentation and commented about the State budget.

13.3 Report, discussion and possible action to approve Revised Title and Job Description for Family Child Care Home Specialist (FCCHS).

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

The Board asked questions and had a brief discussion. Trustee Nichols moved to approve this item. Trustee Osmundson seconded the motion. The motion passed unanimously.

14.0 GOVERNING BOARD AND SUPERINTENDENT COMMENTS/REPORTS

None.

15.0 UPCOMING BOARD MEETINGS/REMAINING BOARD MEETINGS FOR 2009

All were reminded of the upcoming training sessions of February 17 and 18.

		Comment
February	<ul style="list-style-type: none"> ▪ 11 ▪ Feb 17 (added 1/28) ▪ Feb 18 (added 1/28) ▪ 25 	<ul style="list-style-type: none"> ▪ Brown Act Training Session (6:30 – 9:30) ▪ Public Record Act Training Session (6 – 9)
March	<ul style="list-style-type: none"> ▪ 4 (added 1/28) ▪ 11 ▪ 25 	<ul style="list-style-type: none"> ▪ Approve 2nd Interim Report
April	<ul style="list-style-type: none"> ▪ 8 ▪ 22 	
May	<ul style="list-style-type: none"> ▪ 13 ▪ 27 	<ul style="list-style-type: none"> ▪ Approve 3rd Interim Report
June	<ul style="list-style-type: none"> ▪ 10 ▪ 24 	<ul style="list-style-type: none"> ▪ 09-10 Budget Adoption
July	<ul style="list-style-type: none"> ▪ 15 	
August	<ul style="list-style-type: none"> ▪ 12 ▪ 26 	
September	<ul style="list-style-type: none"> ▪ 9 ▪ 23 	<ul style="list-style-type: none"> ▪ Unaudited Actuals

October	<ul style="list-style-type: none"> ▪ 14 ▪ 28 	
November	<ul style="list-style-type: none"> ▪ 18 	
December	<ul style="list-style-type: none"> ▪ 9 Annual Organization Mtg. 	<ul style="list-style-type: none"> ▪ Approve 1st Interim Report

16.0 ADJOURNMENT

There being no further business to discuss, the Board adjourned at 10:22 pm.

Dorma Baker, Secretary to the Board

PAJARO VALLEY UNIFIED SCHOOL DISTRICT



Board Agenda Backup

Item No: 10.3

Date: February 25, 2009

Item: Accept Report from Fiscal Crisis & Management Assistance Team as Given to the Board on February 11, 2009

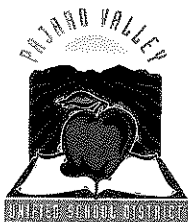
Overview: On February 11, 2009, the Board heard a report from FCMAT. It was the intent to have the report approved at that time but the item was not voted on.

Recommendation: Accept FCMAT Report as Given to the Board on February 11, 2009.

Prepared By: Mary Hart, Associate Superintendent

Superintendent's Signature:

Dorinda Balducci (CA)



Board Agenda Backup

Item No: 10.4

Date: February 25, 2009

Item: Notice of Completion – Watsonville HS Tennis Courts

Overview: The project was awarded on June 25, 2008 by the Board to Granite Construction Company. The work is now complete.

Original Contract Amount	\$562,562.00
Net Change Order Amount	\$ <322.49>
Final Contract Amount	\$562,239.51

Recommendation: It is recommended that the Board approve the Notice of Completion and authorize the Interim Director of Construction to sign and file the NOC with the County of Santa Cruz

Budget Considerations:

Funding Source: Measure J Bond

Budgeted: Yes: No:

Amount: \$572,000.00

Prepared By: _____

Superintendent's Signature: _____

Dorma Baker (AA)

RECORDING REQUESTED BY
AND WHEN RECORDED MAIL TO:

PAJARO VALLEY UNIFIED SCHOOL DISTRICT
294 GREEN VALLEY ROAD
WATSONVILLE, CALIFORNIA 95076

Government Code 27383

SPACE ABOVE THIS LINE FOR RECORDERS USE

NOTICE OF COMPLETION

Notice pursuant to Civil Code Section 3093, must be filed within 10 days after completion.
Notice is hereby given that:

1. The undersigned is owner or corporate officer of the owner of the interest or estate stated below in the property hereinafter described:

2. The full name of the owner is Pajaro Valley Unified School District

3. The full address of the owner is 294 Green Valley Road, Watsonville, California 95076

4. The nature of the interest or estate of the owner is: In fee.

N/A

(IF OTHER THAN FEE, STRIKE "IN FEE" AND INSERT, FOR EXAMPLE, "PURCHASED UNDER CONTRACT OF PURCHASE", OR "LESSEE")

5. The full names and full addresses of all persons, if any, who hold title with the undersigned as joint tenants or as tenants in common are:

NAMES ADDRESSES

N/A

6. The full names and full addresses of the predecessors in interest of the undersigned, if the property was transferred subsequent to the commencement of the work or improvements herein referred to:

NAMES ADDRESSES

N/A

7. A work of improvement on the property hereinafter described was completed on February 25, 2009. The work done was:
Demolition of existing tennis courts and construction of 6 new tennis courts.

8. The name of the contractor, if any, for such work of improvement was Granite Construction Company

June 25, 2008

(IF NO CONTRACTOR FOR WORK OF IMPROVEMENT AS A WHOLE, INSERT "NONE")

(DATE OF CONTRACT)

9. The property on which said work of improvement was completed is in the City of Watsonville
County of Santa Cruz, State of CA, and is described as follows: Watsonville High School

10. The Street address of said property is 250 E Beach Street, Watsonville, CA 95076

(IF NO STREET ADDRESS HAS BEEN OFFICIALLY ASSIGNED, INSERT "NONE".)

Dated: February 25, 2009 X

(SIGNATURE OF OWNER OR CORPORATE OFFICER OF OWNER NAMED IN PARAGRAPH 2 OR HIS AGENT)

VERIFICATION

I, the undersigned, say: I am the Interim Director of Construction, the declarant of the foregoing notice of completion;
(PRESIDENT OF, "MANAGER OF", "PARTNER OF", "OWNER OF", ETC.)

I have read said notice of completion and know the contents thereof; the same is true of my own knowledge. I declare under penalty of perjury that the foregoing is true and correct.

Executed on February 25, 2009 at Watsonville, CA
(CITY) (STATE)

X

(PERSONAL SIGNATURE OF THE INDIVIDUAL WHO IS SWEARING THAT THE CONTENTS OF THE NOTICE OF COMPLETION ARE TRUE.)



Board Agenda Backup

Item No: 10.5

Date: February 25, 2009

Item: Resolution # 08-09-18
**Child Development Resource Grant Contracts
Instructional Materials**

Overview: The Child Development Division, CA Department of Education provides periodic resource grant contracts to support the purchase of instructional materials for the CDD funded programs.

The regular child development contracts provide limited funds for instructional materials. Early care and education services require hands on learning materials, as well as books, games, and professional resources. These resource grant funds allow for purchase of materials for the children enrolled in the centers.

Recommendation: Approve Resolution # 08-09-18

Budget Considerations:

Funding Source: California Dept. of Education/ Child Development Division

Budgeted: Yes: No:

Amounts: Total \$3506

Prepared By: Kathy Lathrop Director of Children Development

Superintendent's Signature:

Dorinda Balen (A)

RESOLUTION #08-09-18

This resolution must be adopted in order to certify the approval of the Governing Board to enter into this transaction with the California Department of Education for the purpose of providing child care and development services and to authorize the designated personnel to sign contract documents for Fiscal Year 2008/09.

RESOLUTION #08-09-18

BE IT RESOLVED that the Governing Board of Pajaro Valley Unified School District

authorizes entering into local agreement number/s CIMS-8662 and that the person/s who is/are listed below, is/are authorized to sign the transaction for the Governing Board.

NAME	TITLE	SIGNATURE
<u>Ricardo Medina</u>	<u>Deputy Superintendent</u>	<u><i>Ricardo Medina</i></u>
_____	_____	_____

PASSED AND ADOPTED THIS 25th day of February, 2008-09, by the

Governing Board of Pajaro Valley Unified School District

of Santa Cruz County, California.

Leslie De Rose Vice President / Clerk of the Governing Board of Pajaro Valley Unified School District of Santa Cruz, County, California, certify that the foregoing is a full, true and correct copy of a resolution adopted by the said Board at a Regular meeting thereof held at a regular public place of meeting and the resolution is on file in the office of said Board.

(Clerk's signature)

February 25, 2009

(Date)



CALIFORNIA DEPARTMENT OF EDUCATION

1430 N Street

Sacramento, CA 95814-5901

F.Y. 08 - 09

DATE: July 01, 2008

CONTRACT NUMBER: CIMS-8662
PROGRAM TYPE: INSTRUCTIONAL MATERIALS

PROJECT NUMBER: 44-6979-00-8

COPY

LOCAL AGREEMENT FOR CHILD DEVELOPMENT SERVICES

CONTRACTOR'S NAME: PAJARO VALLEY UNIFIED SCHOOL DISTRICT

By signing this agreement and returning it to the State, you are agreeing to use the funds identified below for the purchase of instructional materials and supplies for the Child Development Program. These funds shall not be used for any purpose considered nonreimbursable pursuant to the 2008/2009 Funding Terms and Conditions (FT&C) and Title 5, California Code of Regulations. The contractor's signature also certifies compliance with "Standard Provisions for State Contracts" (Exhibit A), which are attached hereto and by this reference incorporated herein.

This contract is funded through a grant from the federal Department of Health and Human Services and subject to Code of Federal Regulations (CFR) 45, Parts 98 and 99, the Child Care and Development Block Grant Act of 1990, as amended, and Public Law 104-193, the Personal Responsibility and Work Opportunity Reconciliation Act 9 (PRWORA) of 1996, 42 USC 9858. If the Catalogue of Federal Domestic Assistance (CFDA) number in 93596 (shown as FC# in the funding block), the fund title is Child Care Mandatory and Matching Funds of the Child Care and Development Fund. If the CFDA number in 93575, the fund title is Child Care and Development Block Grant subject to the Child Care and Development Block Grant Act of 1990, the Omnibus Budget Reconciliation Act of 1990, Section 5082, Public Law 101-508, as amended, Section 658J and 658S, and Public Law 102-586.

Funding of this contract is contingent upon appropriation and availability of funds. The period for which expenditures may be made with these funds shall be from July 01, 2008 through June 30, 2009. The total amount payable pursuant to this agreement shall not exceed \$3,506.00.

Expenditure of these funds shall be reported quarterly to the Child Development Fiscal Services Division (CDFS) on Form CDFS-9529 with fiscal quarters ending September 30, December 31, March 31, and June 30. Quarterly reporting must be submitted for reimbursement of expenditures. For non-local educational agencies, expenditures made for the period July 1, 2008 through June 30, 2009 shall be included in their 2008/09 audit due by the 15th day of the fifth month following the end of the contractor's fiscal year or earlier if specified by the CDE. The audits for School Districts and County Offices shall be submitted in accordance with Education Code Section 41020.

Any provision of this contract found to be in violation of Federal or State statute or regulation shall be invalid but such a finding shall not affect the remaining provisions of this contract. Exhibit A, Standard Provisions for State Contracts attached.

Form with sections for STATE OF CALIFORNIA and CONTRACTOR, including signature lines for Margie Burke and Dorna Baker, and a detailed funding breakdown table.

STANDARD PROVISIONS FOR STATE CONTRACTS

1. The Contractor agrees to indemnify, defend and save harmless the State, its officers, agents and employees from any and all claims and losses accruing or resulting to any and all contractors, subcontractors, suppliers, laborers, and any other person, firm or corporation furnishing or supplying work services, materials, or supplies in connection with the performance of this Agreement, and from any and all claims and losses accruing or resulting to any person, firm or corporation who may be injured or damaged by Contractor in the performance of this Agreement.
2. Contractor, and the agents and employees of Contractor, in the performance of this Agreement, shall act in an independent capacity and not as officers or employees or agents of the State.
3. The State may terminate this Agreement and be relieved of any payments should the Contractor fail to perform the requirements of this Agreement at the time and in the manner herein provided. In the event of such termination the State may proceed with the work in any manner deemed proper by the State. All costs to the State shall be deducted from any sum due the Contractor under this Agreement and the balance, if any, shall be paid to the Contractor upon demand.
4. This Agreement is not assignable by the Contractor, either in whole or in part, without the consent of the State in the form of a formal written amendment.
5. Time is of the essence in this Agreement.
6. No amendment or variation of the terms of this Agreement shall be valid unless made in writing, signed by the parties and approved as required. No oral understanding or Agreement not incorporated in the Agreement is binding on any of the parties.
7. The consideration to be paid Contractor, as provided herein, shall be in compensation for all of Contractor's expenses incurred in the performance hereof, including travel, per diem, and taxes, unless otherwise expressly so provided.
8. Contractors entering into a contract funded wholly or in part with funds from the United States Government agree to amendments in funding to reflect any reductions in funds if the Congress does not appropriate sufficient funds. In addition, the contract is subject to any restrictions, limitations or enactments of congress which affect the provisions, terms or funding of this agreement in any manner. The State shall have the option to terminate the contract without cost to the State in the event that Congress does not appropriate funds or a United States agency withholds or fails to allocate funds.

Contractor Certification Clauses

The authorized signer of this Contract CERTIFIES UNDER PENALTY OF PERJURY that he/she are duly authorized to legally bind the Contractor to the clauses(s) listed below. This certification is made under the laws of the State of California.

1. **NON-DISCRIMINATION CLAUSE:** During the performance of this Agreement, Contractor and its subcontractors shall not unlawfully discriminate, harass, or allow harassment against any employee or applicant for employment because of sex, race, color, ancestry, religious creed, national origin, physical disability (including HIV and AIDS), mental disability, medical condition (cancer), age (over 40), marital status, and denial of family care leave. Contractor and subcontractors shall insure that the evaluation and treatment of their employees and applicants for employment are free from such discrimination and harassment. Contractor and subcontractors shall comply with the provisions of the Fair Employment and Housing Act (*Government Code* Section 12990 (a-f) et seq.) and the applicable regulations promulgated thereunder (*California Code of Regulations*, Title 2, Section 7285 et seq.). The applicable regulations of the Fair Employment and Housing Commission implementing *Government Code* Section 12990 (a-f), set forth in Chapter 5 of Division 4 of Title 2 of the *California Code of Regulations*, are incorporated into this Agreement by reference and made a part hereof as if set forth in full. Contractor and its subcontractors shall give written notice of their obligations under this clause to labor organizations with which they have a collective bargaining or other Agreement.

Contractor shall include the nondiscrimination and compliance provisions of this clause in all subcontracts to perform work under the Agreement. (Not applicable to public entities.)

2. DRUG-FREE WORKPLACE CERTIFICATION: By signing this contract, the contractor will comply with the requirements of the Drug-Free Workplace Act of 1990 and will provide a drug-free workplace by taking the following actions:
- a. Publish a statement notifying employees that unlawful manufacture, distribution, dispensation, possession or use of a controlled substance is prohibited and specifying actions to be taken against employees for violations.
 - b. Establish a Drug-Free Awareness Program to inform employees about:
 - 1) the dangers of drug abuse in the workplace;
 - 2) the person's or organization's policy of maintaining a drug-free workplace;
 - 3) any available counseling, rehabilitation and employee assistance programs; and,
 - 4) penalties that may be imposed upon employees for drug abuse violations.
 - c. Every employee who works on the proposed contract will:
 - 1) receive a copy of the company's drug-free workplace policy statement; and,
 - 2) agree to abide by the terms of the company's statement as a condition of employment on the contract.

Failure to comply with these requirements may result in suspension of payments under this agreement or termination of this agreement or both and Contractor may be ineligible for award of any future State agreements if the department determines that any of the following has occurred: (1) the Contractor has made false certification, or (2) violated the certification by failing to carry out the requirements as noted above. (*Government Code 8350 et seq.*)

3. NATIONAL LABOR RELATIONS BOARD CERTIFICATION: Contractor certifies that no more than one (1) final unappealable finding of contempt of court by a Federal court has been issued against Contractor within the immediately preceding two-year period because of Contractor's failure to comply with an order of a Federal court, which orders Contractor to comply with an order of the National Labor Relations Board. (*Public Contract Code 10296*) (Not applicable to public entities.)

1. EXPATRIATE CORPORATIONS: Contractor hereby declares that it is not an expatriate corporation or subsidiary of an expatriate corporation within the meaning of *Public Contract Code* Section 10286 and 10286.1, and is eligible to contract with the State of California.

5. SWEATFREE CODE OF CONDUCT:

- a. All Contractors contracting for the procurement or laundering of apparel, garments or corresponding accessories, or the procurement of equipment, materials, or supplies, other than procurement related to a public works contract, declare under penalty of perjury that no apparel, garments or corresponding accessories, equipment, materials, or supplies furnished to the state pursuant to the contract have been laundered or produced in whole or in part by sweatshop labor, forced labor, convict labor, indentured labor under penal sanction, abusive forms of child labor or exploitation of children in sweatshop labor, or with the benefit of sweatshop labor, forced labor, convict labor, indentured labor under penal sanction, abusive forms of child labor or exploitation of children in sweatshop labor. The contractor further declares under penalty of perjury that they adhere to the Sweatfree Code of Conduct as set forth on the California Department of Industrial Relations website located at www.dir.ca.gov, and *Public Contract Code* Section 6108.
 - b. The contractor agrees to cooperate fully in providing reasonable access to the contractor's records, documents, agents or employees, or premises if reasonably required by authorized officials of the contracting agency, the Department of Industrial Relations, or the Department of Justice to determine the contractor's compliance with the requirements under paragraph (a).
6. DOMESTIC PARTNERS: For contracts over \$100,000 executed or amended after January 1, 2007, the contractor certifies that contractor is in compliance with *Public Contract Code* Section 10295.3.
7. PAYEE DATA RECORD FORM STD. 204: This form must be completed by all contractors that are not another state agency or other governmental entity.



Board Agenda Backup

Item No: 10.6

Date: February 25, 2009

Item: Resolution # 08-09-19 to Apply For Grant Funded Projects Under the Lower Emissions School Bus Program

Overview: The Transportation Department has the opportunity to apply for funding for 25 regular education buses at no cost to the district through a grant program with Monterey Bay Unified Air Pollution Control District. One requirement of accepting the money is the district will need to retire 25 of its oldest buses (pre 1987).

The district applied for and received funding in 06-07 for 5 buses through this program. The program is an excellent way for the district to continue replacing its older fleet of buses with more efficient vehicles.

Recommendation: Authorize application to acquire the 25 buses through Monterey Bay Unified Air Pollution Control District.

Budget Considerations: N/A

Funding Source:

Budgeted: Yes: No:

Amount: \$

Prepared By: Mary Hart

Associate Superintendent Mary Hart

Superintendent's Signature:

Darmon Baker (AJ)

**BEFORE THE GOVERNING BOARD OF THE
PAJARO VALLEY UNIFIED SCHOOL DISTRICT
SANTA CRUZ COUNTY, CALIFORNIA**

In the Matter of)
)
**RESOLUTION TO APPLY FOR)
GRANT FUNDED PROJECTS)
UNDER THE LOWER EMISSIONS)
SCHOOL BUS PROGRAM)**

Resolution No. 08-09-19

WHEREAS, Local, State and Federal laws and regulations allow public and non-profit school bus transportation providers to apply for, accept, administer, and implement grants for their capital and operational expenses;

WHEREAS, The Lower Emission School Bus Program (LESBP), administered by the Monterey Bay Unified Air Pollution Control District (MBUAPCD), has issued a call for applications for funding to replace older school buses and/or retrofit school buses owned and operated by Public Schools, School Districts and/ or Joint Powers Authorities in the North Central Coast Air Basin;

THEREFORE, the Pajaro Valley Unified School District Governing Board hereby authorizes Pajaro Valley School District to apply for said grant(s), and, if a grant is offered, to accept and implement that grant.

PASSED AND ADOPTED at a regular meeting of this board this 25th day of February, 2009, by the following vote:

AYES: _____

NOES: _____

ABSENT: _____

I hereby certify that the foregoing resolution was duly introduced, passed and adopted at a regularly called and conducted meeting held on said date.

Leslie DeRose, Board President



Board Agenda Backup

Item No: 12.1

Date: February 25, 2009

Item: Update on the Energy Education Program

Overview: In 07-08 the board voted to implement a program to reduce the districts energy use. The program is called Energy Education. This report will explain the implementation and progress of the program since hiring of the Energy Manager in August 2008.

Recommendation: Report and Discussion.

Budget Considerations: N/A

Funding Source:

Budgeted: Yes: No:

Amount: \$

Associate
Superintendent

Superintendent's Signature:

PAJARO VALLEY UNIFIED SCHOOL DISTRICT



Board Agenda Backup

Item No: 12.2

Date: February 25, 2009

Item: Report on Classification Study – Year 1

Overview: A presentation on the Classification Study, Year 1, will be presented to the Board as a report item.

Recommendation: Report and discussion item only.

Prepared By: Dr. Albert J. Roman, Assistant Superintendent, Human Resources

Superintendent's Signature:

Darmon Baker (AJ)

PAJARO VALLEY UNIFIED SCHOOL DISTRICT



Board Agenda Backup

Item No: 13.1

Date: February 25, 2009

Item: Resolution #08-09-17, Week of School Administrators

Overview: California school communities honor school leaders during the Week of the School Administrator each year during the first full week of March. This year the Week of the School Administrator will be celebrated March 1 – 7, 2009.

Recommendation: It is recommended that the Board approve Resolution #08-09-17 for the Week of the School Administrator.

Prepared By: Dr. Albert J. Roman, Assistant Superintendent, Human Resources

Superintendent's Signature:

Dorma Baker (AA)

Pajaro Valley Unified School District
Resolution to Acknowledge
Week of the School Administrator
Resolution #08-09-17

WHEREAS, Leadership Matters for California's public education system and the more than 6 million students it serves;

WHEREAS, School administrators are passionate, lifelong learners who believe in the value of quality public education, and

WHEREAS, The title "school administrator" is a broad term used to define many education leadership posts. Superintendents, assistant superintendents, principals, assistant principals, special education and adult education leaders, directors and curriculum and assessment leaders, school business officials, classified education leaders, and other school district employees are considered administrators; and

WHEREAS, providing quality service for student success is paramount for the profession; and

WHEREAS, Most school administrators began their careers as teachers. The average administrator has served in public education for more than a decade. Most of California's superintendents have served in education for more than 20 years. Such experience is beneficial in their work to effectively lead public education and improve student achievement; and

WHEREAS, Public schools operate with lean management systems. Across the nation, public schools employ fewer managers and supervisors than most public and private sectors industries including transportation, food service, manufacturing, utilities, construction, publishing and public administration; and

WHEREAS, School leaders depend on a network of support from school communities-fellow administrators, teachers, parents, students, businesses, community members, board trustees, colleges and universities, community and faith-based organizations, elected officials and district and county staff and resources-to promote ongoing student achievement and school success; and

WHEREAS, Research shows great schools are led by great principals, and great districts are led by great superintendents. These site leaders are supported by extensive administrative networks throughout the state; and

WHEREAS, the State of California has declared the first full week of March as the "Week of the School Administrator" in Education Code 44015.1; and

WHEREAS, The future of California's public education system depends upon the quality of its leadership; now therefore

BE IT RESOLVED, by the governing board of the Pajaro Valley Unified School District that all school leaders in the this District be commended for the contributions they make to successful student achievement.

PASSED AND ADOPTED this 25th day of February, 2009, by the Governing Board of Pajaro Valley Unified School District, County of Santa Cruz, State of California, by the following vote:

AYES: Trustees

NOES:

ABSENT:

**STATE OF CALIFORNIA)
COUNTY OF SANTA CRUZ)**

The foregoing resolution is hereby adopted.

Board President



PAJARO VALLEY UNIFIED SCHOOL DISTRICT

Board Agenda Backup

Item No: 13.2

Date: February 25, 2009

Item: 2007 - 2008 School Accountability Report Card (SARC) Reports

Overview: Education Code Section 35256 states that governing boards are required to approve the publication of the School Accountability Report Card (SARC). At this time, we are sharing with you the SARC Reports. As you review this information, you will discover the following:

- Teacher and Student Ratios
- Average Class Sizes
- Teacher Credential Criterion
- Percent of English Learners
- Percent of Low Income Students
- Students Whose Parents Attended College
- Test results for the California Standards Tests (CST)
 - I. Students are scored in the following subject areas
 - a. English/Language Arts
 - b. Mathematics
 - c. Science
 - II. Scoring Ratings
 - a. Far Below Basic
 - b. Below Basic
 - c. Basic
 - d. Proficiency
 - e. Advanced
- Measures of Academic Progress
 - I. Academic Performance Index (API)
 - II. Adequate Yearly Progress (AYP)

Individual school reports are now available. The district and/or school shall make the SARC available through the Internet and hard paper copies will be provided upon request as required by Education Code 35258.

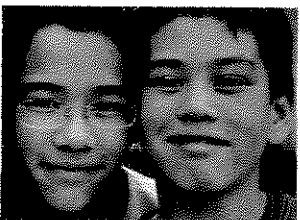
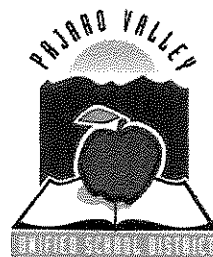
Recommendation: To review the publication of the 2007-2008 School Accountability Report Card (SARC) Reports.

Prepared By: Ricardo Medina

**Deputy
Superintendent's
Signature:**

Ricardo Medina

Dorinda Baker (AB)



Landmark Elementary School

School Accountability Report Card, 2007–2008
Pajaro Valley Unified School District

» An annual report to the community about teaching, learning, test results, resources, and measures of progress in our school.

Landmark Elementary School

School Accountability Report Card, 2007–2008
Pajaro Valley Unified School District

This School Accountability Report Card (SARC) provides information that can be used to evaluate and compare schools. State and federal laws require all schools to publish a SARC each year.

The information in this report represents the 2007–2008 school year, not the current school year. In most cases, this is the most recent data available. We present our school's results next to those of the average elementary school in the county and state to provide the most meaningful and fair comparisons. To find additional facts about our school online, please use the **DataQuest** tool offered by the California Department of Education.

If you are reading a printed version of this report, note that words that appear in a smaller, bold typeface are links in the online version of this report to even more information. You can find a master list of those linked words, and the Web page addresses they are connected to, at:

http://www.schoolwisepress.com/sarc/links_2008_en.html

Reports about other schools are available on the **California Department of Education Web site**. Internet access is available in local libraries.

If you have any questions related to this report, please contact the school office.

How to Contact Our School

235 Ohlone Park Way
Watsonville, CA 95076
Principal: Jennifer Wildman
Phone: (831) 761-7940

How to Contact Our District

294 Green Valley R.d.
Watsonville, CA 95076
Phone: (831) 786-2100
<http://www.pvUSD.net>



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ONLINE USERS: CLICK ON A TITLE TO JUMP TO THAT SECTION

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Climate for Learning
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Resources
School Expenditures
Adequacy of Key Resources
Data Almanac



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www.schoolwisepress.com

Landmark Elementary School

School Accountability Report Card, 2007–2008
Pajaro Valley Unified School District

» Principal's Message

Welcome to Landmark Elementary. Landmark Elementary School is only four years new! Since the school's opening, we have worked hard to build a school community where children can learn and grow to their full potential. Our teachers, students, and families are our primary focus.

We have a strong academic program in all curricular areas for all students. We identify and support students who need extra help, and through flexible grouping and team teaching, we encourage students who are working at an advanced level to work at an even higher level. All students participate in enrichment classes, such as PE, music, art, and science, on a rotating schedule.

We offer a strong English Language Development (ELD) program, in which students are grouped and team-taught as a grade level. We promote academic language development throughout the school day. We have high expectations for our students, and our excellent teachers work hard to promote student achievement. We care about kids and learning!

We are proud of our school program and look forward to welcoming new students into our Landmark School family. Please come and visit!

Jennifer Wildman, PRINCIPAL

Grade range and calendar

K-5

TRADITIONAL

Academic Performance Index

628

County Average: 770

State Average: 776

Student enrollment

611

County Average: 428

State Average: 523

Teachers

23

County Average: 21

State Average: 26

Students per teacher

27

County Average: 21

State Average: 20

Students per computer

24

County Average: 5

State Average: 4

Major Achievements

- At Landmark, we have a strong focus on writing. Every student in the school writes each morning for 30 minutes. Teachers share the scoring of writing samples, and these scores help students understand their strengths and the areas they can improve. We also have a reading coach and a math coach who help teachers improve instruction. Students work in cooperative groups and practice skills they have learned. We test them every six to eight weeks with a unit or theme test.
- We have a period during which students can get extra help in reading or math if they need it and/or take a content area class like science, social studies, or art to extend their learning.
- We participate in the county science fair, the author's fair, and a spelling bee. Our fifth graders go to Outdoor Science School and have built a Life Lab garden. This year some of our students won academic contests in spelling and math.
- Students have several opportunities to participate in the performing arts, including dance, theater, and music, and we have parent nights in which families can participate. We host a Family Dance Night and a school play. We also have a Family Math Fair and a Reading Night, and we participate in a Student Author's Fair.

Focus for Improvement

- We will continue using our computer labs to advance student learning. We have two computer labs. One computer lab is for second to fifth graders who use SuccessMaker software, a computer program that helps students improve their math performance, gives students extra help, and allows advanced students to learn more. We also have a kindergarten/first grade computer lab to support our use of Waterford Literacy, a technology-based reading program that targets students' specific reading levels and helps students move forward.
- With funds from a grant for underperforming schools, we will continue to work with the Center for Performance Assessment to improve instruction in all curricular areas. We will enhance our home-school connections, our ELD program, and our instructional program. Teachers will continue to work together on Wednesdays in order to collaborate, confer, examine student performance data, and plan lessons. This extraordinary level of dedication means that all students will receive top-quality instruction.

MEASURES OF PROGRESS

Academic Performance Index

The Academic Performance Index (API) is California’s way of comparing schools based on student test scores. The index was created in 1999 to help parents and educators recognize schools that show progress and identify schools that need help. A school’s API determines whether it receives recognition or sanctions. It is also used to compare schools in a statewide ranking system. The California Department of Education (CDE) calculates a school’s API using student test results from the California Standards Tests, the California Achievement Test, and, for high schools, the California High School Exit Exam (CAHSEE). APIs range from 200 to 1000. The CDE expects all schools to eventually obtain APIs of at least 800. **Additional information on the API** can be found on the CDE Web site.

CALIFORNIA API ACADEMIC PERFORMANCE INDEX	
Met schoolwide growth target	No
Met growth target for prior school year	No
API score	628
Growth attained from prior year	+3
Met subgroup* growth targets	No
Underperforming school	No

Landmark’s API was 628 (out of 1000). This is an increase of 3 points compared to last year’s API. All students took the test. You can find three years of detailed API results in the Data Almanac that accompanies this report.

API RANKINGS: Based on our 2006–2007 test results, we started the 2007–2008 school year with an API base score of 625. The state ranks all schools according to this score on a scale from 1 to 10 (10 being highest). Compared to all elementary schools in California, our school ranked 1 out of 10.

SOURCE: API based on spring 2008 test cycle. Growth scores alone are displayed and are current as of November 2008.

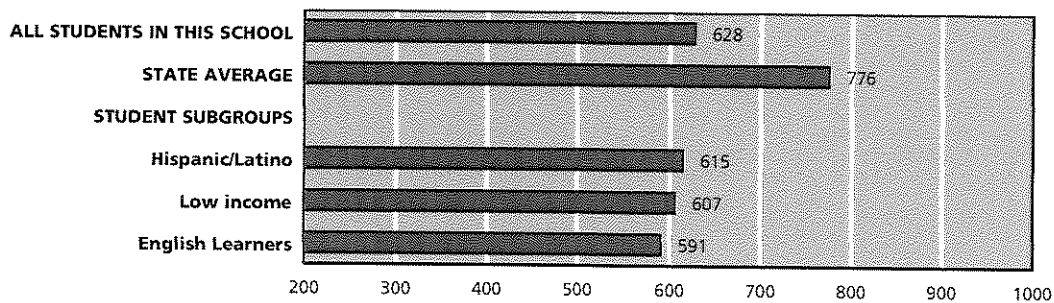
*Ethnic groups, English Learners, special ed students, or socioeconomic groups of students that make up 15 percent or more of a school’s student body. These groups must meet AYP and API goals. R/P - Results pending due to challenge by school, N/A - Results not available.

SIMILAR SCHOOL RANKINGS: We also received a second ranking that compared us to the 100 schools with the most similar students, teachers, and class sizes. Compared to these schools, our school ranked 1 out of 10. The CDE recalculates this factor every year. To read more about the specific elements included in this calculation, refer to the **CDE Web site**.

API GROWTH TARGETS: Each year the CDE sets specific API “growth targets” for every school. It assigns one growth target for the entire school, and it sets additional targets for ethnic groups, English Learners, special education students, or socioeconomic subgroups of students that make up a significant portion of the student body. Schools are required to meet all of their growth targets. If they do, they may be eligible to apply for awards through the California School Recognition Program and the Title I Achieving Schools Program.

We did not meet some or all of our assigned growth targets during the 2007–2008 school year. Just for reference, 59 percent of elementary schools statewide met their growth targets.

API, Spring 2008



SOURCE: API based on spring 2008 test cycle. State average represents elementary schools only.
NOTE: Only groups of students that represent at least 15 percent of total enrollment are calculated and displayed as student subgroups.

Adequate Yearly Progress

In addition to California’s accountability system, which measures student achievement using the API, schools must also meet requirements set by the federal education law known as **No Child Left Behind (NCLB)**. This law requires all schools to meet a different goal: **Adequate Yearly Progress (AYP)**.

We met 11 out of 21 criteria for yearly progress. Because we fell short in ten areas, we did not make AYP. Our school is also on the federal watchlist known as Program Improvement (PI). See the next page for background on this matter and an explanation of the consequences.

To meet AYP, elementary schools must meet three criteria. First, a certain percentage of students must score at or above Proficient levels on the California Standards Tests (CST): 35.2 percent on the English/language arts test and 37 percent on the math test. All ethnic and socioeconomic subgroups of students also must meet these goals. Second, the schools must achieve an API of at least 620 or increase the API by one point from the prior year. Third, 95 percent of the student body must take the required standardized tests.

If even one subgroup of students fails to meet just one of the criteria, the school fails to meet AYP. While all schools must report their progress toward meeting AYP, only schools that receive federal funding to help economically disadvantaged students are actually penalized if they fail to meet AYP goals.

Schools that do not make AYP for two or more years in a row in the same subject enter **Program Improvement (PI)**. They must offer students transfers to other schools in the district and, in their second year in PI, tutoring services as well.

FEDERAL AYP ADEQUATE YEARLY PROGRESS	
Met AYP	No
Met schoolwide participation rate	Yes
Met schoolwide test score goals	No
Met subgroup* participation rate	Yes
Met subgroup* test score goals	No
Met schoolwide API for AYP	Yes
Program Improvement school in 2008	Yes

SOURCE: AYP is based on the Accountability Progress Report of November 2008. A school can be in Program Improvement based on students' test results in the 2007–2008 school year or earlier.

*Ethnic groups, English Learners, special ed students, or socioeconomic groups of students that make up 15 percent or more of a school's student body. These groups must meet AYP and API goals. R/P - Results pending due to challenge by school. N/A - Results not available.

Adequate Yearly Progress, Detail by Subgroup

● MET GOAL ● DID NOT MEET GOAL — NOT ENOUGH STUDENTS

	English/Language Arts		Math	
	DID 95% OF STUDENTS TAKE THE CST?	DID 35.2% OF STUDENTS SCORE PROFICIENT OR ADVANCED ON THE CST?	DID 95% OF STUDENTS TAKE THE CST?	DID 37% OF STUDENTS SCORE PROFICIENT OR ADVANCED ON THE CST?
SCHOOLWIDE RESULTS	●	●	●	●
SUBGROUPS OF STUDENTS				
Low income	●	●	●	●
Students with disabilities	●	●	●	●
Students learning English	●	●	●	●
STUDENTS BY ETHNICITY				
Hispanic/Latino	●	●	●	●

The table at left shows our success or failure in meeting AYP goals in the 2007–2008 school year. The green dots represent goals we met; red dots indicate goals we missed. Just one red dot means that we failed to meet Adequate Yearly Progress.

Note: Dashes indicate that too few students were in the category to draw meaningful conclusions. Federal law requires valid test scores from at least 50 students for statistical significance.

SOURCE: AYP release of November 2008, CDE.

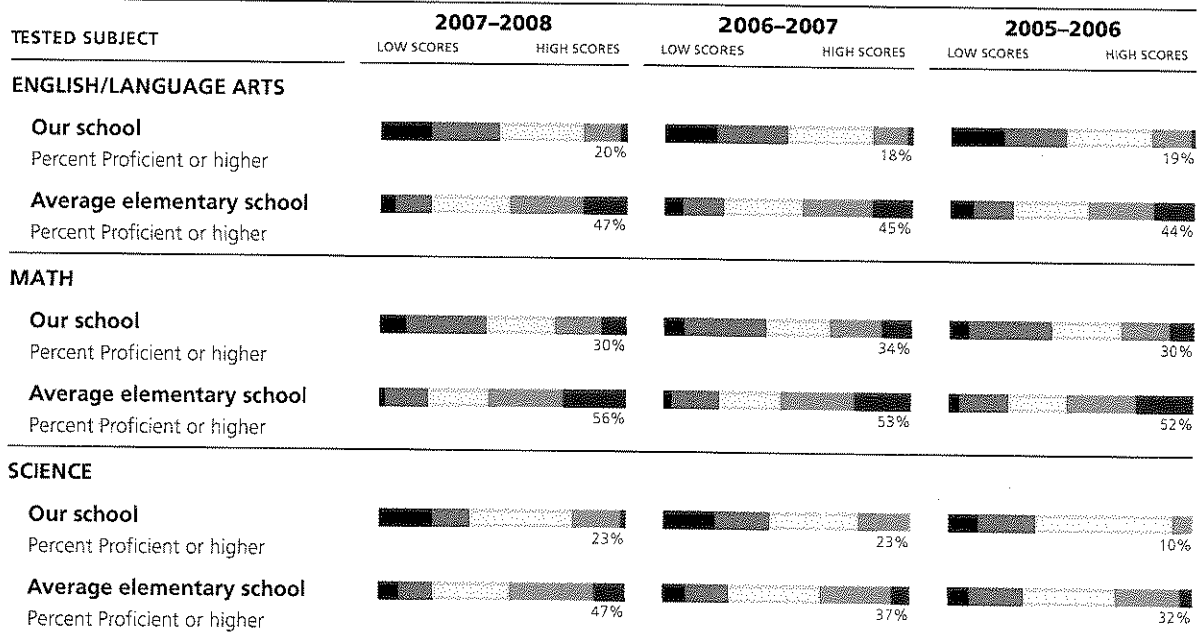
STUDENT ACHIEVEMENT

Here you'll find a three-year summary of our students' scores on the California Standards Tests (CST) in selected subjects. We compare our students' test scores to the results for students in the average elementary school in California. On the following pages we provide more detail for each test, including the scores for different subgroups of students. In addition, we provide links to the California Content Standards on which these tests are based. If you'd like more information about the CST, please contact our principal or our teaching staff. To find **grade-level-specific scores**, you can refer to the Standardized Testing and Reporting (STAR) Web site. Other tests in the **STAR program** can be found on the California Department of Education (CDE) Web site.

California Standards Tests

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED



SOURCE: The scores for the CST are from the spring 2008 test cycle. State average represents elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.

Frequently Asked Questions About Standardized Tests

WHERE CAN I FIND GRADE-LEVEL REPORTS? Due to space constraints and concern for statistical reliability, we have omitted grade-level detail from these test results. Instead we present results at the schoolwide level. You can view the results of far more students than any one grade level would contain, which also improves their statistical reliability. Grade-level results are online on the **STAR Web site**. More information about student test scores is available in the Data Almanac that accompanies this report.

WHAT DO THE FIVE PROFICIENCY BANDS MEAN? Test experts assign students to one of these five proficiency levels, based on the number of questions they answer correctly. Our immediate goal is to help students move up one level. Our eventual goal is to enable all students to reach either of the top two bands, Advanced or Proficient. Those who score in the middle band, Basic, have come close to attaining the required knowledge and skills. Those who score in either of the bottom two bands, Below Basic or Far Below Basic, need more help to reach the Proficient level.

WHY ARE THE CALIFORNIA STANDARDS TESTS (CST) AND THE CALIFORNIA ACHIEVEMENT TEST (CAT/6) SCORED DIFFERENTLY? When students take the CST, they can score at any of the proficiency levels: Advanced, Proficient, Basic, Below Basic, or Far Below Basic. In theory all students in California could score at the top. The CAT/6 is a nationally normed test, which means that students are scored against each other nationally. This scoring method is similar to grading “on the curve.” CAT/6 scores are expressed as a ranking on a scale from 1 to 99.

HOW HARD ARE THE CALIFORNIA STANDARDS TESTS? Experts consider California’s standards to be among the most clear and rigorous in the country. Just 47 percent of elementary school students scored Proficient or Advanced on the English/language arts test; 56 percent scored Proficient or Advanced in math. You can review the **California Content Standards** on the CDE Web site.

ARE ALL STUDENTS’ SCORES INCLUDED? No. Only students in grades two through eleven are required to take the CST. When fewer than 11 students in one grade or subgroup take a test, state officials remove their scores from the report. They omit them to protect students’ privacy, as called for by federal law.

CAN I REVIEW SAMPLE TEST QUESTIONS? Sample test questions for the CST are on the **CDE’s Web site**. These are actual questions used in previous years.

WHERE CAN I FIND ADDITIONAL INFORMATION? The CDE has a wealth of resources on its Web site. The STAR Web site publishes detailed reports for schools and districts, and assistance packets for parents and teachers. This site includes explanations of **technical terms**, scoring methods, and the **subjects** covered by the tests for each grade. You’ll also find a **guide** to navigating the STAR Web site as well as help for understanding how to **compare test scores**.

English/Language Arts (Reading and Writing)

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			20%	99%	SCHOOLWIDE AVERAGE: About 27 percent fewer students at our school scored Proficient or Advanced than at the average elementary school in California.
AVERAGE ELEMENTARY SCHOOL IN THE COUNTY			46%	94%	
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA			47%	97%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

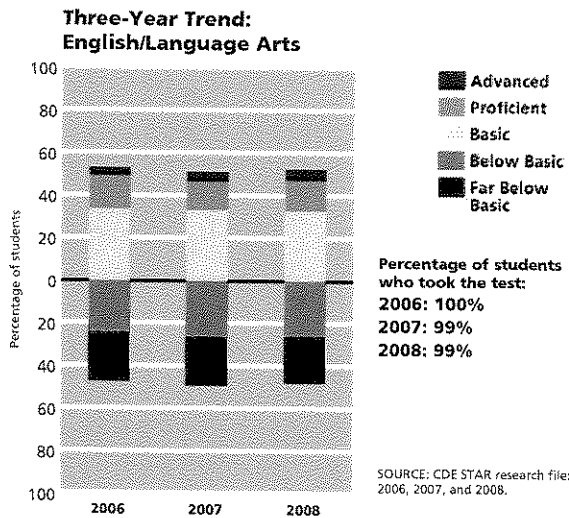
■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			13%	203	GENDER: About 12 percent more girls than boys at our school scored Proficient or Advanced.
Girls			25%	192	
English proficient			43%	138	ENGLISH PROFICIENCY: English Learners scored lower on the CST than students who are proficient in English. Because we give this test in English, English Learners tend to be at a disadvantage.
English Learners			6%	256	
Low income			14%	332	INCOME: About 34 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income			48%	62	
Learning disabled			2%	58	LEARNING DISABILITIES: Students classified as learning disabled scored lower than students without learning disabilities. The CST is not designed to test the progress of students with moderate to severe learning differences.
Not learning disabled			22%	337	
Hispanic/Latino			16%	364	ETHNICITY: Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.

SOURCE: The scores for the CST are from the spring 2008 test cycle. County and state averages represent elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
 N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our students' scores have changed over the years. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that progress can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

You can read the California standards for English/language arts on the CDE's Web site.



Math

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			30%	99%	SCHOOLWIDE AVERAGE: About 26 percent fewer students at our school scored Proficient or Advanced than at the average elementary school in California.
AVERAGE ELEMENTARY SCHOOL IN THE COUNTY			52%	88%	
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA			56%	94%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

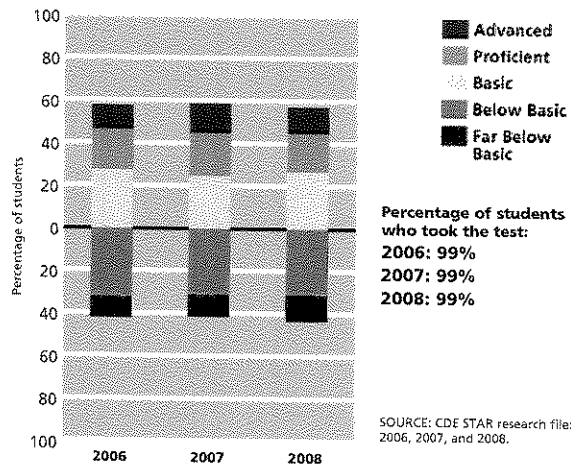
GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			31%	203	GENDER: About two percent more boys than girls at our school scored Proficient or Advanced.
Girls			29%	192	
English proficient			50%	138	ENGLISH PROFICIENCY: English Learners scored lower on the CST than students who are proficient in English. Because we give this test in English, English Learners tend to be at a disadvantage.
English Learners			20%	256	
Low income			26%	332	INCOME: About 24 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income			50%	62	
Learning disabled			12%	58	LEARNING DISABILITIES: Students classified as learning disabled scored lower than students without learning disabilities. The CST is not designed to test the progress of students with moderate to severe learning differences.
Not learning disabled			33%	337	
Hispanic/Latino			28%	364	ETHNICITY: Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.

SOURCE: The scores for the CST are from the spring 2008 test cycle. County and state averages represent elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
 N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our students' scores have changed over the years. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

You can read the **math standards** on the CDE's Web site.

Three-Year Trend: Math



Science

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			23%	99%	SCHOOLWIDE AVERAGE: About 24 percent fewer students at our school scored Proficient or Advanced than at the average elementary school in California.
AVERAGE ELEMENTARY SCHOOL IN THE COUNTY			48%	93%	
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA			47%	96%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

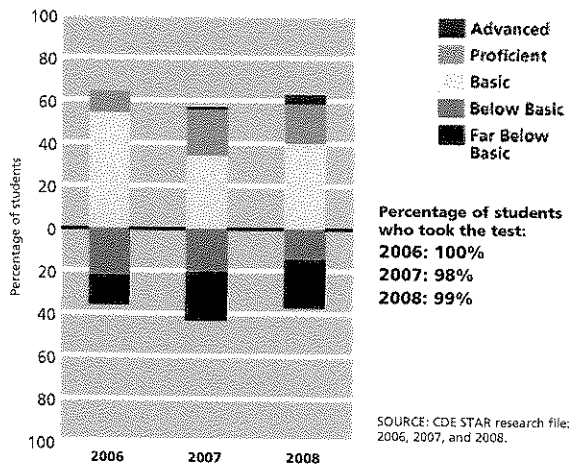
GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			17%	41	GENDER: About ten percent more girls than boys at our school scored Proficient or Advanced.
Girls			27%	56	
English proficient			46%	35	ENGLISH PROFICIENCY: English Learners scored lower on the CST than students who are proficient in English. Because we give this test in English, English Learners tend to be at a disadvantage.
English Learners			10%	62	
Low income			19%	83	INCOME: We cannot compare scores for these two subgroups because the number of students tested who were not from low-income families was too small to be statistically significant.
Not low income	DATA STATISTICALLY UNRELIABLE		N/S	14	
Learning disabled	DATA STATISTICALLY UNRELIABLE		N/S	18	LEARNING DISABILITIES: We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was too small to be statistically significant.
Not learning disabled			27%	79	
Hispanic/Latino			20%	90	ETHNICITY: Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.

SOURCE: The scores for the CST are from the spring 2008 test cycle. County and state averages represent elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
 N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our students' scores have changed over the years. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

The science standards test was administered only to fifth graders. Of course, students in all grade levels study science in these areas: physical science, life science, earth science, and investigation and experimentation. For background, you can review the **science standards** by going to the CDE's Web site.

Three-Year Trend: Science



California Achievement Test (CAT/6)

The CAT/6 differs from the CST in three ways. First, in the spring of 2008, only students in grades three and seven took this test. Second, the CAT/6 is taken by students in other states, which enables us to see how our students are doing compared to other students in the nation. Third, the CAT/6 is scored by comparing students to each other on a scale from 1 to 99, much like being graded “on the curve.” In contrast, the CST scores students against five defined criteria.

SUBJECT	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
READING				
High-scoring students	Percentage of students scoring in the top quarter nationally (above the 75th percentile)	1%	21%	15%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	20%	42%	39%
LANGUAGE				
High-scoring students	Percentage of students scoring in the top quarter nationally (above the 75th percentile)	3%	22%	19%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	18%	47%	47%
MATH				
High-scoring students	Percentage of students scoring in the top quarter nationally (above the 75th percentile)	13%	30%	30%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	37%	55%	56%

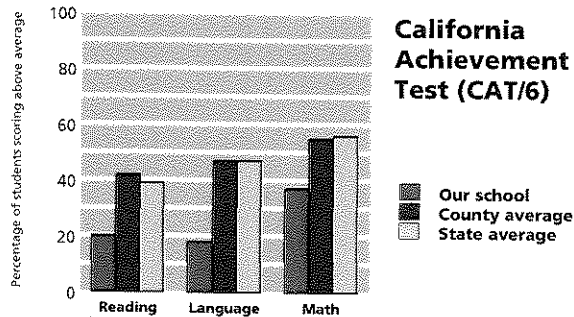
SOURCE: The scores for the CAT/6 are from the spring 2008 test cycle. County and state averages represent elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Therefore, our test score results may vary from other CDE test score reports when missing data makes it impossible for us to compile complete schoolwide results.
N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.

STUDENTS SCORING ABOVE AVERAGE: This view of test scores shows the percentage of our students who scored in the top half of students nationally (at the 50th percentile and higher). At Landmark, 20 percent of students scored at or above average in reading (compared to 39 percent statewide); 18 percent scored at or above average in language (compared to 47 percent statewide); and 37 percent scored at or above average in math (compared to 56 percent statewide). The subject with the most students scoring at or above average was math.

HIGH-SCORING STUDENTS: This view of test scores shows the percentage of our students who scored in the top quarter of students nationally (above the 75th percentile). At Landmark, one percent of students scored at the top in reading (compared to 15 percent statewide); three percent scored at the top in language (compared to 19 percent statewide); and 13 percent scored at the top in math (compared to 30 percent statewide). The subject with the most students scoring at the top was math.

Our CAT/6 Results Compared

Students take this test only in grades three and seven. The values displayed to the right represent the percentage of our students who scored at or above average compared to their peers in the county and state.



SOURCE: Spring 2008 test cycle. County and state averages represent elementary schools only.

Other Measures of Student Achievement

In addition to standardized test results, we use informal classroom observations, homework, class work, and end-of-unit tests to make instructional decisions. Students track their own assessment data, setting and reaching goals and reflecting on their progress. Teachers meet regularly to analyze data and improve instruction.

English Learners take the California English Language Development Test each year and the ADEPT assessment of ability to speak English twice a year, in order for teachers to monitor their progress in learning English.

Our classes are on a strict pacing calendar for both language arts and math. We give theme or unit tests every six to eight weeks. We use the results of these tests to make action plans to help students meet grade-level standards.

Teachers report progress to families regularly using a home-school folder, report cards, and yearly parent conferences. Reporting periods end each trimester. We have an honor roll for fourth and fifth grade students who have a B average or better, and we give students awards for other accomplishments at the end of each reporting period.

STUDENTS

Students' English Language Skills

At Landmark, 37 percent of students were considered to be proficient in English, compared to 68 percent of elementary school students in California overall.

LANGUAGE SKILLS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English-proficient students	37%	66%	68%
English Learners	63%	34%	32%

SOURCE: Language Census for school year 2007–2008. County and state averages represent elementary schools only.

Languages Spoken at Home by English Learners

Please note that this table describes the home languages of just the 385 students classified as English Learners. At Landmark, the language these students most often speak at home is Spanish. In California it's common to find English Learners in classes with students who speak English well. When you visit our classrooms, ask our teachers how they work with language differences among their students.

LANGUAGE	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Spanish	97%	97%	85%
Vietnamese	1%	0%	3%
Cantonese	0%	0%	1%
Hmong	0%	0%	1%
Filipino/Tagalog	1%	0%	1%
Korean	0%	0%	1%
Khmer/Cambodian	0%	0%	0%
All other	1%	3%	8%

SOURCE: Language Census for school year 2007–2008. County and state averages represent elementary schools only.

Ethnicity

Most students at Landmark identify themselves as Hispanic/Latino. In fact, there are about 18 times as many Hispanic/Latino students as White/European American/Other students, the second-largest ethnic group at Landmark. The state of California allows citizens to choose more than one ethnic identity, or to select “multiethnic” or “decline to state.” As a consequence, the sum of all responses rarely equals 100 percent.

ETHNICITY	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
African American	0%	1%	7%
Asian American/Pacific Islander	4%	3%	11%
Hispanic/Latino	91%	51%	50%
White/European American/Other	5%	45%	32%

SOURCE: CBEDS census of October 2007. County and state averages represent elementary schools only.

Family Income and Education

The free or reduced-price meal subsidy goes to students whose families earned less than \$38,203 a year (based on a family of four) in the 2007–2008 school year. At Landmark, 81 percent of the students qualified for this program, compared to 55 percent of students in California.

FAMILY FACTORS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Low-income indicator	81%	49%	55%
Parents with some college	37%	61%	54%
Parents with college degree	17%	39%	30%

SOURCE: The free and reduced-price lunch information is gathered by most districts in October. This data is from the 2007–2008 school year. Parents' education level is collected in the spring at the start of testing. Rarely do all students answer these questions. County and state averages represent elementary schools only.

The parents of 37 percent of the students at Landmark have attended college, and 17 percent have a college degree. This information can provide some clues to the level of literacy children bring to school. One precaution is that the students themselves provide this data when they take the battery of standardized tests each spring, so it may not be completely accurate. About 39 percent of our students provided this information.

CLIMATE FOR LEARNING

Average Class Sizes

Because funding for class-size reduction was focused on the early grade levels, our school's class sizes, like those of most elementary schools, differ across grade levels.

The average class size at Landmark varies across grade levels from a low of 19 students to a high of 31. Our average class size schoolwide is 22 students. The average class size for elementary schools in the state is 22 students.

AVERAGE CLASS SIZE BY GRADE	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Kindergarten	22	19	20
First grade	20	20	19
Second grade	19	19	19
Third grade	19	19	20
Fourth grade	29	26	28
Fifth grade	31	28	29

SOURCE: CBEDS census, October 2007. County and state averages represent elementary schools only.

Safety

Staff monitor the school grounds beginning 40 minutes before school. Teachers supervise children before, during, and after school. Administrators supervise the cafeteria, and yard duty aides supervise the playground. The campus is closed, with entrances limited to four gates. Visitors must go to the office to sign in and ask for a visitor's badge. Teachers review the rules for safe, responsible, and respectful behavior in school, on the playground, and at all school-related activities.

We revise our School Safety Plan each year, and our safety committee meets regularly. We train staff regularly in matters related to school safety, and we hold monthly emergency drills. We have posted exit routes and emergency procedures near the door of each room on campus.

Discipline

Following the guidelines our district has established for behavior, our school provides students with a safe and orderly environment through a set of rules and procedures. Parents review these rules with their children and sign a contract at the beginning of the school year. Teachers review these rules with students as the school year starts, and the school holds an assembly to help students understand and follow school rules. We have high expectations for student behavior that are appropriate for the developmental age of each child. We expect each student to help maintain our positive school climate and to actively contribute to taking care of our school.

KEY FACTOR	OUR SCHOOL	DISTRICT AVERAGE	STATE AVERAGE
Suspensions per 100 students			
2007–2008	1	8	6
2006–2007	5	13	6
2005–2006	6	9	5
Expulsions per 100 students			
2007–2008	0	0	0
2006–2007	0	0	0
2005–2006	0	0	0

SOURCE: Data is from the California Department of Education, SARC research file. Data represents the number of incidents reported, not the number of students involved. District and state averages represent elementary schools only.

We have a schoolwide incentive system, called Landmark Superstars, to encourage positive behavior. Any staff member can catch students being good and give them a Superstar note. Each Friday the notes are placed in a lottery for prizes, and the winners' names are announced on the intercom.

We rarely have serious disciplinary problems, but when there is a problem, teachers and administrators communicate with students and parents about issues, and we give consequences as appropriate. Our system of rewards and consequences is fair and consistent.

At times we find it necessary to suspend students who break school rules. We report only suspensions in which students are sent home for a day or longer. We do not report in-school suspensions, in which students are removed from one or more classes during a single school day. Expulsion is the most serious consequence we can impose. Expelled students are removed from the school permanently and denied the opportunity to continue learning here.

During the 2007–2008 school year, we had six suspension incidents. We had no incidents of expulsion. To make it easy to compare our suspensions and expulsions to those of other schools, we represent these events as a ratio (incidents per 100 students) in this report. Please note that multiple incidents may involve the same student.

Homework

All Landmark students have homework five nights a week, Monday through Friday. We also have a schoolwide home reading program that consists of 15 to 30 minutes of independent reading each night. Homework includes math, spelling, and other activities that support classroom learning. Students complete some special projects with their families to support the grade-level curriculum.

Our school participates in district and county events such as the science fair and spelling bee, and we expect students to do some of these projects at home. Parents sign homework forms nightly and check to see that homework is completed. We send home folders regularly with completed student work and reports on progress for parents to review and sign. We encourage parents to help their children complete and return homework.

Schedule

The school year begins in mid-August and ends in early June. There are 180 days of instruction. Classes begin at 7:40 a.m. and end at 2:10 p.m., except for most Tuesdays, when classes end at 12:25 p.m. to allow for teacher preparation. Breakfast is served in the cafeteria before school, and we have an extensive afterschool program for students who need extra help. The office opens each morning at 7 a.m.

Parent Involvement

We encourage parents to be involved in their children's education to the greatest extent possible. Parents can join our SSC, Home and School Club, ELAC, or migrant parents group. In addition to Back to School Night and Open House, we have several parent nights each year, including Family Math Night, a Family Dance, Parent-Child Reading Night, and Art Night. Parents volunteer in classrooms, chaperone field trips, support school fund-raisers, and come to parent-teacher conferences in the fall. We reach out to support and communicate with parents in all segments of our community. Our parents provide vital support to our students and staff.

If you would like to become involved, please contact us at (831) 761-7940.

LEADERSHIP, TEACHERS, AND STAFF

Leadership

Jennifer Wildman has worked as a reading coach and then as assistant principal at Landmark since it opened, and has worked in the Pajaro Valley Unified School District since 1994. She has taught preschool through middle school students, in private and public schools, as both a regular and a special education teacher, for 17 years. Ms. Wildman has been the principal of Landmark School for three years. Roberto Torres has been the assistant principal for the last three years.

Many groups help to make decisions that affect our school. Our parent organizations include the School Site Council (SSC), the English Language Advisory Committee (ELAC), the Migrant Parents Association, and the Home and School Club. Our teachers are involved in schoolwide decision making through a variety of teams. The first is Data Teams, which work together to improve instruction in each grade level and in intervention classes. Teachers also participate in focus groups, also known as Curriculum Teams, which study current research and instructional strategies in various curricular areas. There are several opportunities for teachers to participate in short-term task forces that are given the leadership capacity to solve school problems. Finally, the Planning Team, consisting of coaches and support teachers, meets weekly to ensure the cohesiveness of the school program. Teachers also participate in district committees such as the Curriculum Council and the Technology Committee.

During the 2007–2008 school year, our teachers participated in a two-hour weekly collaboration meeting beyond their regular workday, aimed at raising student achievement. Our teachers are part of a professional learning community, and they are continually seeking ways to help students achieve by improving instruction.

Teacher Experience and Education

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Teaching experience	Average years of teaching experience	12	13	13
Newer teachers	Percentage of teachers with one or two years of teaching experience	13%	13%	11%
Teachers holding an MA degree or higher	Percentage of teachers with a master's degree or higher from a graduate school	17%	29%	34%
Teachers holding a BA degree alone	Percentage of teachers whose highest degree is a bachelor's degree from a four-year college	83%	71%	66%

SOURCE: Professional Assignment Information Form (PAIF), October 2007, completed by teachers during the CBEDS census. County and state averages represent elementary schools only.

About 13 percent of our teachers have fewer than three years of teaching experience, which is about the same average for new teachers in other elementary schools in California. Our teachers have, on average, 12 years of experience. About 83 percent of our teachers hold only a bachelor's degree from a four-year college or university. About 17 percent have completed a master's degree or higher.

Credentials Held by Our Teachers

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Fully credentialed teachers	Percentage of staff holding a full, clear authorization to teach at the elementary or secondary level	96%	98%	97%
Trainee credential holders	Percentage of staff holding an internship credential	4%	1%	2%
Emergency permit holders	Percentage of staff holding an emergency permit	0%	1%	2%
Teachers with waivers	Lowest level of accreditation, used by districts when they have no other option	0%	0%	0%

SOURCE: PAIF, October 2007. This is completed by teachers during the CBEDS census. County and state averages represent elementary schools only. A teacher may have earned more than one credential. For this reason, it is likely that the sum of all credentials will exceed 100 percent.

About 96 percent of the faculty at Landmark hold a full credential. This number is close to the average for all elementary schools in the state. About four percent of the faculty at Landmark hold a trainee credential, which is reserved for those teachers who are in the process of completing their teacher training. In comparison, two percent of elementary school teachers throughout the state hold trainee credentials. None of our faculty holds an emergency permit. Very few elementary school teachers hold this authorization statewide (just two percent). All of the faculty at Landmark hold the elementary (multiple-subject) credential. This number is above the average for elementary schools in California, which is 91 percent. You can find three years of data about teachers' credentials in the Data Almanac that accompanies this report.

Indicators of Teachers Who May Be Underprepared

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Core courses taught by a teacher not meeting NCLB standards	Percentage of core courses not taught by a "highly qualified" teacher according to federal standards in NCLB	0%	N/A	0%
Teachers lacking a full credential	Percentage of teachers without a full, clear credential	4%	2%	3%

SOURCE: Professional Assignment Information Form (PAIF) of October 2007. Data on NCLB standards is from the California Department of Education, SARC research file.

"HIGHLY QUALIFIED" TEACHERS: The federal law known as No Child Left Behind (NCLB) requires districts to report the number of teachers considered to be "highly qualified." These "highly qualified" teachers must have a full credential, a bachelor's degree, and, if they are teaching a core subject (such as reading, math, science, or social studies), they must also demonstrate expertise in that field. The table above shows the percentage of core courses taught by teachers who are considered to be less than "highly qualified." There are exceptions, known as the **High Objective Uniform State Standard of Evaluation (HOUSSE)** rules, that allow some veteran teachers to meet the "highly qualified" test who wouldn't otherwise do so.

CREDENTIAL STATUS OF TEACHERS: Teachers who lack full credentials are working under the terms of an emergency permit, an internship credential, or a waiver. They should be working toward their credential, and they are allowed to teach in the meantime only if the school board approves. About four percent of our teachers were working without full credentials, compared to three percent of teachers in elementary schools statewide.

More facts about our teachers, called for by the recent Williams legislation of 2004, are available on our Accountability Web page, which is accessible from our district Web site. You will find specific facts about **misassigned teachers** and **teacher vacancies** in the 2008–2009 school year.

Districtwide Distribution of Teachers Who Are Not “Highly Qualified”

Here, we report the percentage of core courses in our district whose teachers are considered to be less than “highly qualified” by NCLB’s standards. We show how these teachers are distributed among schools according to the percentage of low-income students enrolled.

The CDE has divided schools in the state into four groups (quartiles), based on the percentage of families who qualify and apply for free or reduced-price

lunches. The one-fourth of schools with the most students receiving subsidized lunches are assigned to the first group. The one-fourth of schools with the fewest students receiving subsidized lunches are assigned to the fourth group. We compare the courses and teachers assigned to each of these groups of schools to see how they differ in “highly qualified” teacher assignments.

The average percentage of courses in our district not taught by a “highly qualified” teacher is 20 percent, compared to eight percent statewide. For schools with the highest percentage of low-income students, this factor is nine percent, compared to five percent statewide. For schools with the lowest percentage of low-income students, this factor is 17 percent, compared to 11 percent statewide.

DISTRICT FACTOR	DESCRIPTION	CORE COURSES NOT TAUGHT BY HQT IN DISTRICT	CORE COURSES NOT TAUGHT BY HQT IN STATE
Districtwide	Percentage of core courses not taught by “highly qualified” teachers (HQT)	20%	8%
Schools with the most low-income students	First quartile of schools whose core courses are not taught by “highly qualified” teachers	9%	5%
Schools with the fewest low-income students	Fourth quartile of schools whose core courses are not taught by “highly qualified” teachers	17%	11%

SOURCE: Data is from the California Department of Education, SARC research file.

Staff Development

Our teachers participated in several training sessions this past year. They reviewed state test data, analyzed students' scores on theme and unit tests, set instructional goals, and participated in a cycle of inquiry based on this data. They also read reports and the results of educational research. Our reading and math coaches gave demonstration lessons, conferred with teachers, and observed classroom instruction. We provided training in the Step Up to Writing, Houghton Mifflin reading, and Harcourt math programs.

Our restructured Tuesdays and our nonstudent days (when teachers are at school but students have the day off) provide time for teacher training and collaboration. We also hire substitute teachers when necessary to enable teachers to attend training activities.

YEAR	PROFESSIONAL DEVELOPMENT DAYS
2007–2008	3.0
2006–2007	3.0
2005–2006	3.0

SOURCE: This information is supplied by the school district.

Evaluating and Improving Teachers

The principal and assistant principal evaluate teachers who have not yet received tenure. Every fall these teachers meet with administrators to set objectives and plan their observations or portfolios. The overall evaluation is in accordance with the teacher's contract and the guidelines of the California Commission on Teacher Credentialing.

The principal and assistant principal spend many hours observing and participating in classrooms each week. During classroom observations, administrators consider the level of student engagement, the pacing of lessons and the curriculum, teachers' lesson plans, and student work. These factors, in addition to data collected from assessments, determine what training we will offer to the staff as a whole and/or to individual teachers.

New teachers are supported by the New Teacher Project, and all teachers can get help if they need it through a voluntary Peer Assistance Review process. More experienced teachers help new teachers and work collaboratively with them on grade-level teams. Our more experienced teachers often serve as mentors for student teachers from surrounding universities.

Substitute Teachers

We have many dependable substitute teachers who work for us when teachers are absent. These teachers have taken the California Basic Educational Skills Test, have bachelor's degrees, and have a variety of other qualifications. When possible, we request substitutes who are familiar with our school and our students. Teachers can request specific substitutes. When there is an emergency, the principal, assistant principal, coaches, and other support staff who are credentialed teachers can fill in. Teachers who are absent leave detailed lesson plans for substitute teachers to follow so that student learning time is not disrupted.

Specialized Resource Staff

Our school may employ social workers, speech and hearing specialists, school psychologists, nurses, and technology specialists. These specialists often work part time at our school and some may work at more than one school in our district. Their schedules will change as our students' needs change. For these reasons, the staffing counts you see here may differ from the staffing provided today in this school. For more details on **statewide ratios of counselors, psychologists, or other pupil services** staff to students, see the California Department of Education (CDE) Web site. **Library facts** and frequently asked questions are also available there.

STAFF POSITION	STAFF (FTE)
Counselors	0.0
Librarians	0.0
Psychologists	0.0
Social workers	0.0
Nurses	0.0
Speech/language/hearing specialists	0.0
Resource specialists	0.0

SOURCE: CBEDS census, October 2007.

Specialized Programs and Staff

We have a team of teachers and coaches who provide extra help for students who need it, including a reading coach, a math coach, an ELD coach, and two teams of teachers who provide enrichment and assistance. Our students have regular opportunities to take classes in visual and performing arts, music, computers, and PE. Students who need extra help in basic academic skills participate in intervention reading classes, in our afterschool program, and/or in our math tutoring groups. We have several opportunities for students to work with counselors from Kids Korner and Ayuda as needed. Our nurse conducts health, hearing, and vision screenings each year. Our speech and language specialist conducts speech screenings for incoming kindergartners, and we also provide dental screenings at that time.

Our fifth graders go to Outdoor Science Camp each year. Twice a year, in winter and spring, students participate in a performance for parents and also in a schoolwide sing-along. The SSC sponsors events throughout the year, including a Back to School Night BBQ, a Book Fair, and T-shirt and yearbook sales. The Cultural Council of Santa Cruz County funds arts projects, including a folk dance class, a weaving class, and a spring play.

Our student council sponsors several activities, including Read Across America Day; noontime sports; and Dragonfly Mail, an in-school letter-writing campaign. We also have a new Life Lab garden that was built by our students and community organizations. Because our school is located on the slough, we take environmental field trips and participate in other activities on the trails surrounding our school.

GIFTED AND TALENTED EDUCATION (GATE): We identify students for the GATE program beginning in the third grade, and sometimes students are provisionally identified at a younger age. We take state test scores and teacher recommendations into account when selecting students for the program. Our teachers meet yearly with the GATE coordinator to identify and serve GATE students. Our GATE students learn subject matter at a faster pace and in more depth than other students do. We customize the curriculum to meet the individual needs of gifted students. Students who are performing above grade level in reading and/or math can go to a class in the next grade level for daily instruction. We also provide an afterschool program for these students, with activities that include writing a student newspaper, science and art enrichment, and Spanish language classes.

SPECIAL EDUCATION PROGRAM: We have a full-time Resource Specialist Program (RSP) teacher and a speech and language specialist to serve students with special needs. We provide other services as individual students need them. In addition, the district's RSP and special class for hard-of-hearing students is housed at our school.

We place students who participate in these programs in regular classes and offer them special services as needed according to their Individualized Education Programs (IEPs). Classroom teachers modify their instruction and provide accommodations for students according to their IEPs, and special education staff support the students. Examples of these modifications and accommodations include extra help with homework and class work, extra time for tests, or a seat near the teacher during instruction. Some of our classrooms also have speaker systems to support hearing-impaired students. We place students with more severe challenges in other special programs according to the decisions of their IEP teams.

ENGLISH LEARNER PROGRAM: Our staff have all received Cross-cultural Language and Academic Development (CLAD) certification to support our English Learners. We also use strategies from Guided Language Acquisition Development, A Focused Approach to Frontloading, and ELD to support students learning English as a second language. We have an early-exit bilingual program, and bilingual classes are available to students until they are in the second or third grade if their parents sign waivers each year. English Learners are in a special ELD class for up to one year. All English Learners participate in a daily ELD class that is team-taught at each grade level. We encourage the parents of English Learners to join our ELAC. Whenever possible, we communicate with students' families in both English and Spanish. We also support speakers of languages other than Spanish or English as much as we can using district translators and volunteers.

RESOURCES

Buildings

Our buildings are only four years old, and they are all new and beautiful. We have thorough custodial staff who clean our facilities daily and provide long-term maintenance. District staff maintain our landscaping and take care of larger projects and graffiti removal.

More facts about the **condition of our school buildings** are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the **Office of Public School Construction (OPSC)** and were brought about by the Williams legislation. You can look at the six-page **survey form** used for the assessment on the Web site of the OPSC.

Library

Our library has thousands of books for children of all ages. Our full-time library technician stocks shelves, orders books, and is available for students and teachers every day. Students are welcome in the library before school and at recesses. Our afterschool program has access to the library on Tuesdays. We have an annual Book Fair to raise money for books and other library resources. The library is in a central location at our school, and it is often used for parent meetings in the evenings. The library hosts our Book of the Month program, in which a book is read aloud to each class and every student responds in writing.

Computers

We have 25 computers available for student use, which means that, on average, there is one computer for every 24 students. None of our classrooms are connected to the Internet.

RESOURCES	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Students per computer	24	5	4
Internet-connected classrooms	0	25	29

SOURCE: CBEDS census of October 2007. County and state averages represent elementary schools only.

There is at least one computer in each classroom, and we have a computer lab with 33 PCs. Some classrooms also have computers for student use. Our math coach manages our computer lab and provides SuccessMaker software to each second through fifth grade student. The computer lab is also available for classes for curricular projects and for taking the Scholastic Reading Inventory (a measure of reading progress) on a regular basis.

We have two computer labs: one for kindergarten and first grade students and the other for second through fifth graders. We also have nine LCD projectors and one digital projector, with laptops on carts for teachers to use in their classrooms. All teachers have access to email and the Internet, and they enter assessment data onto computers regularly. We recently acquired a SMART board (an interactive whiteboard) and are using it in our technology liaison's classroom. This classroom also houses ten computers to support an intervention reading program. We now have wireless Internet access across campus.

Textbooks

We choose our textbooks from lists that have already been approved by state education officials. For a list of some of the textbooks we use at our school, see the Data Almanac that accompanies this report.

We have also reported additional facts about our textbooks called for by the Williams legislation of 2004. This online report shows whether we had a textbook for each student in each core course during the 2008–2009 school year and whether those textbooks covered the California Content Standards.

For more than six years, panels of scholars have decided what California students should learn and be able to do. Their decisions are known as the California Content Standards, and they apply to all public schools in the state. The textbooks we use and the tests we give are based on these content standards, and we expect our teachers to be firmly focused on them. Policy experts, researchers, and educators consider our state's standards to be among the most rigorous and challenging in the nation.

You can find the **content standards** for each subject at each grade level on the Web site of the California Department of Education (CDE).

SCHOOL EXPENDITURES

Materials, resources, and several support teachers at our school are funded under federal Title I and other special programs. These teachers include our ELD teacher, reading intervention teacher, parent liaison, math coach, and enrichment/release-time teachers. We also have three part-time aides who help in kindergarten and first grade classes. Our full-time migrant education teacher works with migrant students and families.

Fund-raisers put on by our Student Council, SSC, and Home and School Club help fund special projects, our fifth grade Outdoor School, and our school yearbook. Two businesses regularly sponsor school activities and have donated time and materials to support school projects such as our Life Lab garden, our fifth grade science camp, and student performances.

Spending per Student (2006–2007)

To make comparisons possible across schools and districts of varying sizes, we first report our overall annual spending per student. We base our calculations on our average daily attendance (ADA), which was 556 students.

We've broken down expenditures by the type of funds used to pay for them. Unrestricted funds can be used for any lawful purpose. Restricted funds, however, must be spent for specific purposes set out by legal requirements or the donor. Examples include funding for instructional materials, economic impact aid, and teacher- and principal-training funds.

TYPE OF FUNDS	OUR SCHOOL	DISTRICT AVERAGE	SCHOOL VARIANCE	STATE AVERAGE	SCHOOL VARIANCE
Unrestricted funds (\$/student)	\$4,152	\$4,947	-16%	\$5,300	-22%
Restricted funds (\$/student)	\$1,754	\$4,289	-59%	\$2,817	-38%
TOTAL (\$/student)	\$5,906	\$9,236	-36%	\$8,117	-27%

SOURCE: Information provided by the school district.

Total Expenditures, by Category (2006–2007)

Here you can see how much we spent on different categories of expenses. We're reporting the total dollars in each category, not spending per student.

CATEGORY	UNRESTRICTED FUNDS	RESTRICTED FUNDS	TOTAL	PERCENTAGE OF TOTAL*
Teacher salaries	\$1,526,064	\$456,314	\$1,982,378	60%
Other staff salaries	\$154,360	\$139,084	\$293,444	9%
Benefits	\$605,230	\$193,920	\$799,150	24%
Books and supplies	\$15,250	\$88,015	\$103,265	3%
Equipment replacement	N/A	N/A	N/A	N/A
Services and direct support	\$7,380	\$98,160	\$105,540	3%
TOTAL	\$2,308,284	\$975,493	\$3,283,777	

SOURCE: Information provided by the school district.

* Totals may not add up to exactly 100% because of rounding.

Compensation per Teacher (2006–2007)

The total of what our teachers earn appears below. You can see the portion of teacher pay that goes to salary and three types of benefits.

To make comparisons possible across schools and districts of varying sizes, we first report our compensation per full-time equivalent (FTE) teacher. A teacher who works full time counts as 1.0 FTE teacher. A teacher who works only half time counts as 0.5 FTE teacher. We had 33 FTE teachers working in our school.

CATEGORY	OUR SCHOOL	DISTRICT AVERAGE	SCHOOL VARIANCE	STATE AVERAGE	SCHOOL VARIANCE
Salaries	\$53,945	\$58,174	-7%	\$62,157	-13%
Retirement benefits	\$6,138	\$9,921	-38%	\$6,557	-6%
Health and medical benefits	\$13,647	\$20,668	-34%	\$10,416	31%
Other benefits	\$5,886	\$9,839	-40%	\$453	1199%
TOTAL	\$79,617	\$98,601	-19%	\$79,583	0%

SOURCE: Information provided by the school district.

Total Teacher Compensation (2006–2007)

Here you can see how much we spent on different categories of compensation. We're reporting the total dollars in each category, not compensation per teacher.

CATEGORY	TOTAL	PERCENTAGE OF TOTAL*
Salaries	\$1,780,180	68%
Retirement benefits	\$202,563	8%
Health and medical benefits	\$450,358	17%
Other benefits	\$194,247	7%
TOTAL	\$2,627,348	

SOURCE: Information provided by the school district.

* Totals may not add up to exactly 100% because of rounding.

TECHNICAL NOTE ON DATA RECENCY: All data is the most current available as of November 2008. The CDE may release additional or revised data for the 2007–2008 school year after the publication date of this report. We rely on the following sources of information from the California Department of Education: California Basic Education Data System (CBEDS) (October 2007 census); Language Census (March 2008); California Achievement Test and California Standards Tests (spring 2008 test cycle); Academic Performance Index (October 2008 growth score release); Adequate Yearly Progress (November 2008).

DISCLAIMER: School Wise Press, the publisher of this accountability report, makes every effort to ensure the accuracy of this information but offers no guarantee, express or implied. While we do our utmost to ensure the information is complete, we must note that we are not responsible for any errors or omissions in the data. Nor are we responsible for any damages caused by the use of the information this report contains. Before you make decisions based on this information, we strongly recommend that you visit the school and ask the principal to provide the most up-to-date facts available.

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» Adequacy of Key Resources

Here you'll find key facts about our teachers, textbooks, and facilities during the school year in progress, 2008–2009. Please note that these facts are based on evaluations our staff conducted in accordance with the Williams legislation.



TEACHERS

Teacher Vacancies

The Williams legislation asked districts to disclose how frequently full-time teachers were not permanently assigned to a classroom. There are two general circumstances that can lead to the unfortunate case of a classroom without a full-time, permanently assigned teacher. Within the first 20 days of the start of school, we can be surprised by too many students showing up for school, or too few teachers showing up to teach. After school starts, however, teachers can also be surprised by sudden changes: family emergencies, injuries, accidents, etc. When that occurs, it is our school's and our district's responsibility to fill that teacher's vacancy with a qualified, full-time and permanently assigned replacement. For that reason, we report teacher vacancies in two parts: at the start of school, and after the start of school.

KEY FACTOR	2006-2007	2007-2008	2008-2009
TEACHER VACANCIES OCCURRING AT THE BEGINNING OF THE SCHOOL YEAR			
Total number of classes at the start of the year	35	29	31
Number of classes which lacked a permanently assigned teacher within the first 20 days of school	0	0	0
TEACHER VACANCIES OCCURRING DURING THE SCHOOL YEAR			
Number of classes where the permanently assigned teacher left during the year	1	3	0
Number of those classes where you replaced the absent teacher with a single new teacher	1	3	0

NOTES: This report was completed on Wednesday, November 12, 2008.

Teacher Misassignments

A “misassigned” teacher is one who lacks the appropriate subject-area authorization for a class she is teaching.

Under the terms of the Williams settlement, schools must inform the public of the number of their teachers who are misassigned. It is possible for a teacher who lacks the authorization for a subject to get special permission—in the form of an emergency permit, waiver, or internship authorization—from the school board or county office of education to teach the subject anyway. This permission prevents the teacher from being counted as misassigned.

KEY FACTOR	DESCRIPTION	2006–2007	2007–2008	2008–2009
Teacher Misassignments	Total number of classes taught by teachers without a legally recognized certificate or credential	0	0	0
Teacher Misassignments in Classes that Include English Learners	Total number of classes that include English learners and are taught by teachers without CLAD/BCLAD authorization, ELD or SDAIE training, or equivalent authorization from the California Commission on Teacher Credentialing	0	0	0
Other Employee Misassignments	Total number of service area placements of employees without the required credentials	0	0	0

NOTES: This report was completed on Wednesday, November 12, 2008.

TEXTBOOKS

The main fact about textbooks that the Williams legislation calls for described whether schools have enough books in core classes for all students. The law also asks districts to reveal whether those books are presenting what the California content standards calls for. This information is far more meaningful when viewed along with the more detailed description of textbooks contained in our School Accountability Report Card (SARC). There you'll find the names of the textbooks used in our core classes, their dates of publication, the names of the firms that published them, and more.

SUBJECT	ARE THERE TEXTBOOKS OR INSTRUCTIONAL MATERIALS IN USE?		ARE THERE ENOUGH BOOKS FOR EACH STUDENT?	
	STANDARDS ALIGNED?	OFFICIALLY ADOPTED?	FOR USE IN CLASS?	PERCENTAGE OF STUDENTS HAVING BOOKS TO TAKE HOME?
English	Yes	Yes	Yes	100%
Math	Yes	Yes	Yes	100%
Science	Yes	Yes	Yes	100%
Social Studies	Yes	Yes	Yes	100%

NOTES: This report was completed on Tuesday, October 21, 2008. This information was collected on Monday, August 18, 2008.

FACILITIES

To determine the condition of our facilities, our district sent experts from our facilities team to inspect them. They used a survey, called the Facilities Inspection Tool, issued by the Office of Public School Construction. Based on that survey, we've answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed.

AREA	RATING	DESCRIPTION
Overall Rating	Good	Our school is in good repair, according to the criteria established by the Office of Public School Construction. Our deficiencies are minor ones resulting from common wear and tear, and there are few of them. We scored between 85 and 97 percent on the 15 categories of our evaluation.
1. Gas Leaks	Good	No apparent problems.
2. Mechanical Problems (Heating, Ventilation, and Air Conditioning)	Good	No apparent problems.
3. Windows, Doors, Gates, Fences (Interior and Exterior)	Good	No apparent problems.
4. Interior Surfaces (Walls, Floors, and Ceilings)	Good	No apparent problems.
5. Hazardous Materials (Lead Paint, Asbestos, Mold, Flammables, etc.)	Good	No apparent problems.
6. Structural Damage (Cracks in Walls and Foundations, Sloping Ceilings, Posts or Beams Missing)	Good	No apparent problems.
7. Fire Safety (Sprinkler Systems, Alarms, Extinguishers)	Good	No apparent problems.
8. Electrical Systems and Lighting	Good	Rm 17 " Beaker box cover with paper" Country Office Of Education
9. Pest or Vermin Infestation	Good	No apparent problems.
10. Drinking Fountains (Inside and Out)	Fair	RM 26, "water pressure inadequate/ not working" Country Office Of Education WORK ORDER 36021, check water pressure in classroom ,good pressure, work was being done at same time of inspection ,water was ture off to the classroom. RM 16 "water Pressure inadequate WORK ORDER 36023 completed
11. Bathrooms	Poor	restroom- boys "bathroom fixture need repair/soap dispenser broken. also poorly place to spill on floor. " Country Office Of Education
12. Sewer System	Good	Rm 6 "downspout at front door leaking" Country Office Of Education repair completed 1/21/09
13. Roofs	Good	No apparent problems.
14. Playground/School Grounds	Good	No apparent problems.
15. Overall Cleanliness	Good	No apparent problems.
Other Deficiencies	N/A	No apparent problems.

AREA	RATING	DESCRIPTION
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INSPECTORS AND ADVISORS: This report was completed on Friday, November 21, 2008 by Walt Zander (Director M&O). The facilities inspection occurred on Tuesday, August 12, 2008. We employed the following staff or businesses in completing this report: Santa Cruz County Office of Education Staff Dan Zumaran lead Cust 2 PVUSD M&O assisted Jr. Gomas lead Cust 1 PVUSD Landmark School Site The Facilities Inspection Tool was completed on Monday, August 18, 2008.

» Data Almanac

This Data Almanac provides more-detailed information than the School Accountability Report Card or data that covers a period of more than one year. It presents the facts and statistics in tables without narrative text.



STUDENTS AND TEACHERS**Student Enrollment by Ethnicity and Other Characteristics**

The ethnicity of our students, estimates of their family income and education level, their English fluency, and their learning-related disabilities.

GROUP	ENROLLMENT
Number of students	611
African American	0%
American Indian or Alaska Native	0%
Asian	1%
Filipino	3%
Hispanic or Latino	91%
Pacific Islander	0%
White (not Hispanic)	5%
Multiple or no response	0%
Socioeconomically disadvantaged	83%
English Learners	65%
Students with disabilities	15%

SOURCE: All but the last three lines are from the annual census, CBEDS, October 2007. Data about students who are socioeconomically disadvantaged, English Learners, or learning disabled come from the School Accountability Report Card unit of the California Department of Education.

Student Enrollment by Grade Level

Number of students enrolled in each grade level at our school.

GRADE LEVEL	STUDENTS
Kindergarten	107
Grade 1	112
Grade 2	108
Grade 3	74
Grade 4	116
Grade 5	94
Grade 6	0
Grade 7	0
Grade 8	0
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0

SOURCE: CBEDS, October 2007.

Average Class Size by Grade Level

GRADE LEVEL	2005–2006	2006–2007	2007–2008
Kindergarten	20	19	22
Grade 1	19	19	20
Grade 2	19	18	19
Grade 3	19	27	19
Grade 4	29	29	29
Grade 5	29	32	31
Grade 6	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 8	N/A	N/A	N/A
Combined K–3	18	17	20
Combined 3–4	2	N/A	N/A
Combined 4–8	29	N/A	N/A
Other	N/A	N/A	N/A

SOURCE: CBEDS, October 2007.

Average Class Size by Grade Level, Detail

The number of classrooms that fall into each range of class sizes.

GRADE LEVEL	2005–2006			2006–2007			2007–2008		
	1–20	21–32	33+	1–20	21–32	33+	1–20	21–32	33+
Kindergarten	3	2	0	2	1	0	0	6	0
Grade 1	4	0	0	4	1	0	1	2	0
Grade 2	4	0	0	3	1	0	4	0	0
Grade 3	4	0	0	3	0	2	4	0	0
Grade 4	0	3	0	0	3	0	0	2	0
Grade 5	0	2	0	0	2	1	0	2	0
Grade 6	0	0	0	0	0	0	0	0	0
Combined K–3	2	0	0	2	0	0	1	0	0
Combined 3–4	1	0	0	0	0	0	0	0	0
Combined 4–8	0	1	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0

SOURCE: CBEDS, October 2007.

Teacher Credentials

The number of teachers assigned to the school with a full credential and without a full credential, for both our school and the district.

TEACHERS	SCHOOL			DISTRICT
	2005–2006	2006–2007	2007–2008	2007–2008
With Full Credential	28	26	22	833
Without Full Credential	2	0	1	49

SOURCE: CBEDS, October 2007, Professional Assignment Information Form (PAIF) section.

Physical Fitness

Students in grades five, seven, and nine take the California Fitness Test each year. This test measures students' aerobic capacity, body composition, muscular strength, endurance, and flexibility using six different tests. The table below shows the percentage of students at our school who scored within the "healthy fitness zone" on all six tests. Our 2007–2008 results are compared to other students' results in the county and state. More information about [physical fitness testing and standards](#) is available on the CDE Web site.

CATEGORY	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Boys in Fitness Zone	0%	25%	26%
Girls in Fitness Zone	0%	34%	32%
Fifth graders in Fitness Zone	0%	28%	29%
Seventh graders in Fitness Zone	N/A	46%	30%
Ninth graders in Fitness Zone	N/A	47%	27%
All students in Fitness Zone	0%	30%	29%

SOURCE: Physical fitness test data is produced annually as schools test their students on the six Fitnessgram Standards. Data is reported by Educational Data Systems. County and state averages represent elementary schools only.

STUDENT PERFORMANCE

California Standards Tests (CST)

The California Standards Tests (CST) show how well students are learning what the state content standards require. The CST include English/language arts and mathematics in grades two through five and science in grade five.

CST Results for All Students: Three-Year Comparison

The percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most current three-year period.

SUBJECT	SCHOOL PERCENT PROFICIENT OR ADVANCED			DISTRICT PERCENT PROFICIENT OR ADVANCED			STATE PERCENT PROFICIENT OR ADVANCED		
	2006	2007	2008	2006	2007	2008	2006	2007	2008
English/ language arts	19%	18%	19%	29%	30%	32%	42%	43%	46%
Mathematics	30%	34%	30%	27%	29%	31%	40%	40%	43%
Science	10%	23%	23%	25%	29%	35%	35%	38%	46%

SOURCE: California Standards Tests (CST) results, spring 2008 test cycle, as interpreted and published by the CDE unit responsible for School Accountability Report Cards.

CST Results by Student Group: Most Recent Year

The percentage of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

STUDENT GROUP	PERCENTAGE OF STUDENTS SCORING PROFICIENT OR ADVANCED		
	ENGLISH/ LANGUAGE ARTS 2007–2008	MATHEMATICS 2007–2008	SCIENCE 2007–2008
African American	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A
Asian	N/A	N/A	N/A
Filipino	N/A	N/A	N/A
Hispanic or Latino	16%	28%	20%
Pacific Islander	N/A	N/A	N/A
White (not Hispanic)	56%	50%	N/A
Boys	13%	31%	17%
Girls	25%	29%	27%
Economically disadvantaged	14%	26%	19%
English Learners	6%	20%	10%
Students with disabilities	2%	12%	6%
Students receiving migrant education services	16%	24%	22%

SOURCE: California Standards Tests (CST) results, spring 2008 test cycle, as interpreted and published by the CDE unit responsible for School Accountability Report Cards.

ACCOUNTABILITY

California Academic Performance Index (API)

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1000, with a statewide target of 800. Detailed information about the API can be found on the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks: Three-Year Comparison

The state assigns statewide and similar-schools API ranks for all schools. The API ranks range from 1 to 10. A statewide rank of 1 means that the school has an API in the lowest 10 percent of all elementary schools in the state, while a statewide rank of 10 means that the school has an API in the highest 10 percent of all elementary schools in the state. The similar-schools API rank reflects how a school compares to 100 statistically matched schools with similar teachers and students.

API RANK	2005–2006	2006–2007	2007–2008
Statewide rank	1	1	1
Similar-schools rank	3	5	1

SOURCE: The API Base Report from August 2008.

API Changes by Student Group: Three-Year Comparison

API changes for all students and student groups: the actual API changes in points added or lost for the past three years, and the most recent API. Note: "N/A" means that the student group is not numerically significant.

STUDENT GROUP	ACTUAL API CHANGE			API SCORE
	2005–2006	2006–2007	2007–2008	2007–2008
All students at the school	+38	-4	+3	628
African American	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	+26	-4	+7	615
Pacific Islander	N/A	N/A	N/A	N/A
White (non Hispanic)	N/A	N/A	N/A	N/A
Economically disadvantaged	+39	+8	-4	607
English Learners	+37	-16	+4	591
Students with disabilities	N/A	N/A	N/A	455

SOURCE: The API Growth Report as released in the Accountability Progress Report in October 2008.

Federal Adequate Yearly Progress (AYP) and Intervention Programs

The federal law known as No Child Left Behind requires that all schools and districts meet all three of the following criteria in order to attain Adequate Yearly Progress (AYP):

- (a) a 95-percent participation rate on the state's tests;
- (b) a CDE-mandated percentage of students scoring *Proficient or higher* on the state's English/language arts and mathematics tests; and
- (c) an API of at least 590 or growth of at least one point.

AYP for the District

Whether the district met the federal requirement for AYP overall, and whether the school and the district met each of the AYP criteria.

AYP CRITERIA	DISTRICT
Overall	No
Graduation rate	Yes
Participation rate in English/language arts	Yes
Participation rate in mathematics	Yes
Percent Proficient in English/language arts	No
Percent Proficient in mathematics	No
Met Academic Performance Index (API)	Yes

SOURCE: The AYP Report as released in the Accountability Progress Report in November 2008.

Intervention Program: District Program Improvement (PI)

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

INDICATOR	DISTRICT
PI stage	3 of 5
The year the district entered PI	2004
Number of schools currently in PI	20
Percentage of schools currently in PI	61%

SOURCE: The Program Improvement Report as released in the Accountability Progress Report in October 2008.

DISTRICT EXPENDITURES

Total expenses include only the costs related to direct educational services to students. This figure does not include food services, land acquisition, new construction, and other expenditures unrelated to core educational purposes. The expenses-per-student figure is calculated by dividing total expenses by the district's average daily attendance (ADA). More information is available on the [CDE's Web site](#).

CATEGORY OF EXPENSE	OUR DISTRICT	SIMILAR DISTRICTS	ALL DISTRICTS
FISCAL YEAR 2006–2007			
Total expenses	\$169,495,511	N/A	N/A
Expenses per student	\$9,236	\$8,193	\$8,117
FISCAL YEAR 2005–2006			
Total expenses	\$155,387,741	N/A	N/A
Expenses per student	\$8,575	\$7,583	\$7,521

SOURCE: Fiscal Services Division, California Department of Education.

District Salaries, 2006–2007

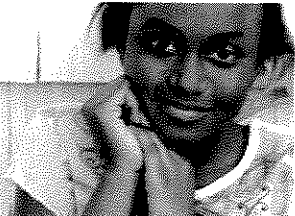
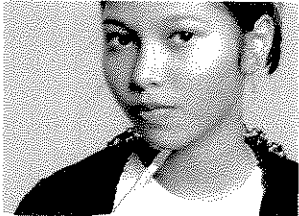
This table reports the salaries of teachers and administrators in our district for the 2006–2007 school year. According to the CDE's SARC Data Definitions, "State certification/release dates for fiscal data occur in middle to late spring, precluding the inclusion of 2007–08 data in most cases. Therefore, 2006–07 data are used for report cards prepared during 2008–09." This table compares our average salaries to those in districts like ours, based on both enrollment and the grade level of our students. In addition, we report the percentage of our district's total budget dedicated to teachers' and administrators' salaries. The costs of health insurance, pensions, and other indirect compensation are not included.

SALARY INFORMATION	DISTRICT AVERAGE	STATE AVERAGE
Beginning teacher's salary	\$31,628	\$39,708
Midrange teacher's salary	\$54,285	\$63,805
Highest-paid teacher's salary	\$74,530	\$82,081
Average principal's salary (elementary school)	\$90,005	\$102,166
Superintendent's salary	\$160,543	\$183,478
Percentage of budget for teachers' salaries	32%	41%
Percentage of budget for administrators' salaries	6%	5%

SOURCE: School Accountability Report Card unit of the California Department of Education.

TEXTBOOKS**Textbook Adoption List**

TITLE	SUBJECT	DATE OF PUBLICATION	ADOPTION DATE
High Point Basics Student Book	Language Arts	2001	2001
HM Reading: A Legacy of Literature	Language Arts	2003	2003
Houghton Mifflin Lectura	Language Arts	2003	2003
McDougal Littel Reading Lang. Arts	Language Arts	2002	2003
Sopris West Language	Language Arts	2002	2003
Houghton Mifflin California Math	Math	2008	2003
Saxon	Math	2005	2005
Scott Foresman Calif. Mathematics	Math	2001	2001
Harcourt Achieve	Science	2007	2008
Harcourt Achieve	Social Science	2006	2007



Aptos Junior High School

School Accountability Report Card, 2007–2008
Pajaro Valley Unified School District

- » An annual report to the community about teaching, learning, test results, resources, and measures of progress in our school.

Aptos Junior High School

School Accountability Report Card, 2007–2008
Pajaro Valley Unified School District

This School Accountability Report Card (SARC) provides information that can be used to evaluate and compare schools. State and federal laws require all schools to publish a SARC each year.

The information in this report represents the 2007–2008 school year, not the current school year. In most cases, this is the most recent data available. We present our school's results next to those of the average middle school in the county and state to provide the most meaningful and fair comparisons. To find additional facts about our school online, please use the **DataQuest** tool offered by the California Department of Education.

If you are reading a printed version of this report, note that words that appear in a smaller, bold typeface are links in the online version of this report to even more information. You can find a master list of those linked words, and the Web page addresses they are connected to, at:

http://www.schoolwisepress.com/sarc/links_2008_en.html

Reports about other schools are available on the **California Department of Education Web site**. Internet access is available in local libraries.

If you have any questions related to this report, please contact the school office.

How to Contact Our School

1001 Huntington Drive
Aptos, CA 95003
Principal: Brian Saxton
Phone: (831) 688-3234

How to Contact Our District

294 Green Valley Rd.
Watsonville, CA 95076
Phone: (831) 786-2100
<http://www.pvusd.net>



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Aptos Junior High School

School Accountability Report Card, 2007–2008
Pajaro Valley Unified School District

» Principal's Message

Aptos Junior High School serves approximately 700 students in grades seven and eight. We emphasize active learning and the development of critical thinking skills. We offer a balanced variety of learning opportunities in language arts, social studies, mathematics, science, PE, elective courses, and study skills. The curriculum provides students with the broad academic foundation needed for high school, and all content reflects the California Content Standards. We teach sound study skills in all courses. Teachers are adept at meeting the unique needs of English Learners, Gifted and Talented Education (GATE) students, and special education students. We try to provide a wide variety of extracurricular choices for all students, and we encourage and reward their efforts.

Aptos Junior High has a new principal. His name is Brian Saxton, and he has served as the assistant principal for the last six years.

Every year we send approximately 100 eighth grade students to Washington, DC for a week of intense exposure to the history of our country. Each quarter there is a drama production for eighth graders. We have an overarching sports program that provides a base for students interested in competitive athletics.

Brian Saxton, PRINCIPAL

Grade range and calendar

7–8

TRADITIONAL

Academic Performance Index

809

County Average: 737
State Average: 747

Student enrollment

737

County Average: 438
State Average: 662

Teachers

30

County Average: 20
State Average: 30

Students per teacher

25

County Average: 22
State Average: 22

Students per computer

13

County Average: 5
State Average: 4

Major Achievements

- We are proud of our positive learning environment, which promotes leadership and respects the diversity, experience, and concerns of all students and staff.
- For the third time, we were able to achieve an Academic Performance Index (API) of over 800.
- We added a wireless computer cart through a grant from the governor and approval by the School Site Council (SSC). The cart contains 35 laptops, a wireless base station, projector, and a printer.
- Four of our teachers were awarded the SWEET Grant, which provides new technology to assist the language arts programs, including the writing process. This grant included two laptop carts, each containing 35 computers. Also, each teacher received a SMART board, an interactive whiteboard with display capabilities that connects to a computer and enhances instruction.
- Our entire staff is networked, and parents can reach our teachers anytime by email. We post students' grades based on classwork on a secure Web site, and all students have their own password to access their individual data. The majority of teachers are now posting homework online.
- Teachers who received grants in the previous year continue to implement them. These grants are for science and Spanish.

Focus for Improvement

- Continue to offer geometry at our school site and hope to increase the number of students taking this course in the coming years.
- Continue to implement interventions with our counselor who works specifically with students who are struggling to meet the academic demands of junior high.
- Use the SuccessMaker math program for struggling students. It will be used in conjunction with our new desktop computer lab.
- Create assessments for language arts and math in alignment with the curriculum for each grade in each subject.
- Provide training on the district database system so each staff member can access the results of individual students.
- Increase the number of afternoon extra-help classes with bus transportation and, through the support of our parents, offer clubs after school.

MEASURES OF PROGRESS

Academic Performance Index

The Academic Performance Index (API) is California’s way of comparing schools based on student test scores. The index was created in 1999 to help parents and educators recognize schools that show progress and identify schools that need help. A school’s API determines whether it receives recognition or sanctions. It is also used to compare schools in a statewide ranking system. The California Department of Education (CDE) calculates a school’s API using student test results from the California Standards Tests, the California Achievement Test, and, for high schools, the California High School Exit Exam (CAHSEE). APIs range from 200 to 1000. The CDE expects all schools to eventually obtain APIs of at least 800. **Additional information on the API** can be found on the CDE Web site.

Aptos’s API was 809 (out of 1000). This is a decline of 3 points compared to last year’s API. All students took the test. You can find three years of detailed API results in the Data Almanac that accompanies this report.

API RANKINGS: Based on our 2006–2007 test results, we started the 2007–2008 school year with an API base score of 812. The state ranks all schools according to this score on a scale from 1 to 10 (10 being highest). Compared to all middle schools in California, our school ranked 8 out of 10.

SIMILAR SCHOOL RANKINGS: We also received a second ranking that compared us to the 100 schools with the most similar students, teachers, and class sizes. Compared to these schools, our school ranked 8 out of 10. The CDE recalculates this factor every year. To read more about the specific elements included in this calculation, refer to the **CDE Web site**.

API GROWTH TARGETS: Each year the CDE sets specific API “growth targets” for every school. It assigns one growth target for the entire school, and it sets additional targets for ethnic groups, English Learners, special education students, or socioeconomic subgroups of students that make up a significant portion of the student body. Schools are required to meet all of their growth targets. If they do, they may be eligible to apply for awards through the California School Recognition Program and the Title I Achieving Schools Program.

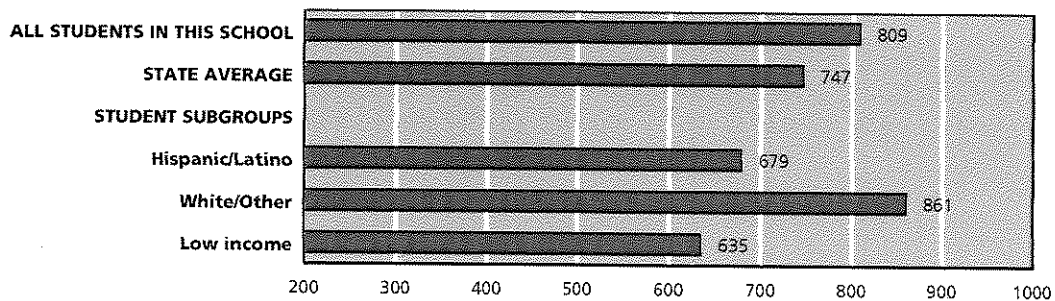
We did not meet some or all of our assigned growth targets during the 2007–2008 school year. Just for reference, 49 percent of middle schools statewide met their growth targets.

CALIFORNIA API ACADEMIC PERFORMANCE INDEX	
Met schoolwide growth target	Yes
Met growth target for prior school year	Yes
API score	809
Growth attained from prior year	-3
Met subgroup* growth targets	No
Underperforming school	No

SOURCE: API based on spring 2008 test cycle. Growth scores alone are displayed and are current as of November 2008.

*Ethnic groups, English Learners, special ed students, or socioeconomic groups of students that make up 15 percent or more of a school’s student body. These groups must meet AYP and API goals. R/P - Results pending due to challenge by school. N/A - Results not available.

API, Spring 2008



SOURCE: API based on spring 2008 test cycle. State average represents middle schools only.
NOTE: Only groups of students that represent at least 15 percent of total enrollment are calculated and displayed as student subgroups.

Adequate Yearly Progress

In addition to California’s accountability system, which measures student achievement using the API, schools must also meet requirements set by the federal education law known as **No Child Left Behind (NCLB)**. This law requires all schools to meet a different goal: **Adequate Yearly Progress (AYP)**.

We met 15 out of 17 criteria for yearly progress. Because we fell short in two areas, we did not make AYP.

To meet AYP, middle schools must meet three criteria. First, a certain percentage of students must score at or above Proficient levels on the California Standards Tests (CST): 35.2 percent on the English/language arts test and 37 percent on the math test. All ethnic and socioeconomic subgroups of students also must meet these goals. Second, the schools must achieve an API of at least 620 or increase the API by one point from the prior year. Third, 95 percent of the student body must take the required standardized tests.

If even one subgroup of students fails to meet just one of the criteria, the school fails to meet AYP. While all schools must report their progress toward meeting AYP, only schools that receive federal funding to help economically disadvantaged students are actually penalized if they fail to meet AYP goals. Schools that do not make AYP for two or more years in a row in the same subject enter **Program Improvement (PI)**. They must offer students transfers to other schools in the district and, in their second year in PI, tutoring services as well.

FEDERAL AYP ADEQUATE YEARLY PROGRESS	
Met AYP	No
Met schoolwide participation rate	Yes
Met schoolwide test score goals	Yes
Met subgroup* participation rate	Yes
Met subgroup* test score goals	No
Met schoolwide API for AYP	Yes
Program Improvement school in 2008	No

SOURCE: AYP is based on the Accountability Progress Report of November 2008. A school can be in Program Improvement based on students' test results in the 2007–2008 school year or earlier.

*Ethnic groups, English Learners, special ed students, or socioeconomic groups of students that make up 15 percent or more of a school's student body. These groups must meet AYP and API goals. R/P - Results pending due to challenge by school. N/A - Results not available.

Adequate Yearly Progress, Detail by Subgroup

● MET GOAL ● DID NOT MEET GOAL — NOT ENOUGH STUDENTS

	English/Language Arts		Math	
	DID 95% OF STUDENTS TAKE THE CST?	DID 35.2% OF STUDENTS SCORE PROFICIENT OR ADVANCED ON THE CST?	DID 95% OF STUDENTS TAKE THE CST?	DID 37% OF STUDENTS SCORE PROFICIENT OR ADVANCED ON THE CST?
SCHOOLWIDE RESULTS	●	●	●	●
SUBGROUPS OF STUDENTS				
Low income	●	●	●	●
STUDENTS BY ETHNICITY				
Hispanic/Latino	●	●	●	●
White/Other	●	●	●	●

SOURCE: AYP release of November 2008, CDE.

The table at left shows our success or failure in meeting AYP goals in the 2007–2008 school year. The green dots represent goals we met; red dots indicate goals we missed. Just one red dot means that we failed to meet Adequate Yearly Progress.

Note: Dashes indicate that too few students were in the category to draw meaningful conclusions. Federal law requires valid test scores from at least 50 students for statistical significance.

STUDENT ACHIEVEMENT

Here you'll find a three-year summary of our students' scores on the California Standards Tests (CST) in selected subjects. We compare our students' test scores to the results for students in the average middle school in California. On the following pages we provide more detail for each test, including the scores for different subgroups of students. In addition, we provide links to the California Content Standards on which these tests are based. If you'd like more information about the CST, please contact our principal or our teaching staff. To find **grade-level-specific scores**, you can refer to the Standardized Testing and Reporting (STAR) Web site. Other tests in the **STAR program** can be found on the California Department of Education (CDE) Web site.

California Standards Tests

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

TESTED SUBJECT	2007–2008		2006–2007		2005–2006	
	LOW SCORES	HIGH SCORES	LOW SCORES	HIGH SCORES	LOW SCORES	HIGH SCORES
ENGLISH/LANGUAGE ARTS						
Our school						
Percent Proficient or higher	62%		62%		62%	
Average middle school						
Percent Proficient or higher	47%		43%		42%	
MATH (excluding algebra)						
Our school						
Percent Proficient or higher	51%		47%		46%	
Average middle school						
Percent Proficient or higher	42%		38%		39%	
ALGEBRA						
Our school						
Percent Proficient or higher	85%		85%		74%	
Average middle school						
Percent Proficient or higher	42%		38%		37%	
HISTORY/SOCIAL SCIENCE						
Our school						
Percent Proficient or higher	47%		49%		52%	
Average middle school						
Percent Proficient or higher	37%		35%		34%	
SCIENCE						
Our school						
Percent Proficient or higher	72%		71%		71%	
Average middle school						
Percent Proficient or higher	51%		42%		37%	

SOURCE: The scores for the CST are from the spring 2008 test cycle. State average represents middle schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.

Frequently Asked Questions About Standardized Tests

WHERE CAN I FIND GRADE-LEVEL REPORTS? Due to space constraints and concern for statistical reliability, we have omitted grade-level detail from these test results. Instead we present results at the schoolwide level. You can view the results of far more students than any one grade level would contain, which also improves their statistical reliability. Grade-level results are online on the **STAR Web site**. More information about student test scores is available in the Data Almanac that accompanies this report.

WHAT DO THE FIVE PROFICIENCY BANDS MEAN? Test experts assign students to one of these five proficiency levels, based on the number of questions they answer correctly. Our immediate goal is to help students move up one level. Our eventual goal is to enable all students to reach either of the top two bands, Advanced or Proficient. Those who score in the middle band, Basic, have come close to attaining the required knowledge and skills. Those who score in either of the bottom two bands, Below Basic or Far Below Basic, need more help to reach the Proficient level.

WHY ARE THE CALIFORNIA STANDARDS TESTS (CST) AND THE CALIFORNIA ACHIEVEMENT TEST (CAT/6) SCORED DIFFERENTLY? When students take the CST, they can score at any of the proficiency levels: Advanced, Proficient, Basic, Below Basic, or Far Below Basic. In theory all students in California could score at the top. The CAT/6 is a nationally normed test, which means that students are scored against each other nationally. This scoring method is similar to grading “on the curve.” CAT/6 scores are expressed as a ranking on a scale from 1 to 99.

HOW HARD ARE THE CALIFORNIA STANDARDS TESTS? Experts consider California’s standards to be among the most clear and rigorous in the country. Just 47 percent of elementary school students scored Proficient or Advanced on the English/language arts test; 56 percent scored Proficient or Advanced in math. You can review the **California Content Standards** on the CDE Web site.

ARE ALL STUDENTS’ SCORES INCLUDED? No. Only students in grades two through eleven are required to take the CST. When fewer than 11 students in one grade or subgroup take a test, state officials remove their scores from the report. They omit them to protect students’ privacy, as called for by federal law.

CAN I REVIEW SAMPLE TEST QUESTIONS? Sample test questions for the CST are on the **CDE’s Web site**. These are actual questions used in previous years.

WHERE CAN I FIND ADDITIONAL INFORMATION? The CDE has a wealth of resources on its Web site. The STAR Web site publishes detailed reports for schools and districts, and assistance packets for parents and teachers. This site includes explanations of **technical terms**, scoring methods, and the **subjects** covered by the tests for each grade. You’ll also find a **guide** to navigating the STAR Web site as well as help for understanding how to **compare test scores**.

English/Language Arts (Reading and Writing)

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			62%	100%	SCHOOLWIDE AVERAGE: About 15 percent more students at our school scored Proficient or Advanced than at the average middle school in California.
AVERAGE MIDDLE SCHOOL IN THE COUNTY			51%	95%	
AVERAGE MIDDLE SCHOOL IN CALIFORNIA			47%	98%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

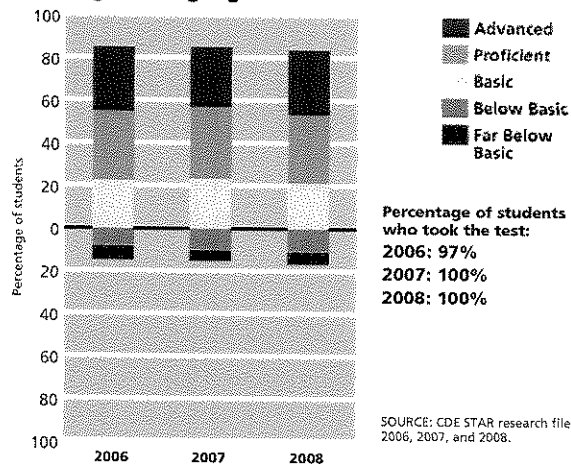
GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			53%	361	GENDER: About 19 percent more girls than boys at our school scored Proficient or Advanced.
Girls			72%	351	
English proficient			68%	651	ENGLISH PROFICIENCY: English Learners scored lower on the CST than students who are proficient in English. Because we give this test in English, English Learners tend to be at a disadvantage.
English Learners			3%	60	
Low income			31%	154	INCOME: About 40 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income			71%	557	
Learning disabled			7%	72	LEARNING DISABILITIES: Students classified as learning disabled scored lower than students without learning disabilities. The CST is not designed to test the progress of students with moderate to severe learning differences.
Not learning disabled			69%	640	
Asian American	DATA STATISTICALLY UNRELIABLE		N/S	16	ETHNICITY: Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
Hispanic/Latino			32%	208	
White/Other			76%	462	

SOURCE: The scores for the CST are from the spring 2008 test cycle. County and state averages represent middle schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
 N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our students' scores have changed over the years. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

You can read the California standards for English/language arts on the CDE's Web site.

Three-Year Trend: English/Language Arts



Math (Excluding Algebra)

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			51%	81%	SCHOOLWIDE AVERAGE: About nine percent more students at our school scored Proficient or Advanced than at the average middle school in California.
AVERAGE MIDDLE SCHOOL IN THE COUNTY			39%	77%	
AVERAGE MIDDLE SCHOOL IN CALIFORNIA			42%	78%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			48%	301	GENDER: About five percent more girls than boys at our school scored Proficient or Advanced.
Girls			53%	275	
English proficient			55%	521	ENGLISH PROFICIENCY: English Learners scored lower on the CST than students who are proficient in English. Because we give this test in English, English Learners tend to be at a disadvantage.
English Learners			7%	55	
Low income			27%	142	INCOME: About 31 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income			58%	434	
Learning disabled			6%	72	LEARNING DISABILITIES: Students classified as learning disabled scored lower than students without learning disabilities. The CST is not designed to test the progress of students with moderate to severe learning differences.
Not learning disabled			57%	504	
Hispanic/Latino			28%	189	ETHNICITY: Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
White/Other			62%	356	

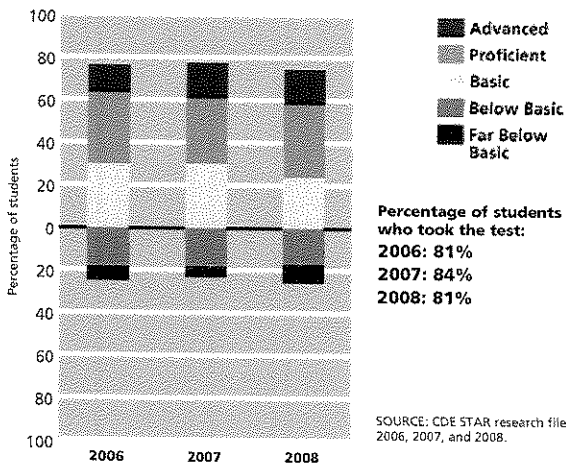
SOURCE: The scores for the CST are from the spring 2008 test cycle. County and state averages represent middle schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
 N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

All sixth and most seventh graders take the same math courses. Starting as early as seventh grade, however, some students take algebra, while others take a general math course. We report algebra results separately. Here we present our students' scores for all math courses except algebra.

The graph to the right shows how our students' scores have changed over the years. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

You can read the **math standards** on the CDE's Web site.

Three-Year Trend: Math



Algebra I

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			85%	15%	SCHOOLWIDE AVERAGE: About 43 percent more students at our school scored Proficient or Advanced than at the average middle school in California. About 14 percent fewer students took algebra than did students in the average middle school in the state.
AVERAGE MIDDLE SCHOOL IN THE COUNTY			56%	22%	
AVERAGE MIDDLE SCHOOL IN CALIFORNIA			42%	29%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			80%	45	GENDER: About nine percent more girls than boys at our school scored Proficient or Advanced.
Girls			89%	63	
English proficient			87%	105	ENGLISH PROFICIENCY: We cannot compare scores for these two subgroups because the number of English Learners tested was either zero or too small to be statistically significant.
English Learners	NO DATA AVAILABLE		N/A	2	
Low income	NO DATA AVAILABLE		N/A	7	INCOME: We cannot compare scores for these two subgroups because the number of students tested from low-income families was either zero or too small to be statistically significant.
Not low income			88%	100	
Learning disabled	NO DATA AVAILABLE		N/A	N/A	LEARNING DISABILITIES: We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
Not learning disabled			85%	108	
Hispanic/Latino	DATA STATISTICALLY UNRELIABLE		N/S	14	ETHNICITY: Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
White/Other			88%	84	

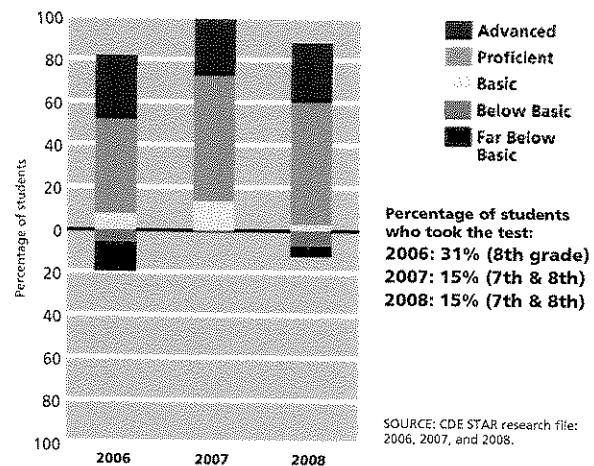
SOURCE: The scores for the CST are from the spring 2008 test cycle. County and state averages represent middle schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
 N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

We report our students' algebra results separately because of the central importance of algebra in the California math standards. It is also a gateway course for college-bound students, who should start high school ready for geometry.

The graph to the right shows how our students' scores have changed over the years. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that progress can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

About 15 percent of our students took the algebra CST, compared to 29 percent of all middle school students statewide. You can review the algebra standards on the CDE's Web site.

Three-Year Trend: Algebra I



History/Social Science

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			47%	99%	SCHOOLWIDE AVERAGE: About ten percent more students at our school scored Proficient or Advanced than at the average middle school in California.
AVERAGE MIDDLE SCHOOL IN THE COUNTY			40%	97%	
AVERAGE MIDDLE SCHOOL IN CALIFORNIA			37%	99%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

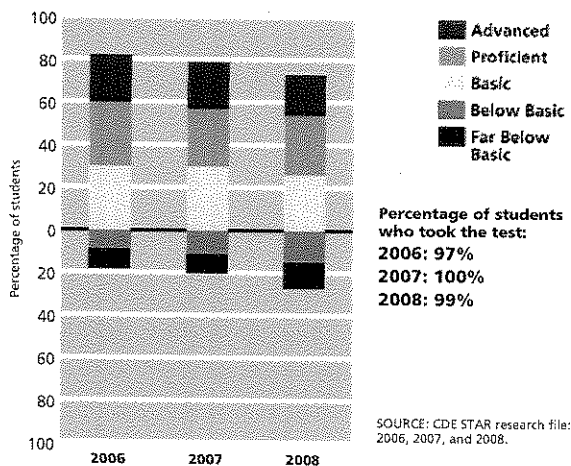
GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			48%	180	GENDER: About two percent more boys than girls at our school scored Proficient or Advanced.
Girls			46%	169	
English proficient			52%	316	ENGLISH PROFICIENCY: English Learners scored lower on the CST than students who are proficient in English. Because we give this test in English, English Learners tend to be at a disadvantage.
English Learners			0%	32	
Low income			17%	78	INCOME: About 39 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income			56%	270	
Learning disabled			13%	40	LEARNING DISABILITIES: Students classified as learning disabled scored lower than students without learning disabilities. The CST is not designed to test the progress of students with moderate to severe learning differences.
Not learning disabled			52%	309	
Asian American	DATA STATISTICALLY UNRELIABLE		N/S	12	ETHNICITY: Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
Hispanic/Latino			26%	105	
White/Other			57%	217	

SOURCE: The scores for the CST are from the spring 2008 test cycle. County and state averages represent middle schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
 N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our eighth grade students' scores have changed over the years. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that progress can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

You can read the history/social science standards on the CDE's Web site.

Three-Year Trend: History/Social Science



Science

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			72%	99%	SCHOOLWIDE AVERAGE: About 21 percent more students at our school scored Proficient or Advanced than at the average middle school in California.
AVERAGE MIDDLE SCHOOL IN THE COUNTY			55%	95%	
AVERAGE MIDDLE SCHOOL IN CALIFORNIA			51%	98%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

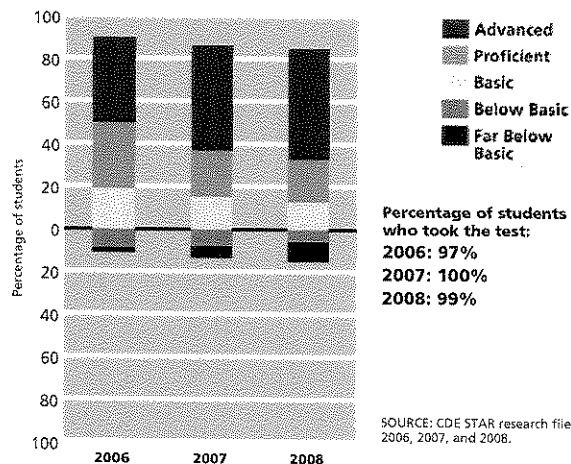
GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			76%	180	GENDER: About ten percent more boys than girls at our school scored Proficient or Advanced.
Girls			66%	169	
English proficient			77%	316	ENGLISH PROFICIENCY: English Learners scored lower on the CST than students who are proficient in English. Because we give this test in English, English Learners tend to be at a disadvantage.
English Learners			19%	32	
Low income			42%	78	INCOME: About 38 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income			80%	270	
Learning disabled			30%	40	LEARNING DISABILITIES: Students classified as learning disabled scored lower than students without learning disabilities. The CST is not designed to test the progress of students with moderate to severe learning differences.
Not learning disabled			77%	309	
Asian American	DATA STATISTICALLY UNRELIABLE		N/S	12	ETHNICITY: Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
Hispanic/Latino			48%	105	
White/Other			82%	217	

SOURCE: The scores for the CST are from the spring 2008 test cycle. County and state averages represent middle schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
 N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our eighth grade students' scores have changed over the years. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

Although we teach science at all grade levels, only our eighth graders took the California Standards Test in this subject. You can read the **science standards** on the CDE's Web site.

Three-Year Trend: Science



California Achievement Test (CAT/6)

The CAT/6 differs from the CST in three ways. First, in the spring of 2008, only students in grades three and seven took this test. Second, the CAT/6 is taken by students in other states, which enables us to see how our students are doing compared to other students in the nation. Third, the CAT/6 is scored by comparing students to each other on a scale from 1 to 99, much like being graded “on the curve.” In contrast, the CST scores students against five defined criteria.

SUBJECT	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
READING				
High-scoring students	Percentage of students scoring in the top quarter nationally (above the 75th percentile)	41%	29%	22%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	67%	53%	48%
LANGUAGE				
High-scoring students	Percentage of students scoring in the top quarter nationally (above the 75th percentile)	44%	33%	27%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	64%	52%	47%
MATH				
High-scoring students	Percentage of students scoring in the top quarter nationally (above the 75th percentile)	38%	25%	26%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	67%	53%	52%

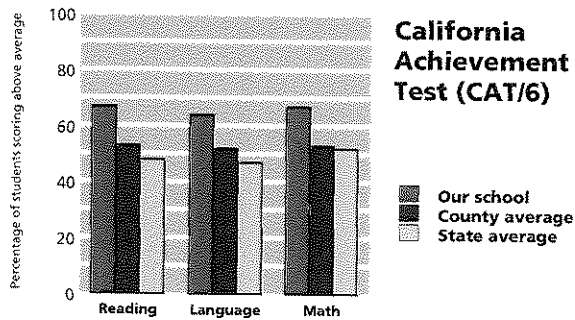
SOURCE: The scores for the CAT/6 are from the spring 2008 test cycle. County and state averages represent middle schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Therefore, our test score results may vary from other CDE test score reports when missing data makes it impossible for us to compile complete schoolwide results.
N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.

STUDENTS SCORING ABOVE AVERAGE: This view of test scores shows the percentage of our students who scored in the top half of students nationally (at the 50th percentile and higher). At Aptos, 67 percent of students scored at or above average in reading (compared to 48 percent statewide); 64 percent scored at or above average in language (compared to 47 percent statewide); and 67 percent scored at or above average in math (compared to 52 percent statewide). The subjects with the most students scoring at or above average were reading and math.

HIGH-SCORING STUDENTS: This view of test scores shows the percentage of our students who scored in the top quarter of students nationally (above the 75th percentile). At Aptos, 41 percent of students scored at the top in reading (compared to 22 percent statewide); 44 percent scored at the top in language (compared to 27 percent statewide); and 38 percent scored at the top in math (compared to 26 percent statewide). The subject with the most students scoring at the top was language.

Our CAT/6 Results Compared

Students take this test only in grades three and seven. The values displayed to the right represent the percentage of our students who scored at or above average compared to their peers in the county and state.



Other Measures of Student Achievement

Districtwide, our teachers measure students' progress using a variety of short- and long-term evaluations. They assess English Learners in the same way, although they provide extra assistance to these students if needed. We assess all students' writing several times a year.

Our school is on a quarter system, with four report card periods each year. We schedule parent conferences on an as-needed basis. We use alternative tests for specific groups of students. English Learners take the California English Language Development Test each year. We give the California Alternative Performance Assessment annually to special-needs students for whom the regular California Standards Tests would not be appropriate.

STUDENTS**Students' English Language Skills**

At Aptos, 92 percent of students were considered to be proficient in English, compared to 80 percent of middle school students in California overall.

LANGUAGE SKILLS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English-proficient students	92%	80%	80%
English Learners	8%	20%	20%

SOURCE: Language Census for school year 2007–2008. County and state averages represent middle schools only.

Languages Spoken at Home by English Learners

Please note that this table describes the home languages of just the 62 students classified as English Learners. At Aptos, the language these students most often speak at home is Spanish. In California it's common to find English Learners in classes with students who speak English well. When you visit our classrooms, ask our teachers how they work with language differences among their students.

LANGUAGE	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Spanish	92%	98%	86%
Vietnamese	0%	0%	2%
Cantonese	0%	0%	1%
Hmong	0%	0%	1%
Filipino/Tagalog	0%	0%	1%
Korean	0%	0%	1%
Khmer/Cambodian	0%	0%	1%
All other	8%	2%	7%

SOURCE: Language Census for school year 2007–2008. County and state averages represent middle schools only.

Ethnicity

Most students at Aptos identify themselves as White/European American/Other. In fact, there are about two times as many White/European American/Other students as Hispanic/Latino students, the second-largest ethnic group at Aptos. The state of California allows citizens to choose more than one ethnic identity, or to select "multiethnic" or "decline to state." As a consequence, the sum of all responses rarely equals 100 percent.

ETHNICITY	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
African American	1%	1%	8%
Asian American/ Pacific Islander	4%	3%	11%
Hispanic/Latino	30%	46%	47%
White/European American/ Other	64%	49%	34%

SOURCE: CBEDS census of October 2007. County and state averages represent middle schools only.

Family Income and Education

The free or reduced-price meal subsidy goes to students whose families earned less than \$38,203 a year (based on a family of four) in the 2007–2008 school year. At Aptos, 20 percent of the students qualified for this program, compared to 52 percent of students in California.

FAMILY FACTORS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Low-income indicator	20%	43%	52%
Parents with some college	76%	68%	54%
Parents with college degree	58%	45%	30%

SOURCE: The free and reduced-price lunch information is gathered by most districts in October. This data is from the 2007–2008 school year. Parents' education level is collected in the spring at the start of testing. Rarely do all students answer these questions. County and state averages represent middle schools only.

The parents of 76 percent of the students at Aptos have attended college, and 58 percent have a college degree. This information can provide some clues to the level of literacy children bring to school. One precaution is that the students themselves provide this data when they take the battery of standardized tests each spring, so it may not be completely accurate. About 73 percent of our students provided this information.

CLIMATE FOR LEARNING

Average Class Sizes

The average class size at Aptos varies from a low of 27 students to a high of 32. Our average class size schoolwide is 31 students. The average class size for middle schools in the state is 27 students. This table shows the average class sizes of our core courses compared to those of the county and state.

AVERAGE CLASS SIZES OF CORE COURSES	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English	27	24	26
History	31	27	28
Math	31	24	27
Science	32	26	28

SOURCE: CBEDS census, October 2007. County and state averages represent middle schools only.

Safety

Our Safe School Plan has two components: people and programs, and the physical environment. The administration, School Advisory Council (SAC), and district assistant superintendent review the plan annually.

We nurture and direct students' values through student assemblies and recognition programs. Our closed campus is clean and safe, reflecting our pride in our community and ourselves. Staff provides supervision before and after school. We conduct quarterly fire drills and biannual earthquake, intruder/lockdown, and shelter-in-place drills.

Discipline

The district trustees support a firm behavior standard for our students. Our staff develops progressive forms of discipline that include special counseling and range from afterschool detention to out-of-school suspension or expulsion. We deal swiftly with violence and possession of weapons. Our staff celebrates positive student behavior. We recognize students for outstanding citizenship on a quarterly basis. At the end of the year, we give awards to the outstanding citizens at each grade level.

KEY FACTOR	OUR SCHOOL	DISTRICT AVERAGE	STATE AVERAGE
Suspensions per 100 students			
2007–2008	9	17	20
2006–2007	9	44	20
2005–2006	17	38	18
Expulsions per 100 students			
2007–2008	1	1	0
2006–2007	1	2	1
2005–2006	1	1	0

SOURCE: Data is from the California Department of Education, SARC research file. Data represents the number of incidents reported, not the number of students involved. District and state averages represent middle schools only.

At times we find it necessary to suspend students who break school rules. We report only suspensions in which students are sent home for a day or longer. We do not report in-school suspensions, in which students are removed from one or more classes during a single school day. Expulsion is the most serious consequence we can impose. Expelled students are removed from the school permanently and denied the opportunity to continue learning here.

During the 2007–2008 school year, we had 64 suspension incidents. We had seven incidents of expulsion. To make it easy to compare our suspensions and expulsions to those of other schools, we represent these events as a ratio (incidents per 100 students) in this report. Please note that multiple incidents may involve the same student.

Homework

The principal and staff establish clear homework requirements. Homework enables students to learn responsibility and practice the concepts they've studied in class. Middle school teachers usually assign homework Monday through Thursday. Many teachers also give students at least one written assignment each week and require them to read for 30 to 90 minutes a day.

Schedule

Our school year runs from mid-August to early June for 180 instructional days. The campus is open from 8 a.m. to 4:30 p.m. Classes are from 8:35 a.m. to 2:55 p.m. On Wednesday classes are from 9:25 a.m. to 2:55 p.m. to allow time for teachers to attend planning meetings. Extracurricular activities, including sports, clubs, and dances, begin at 3 p.m. and end at 5 p.m.

Parent Involvement

Parents are actively involved in our school. They assist in the main office and school library, chaperone sports and field trips, coach sports, do fund-raising, and attend student recognition events and parent information nights. They also join SAC, which meets monthly. Our SAC goals for this year are to provide positive activities for students, explore ways to fund technology and sports, improve the math program to meet state standards, and improve communication with parents. To become involved at Aptos Junior High, contact the principal or Carol Roe, our school secretary, at (831) 688-3234 between 8 a.m. and 3:30 p.m.

The contact person for parent involvement is Principal Brian Saxton; he can be reached at (831) 688-3234.

LEADERSHIP, TEACHERS, AND STAFF

Leadership

Brian Saxton is the principal at Aptos Junior High School.

The principal, SAC, and staff make decisions collaboratively. Elected chairpersons represent the interests of each department. Each month we hold a Leadership Cabinet meeting for staff members and a SAC meeting for parents, where all members provide input on schoolwide decisions. Weekly department meetings focus on aligning instruction with the California Content Standards.

Teacher Experience and Education

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Teaching experience	Average years of teaching experience	14	12	12
Newer teachers	Percentage of teachers with one or two years of teaching experience	10%	18%	15%
Teachers holding an MA degree or higher	Percentage of teachers with a master's degree or higher from a graduate school	20%	30%	35%
Teachers holding a BA degree alone	Percentage of teachers whose highest degree is a bachelor's degree from a four-year college	80%	70%	65%

SOURCE: Professional Assignment Information Form (PAIF), October 2007, completed by teachers during the CBEDS census. County and state averages represent middle schools only.

About ten percent of our teachers have fewer than three years of teaching experience, which is below the average for new teachers in other middle schools in California. Our teachers have, on average, 14 years of experience. About 80 percent of our teachers hold only a bachelor's degree from a four-year college or university. About 20 percent have completed a master's degree or higher.

Credentials Held by Our Teachers

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Fully credentialed teachers	Percentage of staff holding a full, clear authorization to teach at the elementary or secondary level	97%	94%	93%
Trainee credential holders	Percentage of staff holding an internship credential	0%	4%	5%
Emergency permit holders	Percentage of staff holding an emergency permit	0%	3%	4%
Teachers with waivers	Lowest level of accreditation, used by districts when they have no other option	3%	1%	0%

SOURCE: PAIF, October 2007. This is completed by teachers during the CBEDS census. County and state averages represent middle schools only. A teacher may have earned more than one credential. For this reason, it is likely that the sum of all credentials will exceed 100 percent.

About 97 percent of the faculty at Aptos hold a full credential. This number is higher than the average for all middle schools in the state. None of the faculty at Aptos holds a trainee credential, which is reserved for those teachers who are in the process of completing their teacher training. In comparison, five percent of middle school teachers throughout the state hold trainee credentials. None of our faculty holds an emergency permit. Very few middle school teachers hold this authorization statewide (just four percent). All of the faculty at Aptos hold the secondary (single-subject) credential. This number is above the average for middle schools in California, which is 82 percent. You can find three years of data about teachers' credentials in the Data Almanac that accompanies this report.

Indicators of Teachers Who May Be Underprepared

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Core courses taught by a teacher not meeting NCLB standards	Percentage of core courses not taught by a "highly qualified" teacher according to federal standards in NCLB	24%	N/A	0%
Out-of-field teaching	Percentage of algebra and science courses taught by a teacher who lacks the appropriate credential for the course	41%	35%	35%
Teachers lacking a full credential	Percentage of teachers without a full, clear credential	3%	6%	7%

SOURCE: Professional Assignment Information Form (PAIF) of October 2007. Data on NCLB standards is from the California Department of Education, SARC research file.

"HIGHLY QUALIFIED" TEACHERS: The federal law known as No Child Left Behind (NCLB) requires districts to report the number of teachers considered to be "highly qualified." These "highly qualified" teachers must have a full credential, a bachelor's degree, and, if they are teaching a core subject (such as reading, math, science, or social studies), they must also demonstrate expertise in that field. The table above shows the percentage of core courses taught by teachers who are considered to be less than "highly qualified." There are exceptions, known as the **High Objective Uniform State Standard of Evaluation (HOUSSE)** rules, that allow some veteran teachers to meet the "highly qualified" test who wouldn't otherwise do so.

TEACHING OUT OF FIELD: When a teacher lacks a subject area authorization for a course she is teaching, that course is counted as an **out-of-field** section. The students who take that course are also counted. For example, if an unexpected vacancy in a biology class occurs, and a teacher who normally teaches English literature (and who lacks a subject area authorization in science) fills in to teach for the rest of the year, that teacher would be teaching out of field. See the detail for algebra and science in the Out-of-Field Teaching table. About 41 percent of our core courses were taught by teachers who were teaching out of their field of expertise, compared to 35 percent of core courses taught by such middle school teachers statewide.

CREDENTIAL STATUS OF TEACHERS: Teachers who lack full credentials are working under the terms of an emergency permit, an internship credential, or a waiver. They should be working toward their credential, and they are allowed to teach in the meantime only if the school board approves. About three percent of our teachers were working without full credentials, compared to seven percent of teachers in middle schools statewide.

Out-of-Field Teaching, Detail by Selected Subject Areas

CORE COURSE	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Algebra	Percentage of algebra courses taught by a teacher lacking the appropriate subject area authorization	19%	29%	26%
Science	Percentage of science courses taught by a teacher lacking the appropriate subject area authorization	69%	40%	40%

SOURCE: PAIF, October 2007. This is completed by teachers during the CBEDS census. County and state averages represent middle schools only.

In this more detailed analysis, you'll find the percentage of algebra courses taught by teachers who lack subject-area authorization in math. While algebra teachers in some middle schools might not formally be required to hold this math subject-area authorization, it is better if they do. We have applied the same criteria to science courses taught at all middle school grade levels. Note that school board policy determines which grade levels are secondary grade levels and require teachers to hold a secondary (single-subject) credential, and which are primary grade levels requiring an elementary (multiple-subject) credential.

More facts about our teachers, called for by the recent Williams legislation of 2004, are available on our Accountability Web page, which is accessible from our district Web site. You will find specific facts about **misassigned teachers** and **teacher vacancies** in the 2008–2009 school year.

Districtwide Distribution of Teachers Who Are Not "Highly Qualified"

Here, we report the percentage of core courses in our district whose teachers are considered to be less than "highly qualified" by NCLB's standards. We show how these teachers are distributed among schools according to the percentage of low-income students enrolled.

The CDE has divided schools in the state into four groups (quartiles), based on the percentage of families who qualify and apply for free or reduced-price

lunches. The one-fourth of schools with the most students receiving subsidized lunches are assigned to the first group. The one-fourth of schools with the fewest students receiving subsidized lunches are assigned to the fourth group. We compare the courses and teachers assigned to each of these groups of schools to see how they differ in "highly qualified" teacher assignments.

The average percentage of courses in our district not taught by a "highly qualified" teacher is 20 percent, compared to eight percent statewide. For schools with the highest percentage of low-income students, this factor is nine percent, compared to five percent statewide. For schools with the lowest percentage of low-income students, this factor is 17 percent, compared to 11 percent statewide.

DISTRICT FACTOR	DESCRIPTION	CORE COURSES NOT TAUGHT BY HQT IN DISTRICT	CORE COURSES NOT TAUGHT BY HQT IN STATE
Districtwide	Percentage of core courses not taught by "highly qualified" teachers (HQT)	20%	8%
Schools with the most low-income students	First quartile of schools whose core courses are not taught by "highly qualified" teachers	9%	5%
Schools with the fewest low-income students	Fourth quartile of schools whose core courses are not taught by "highly qualified" teachers	17%	11%

SOURCE: Data is from the California Department of Education, SARC research file.

Staff Development

Our school and the district offer numerous training opportunities throughout the year to support our goals for increased student achievement. Staff members have regular opportunities for both training and collaboration. All teachers new to the district receive additional support and training.

YEAR	PROFESSIONAL DEVELOPMENT DAYS
2007–2008	3.0
2006–2007	3.0
2005–2006	3.0

SOURCE: This information is supplied by the school district.

Evaluating and Improving Teachers

All certificated staff members participate in the district's ongoing evaluation process. The foundation for the evaluation system is the Continuum of Teacher Abilities, which is based on the California Standards for the Teaching Profession. The evaluation process involves a self-assessment, three conference cycles, and an observation by the evaluating administrator. Teachers complete both a midyear and a final assessment.

Substitute Teachers

The district holds ongoing recruitment to maintain a pool of qualified substitutes, which includes many retired teachers. The district offers an annual training academy for all substitutes. Each school has its own plan for covering classes if qualified substitutes are not available on a given day.

Specialized Resource Staff

Our school may employ social workers, speech and hearing specialists, school psychologists, nurses, and technology specialists. These specialists often work part time at our school and some may work at more than one school in our district. Their schedules will change as our students' needs change. For these reasons, the staffing counts you see here may differ from the staffing provided today in this school. For more details on **statewide ratios of counselors, psychologists, or other pupil services staff** to students, see the California Department of Education (CDE) Web site. **Library facts** and frequently asked questions are also available there.

ACADEMIC GUIDANCE COUNSELORS: Our school has one full-time equivalent academic counselor, which is equivalent to one counselor for every 737 students. Just for reference, California districts employed about one academic counselor for every 773 middle school students in the state. More information about **counseling and student support** is available on the CDE Web site.

STAFF POSITION	STAFF (FTE)
Counselors	1.0
Librarians	0.0
Psychologists	0.0
Social workers	0.0
Nurses	0.0
Speech/language/hearing specialists	0.0
Resource specialists	0.0

SOURCE: CBEDS census, October 2007.

Specialized Programs and Staff

We benefit from the services of a youth counselor who works 30 hours a week and a full-time academic counselor. We have added a half-time academic counselor to work with our struggling students. Our school has a health aide who is on site three days a week and a nurse who is on site once a week. We have two core classes that provide support for students who scored low in reading and English/language arts on their standardized state tests. We have classes in math to assist students struggling with their basic skills, and these students have access to SuccessMaker as well.

GIFTED AND TALENTED EDUCATION (GATE): In the fall, a district team identifies GATE students in kindergarten through sixth grade through a variety of means, including staff or parent recommendations, test scores, student work, and participation. Students may qualify by intellectual ability, specific academic ability, or critical or creative thinking ability. We serve GATE students in the regular classroom most of the time using differentiated (individualized) curriculum of greater depth, complexity, acceleration, and novelty. Staff receives support through training, resource materials, and individual coaching.

SPECIAL EDUCATION PROGRAM: We outline each special education student's needs in an Individualized Education Program (IEP). Our district offers special classes to students with needs ranging from mild to severe. The curriculum ranges from modified general education to alternative life skills. We offer specialized classes for students with autism, hearing impairments, and emotional disturbances. We place students in regular classrooms with support when appropriate. Support services are available for students who need speech and language therapy, occupational therapy, adaptive PE, and vocational education and for students with vision, hearing, and orthopedic disabilities.

ENGLISH LEARNER PROGRAM: We offer three kinds of instructional settings for English Learners. English Learners in Structured English Immersion or English Language Mainstream programs receive instruction from teachers who are certified in Bilingual Cross-cultural Language and Academic Development (BCLAD), Cross-cultural Language and Academic Development (CLAD), or other sheltered English programs. English Learners in the Alternative Bilingual program have teachers certified with BCLAD or equivalent. The bilingual program requires an annual signed parent waiver. All English Learners receive instruction in English Language Development.

RESOURCES

Buildings

The oldest buildings in the Pajaro Valley Unified School District were built in the early 1900s. Our district recently finished constructing two more school sites, which brings the total number of schools in our district to 34. We have fully or partially upgraded or modernized 80 percent of all schools in the district over the past ten years. The district has replaced 90 percent of our relocatable classrooms, also known as portables, with new, state-approved portables. We added several portables to various school sites. Please contact our school office for more information about the buildings and facilities on our campus.

More facts about the **condition of our school buildings** are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the **Office of Public School Construction (OPSC)** and were brought about by the Williams legislation. You can look at the six-page **survey form** used for the assessment on the Web site of the OPSC.

Library

Each of the schools in our district has a library/media program. We have a full-time library/media specialist, and our program ensures equity and freedom of access to information and ideas via the Internet; nonfiction print materials; and current, interesting, high-quality literature. Students may visit the library daily during school hours. We have an extensive computer-based Accelerated Reader program, which emphasizes reading comprehension at the appropriate level for each student.

Computers

We have 58 computers available for student use, which means that, on average, there is one computer for every 13 students. There are 20 classrooms connected to the Internet.

RESOURCES	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Students per computer	13	5	4
Internet-connected classrooms	20	31	35

SOURCE: CBEDS census of October 2007. County and state averages represent middle schools only.

Aptos Junior High has two computer labs and offers two elective computer courses in grade seven. One of our computer labs is dedicated to the SuccessMaker program to help students struggling in math. We also offer an advanced computer elective course to students in grade eight. The library has seven computers for research projects. Each teacher has a laptop and handles attendance and grading online. Teachers communicate with parents through email and are developing individual Web sites. We are placing up to five computers in selected teachers' classrooms to enhance their instruction. We also have one mobile computer cart that is checked out on a regular basis. We will be receiving two more mobile carts as part of the SWEET grant.

Textbooks

We choose our textbooks from lists that have already been approved by state education officials. For a list of some of the textbooks we use at our school, see the Data Almanac that accompanies this report.

We have also reported additional facts about our textbooks called for by the Williams legislation of 2004. This online report shows whether we had a textbook for each student in each core course during the 2008–2009 school year and whether those **textbooks** covered the California Content Standards.

For more than six years, panels of scholars have decided what California students should learn and be able to do. Their decisions are known as the California Content Standards, and they apply to all public schools in the state. The textbooks we use and the tests we give are based on these content standards, and we expect our teachers to be firmly focused on them. Policy experts, researchers, and educators consider our state's standards to be among the most rigorous and challenging in the nation.

You can find the **content standards** for each subject at each grade level on the Web site of the California Department of Education (CDE).

SCHOOL EXPENDITURES

Our magazine drive raises an average of \$25,000 annually. Every year eScrip, a program in which businesses donate a portion of their sales, raises about \$2,000. The Cultural Arts Council donated \$6,000 in a two-year period for our drama program. We have difficulty qualifying for grants because of our students' high socioeconomic status and academic achievement. Currently, our dedicated parents are our most valuable resource.

Spending per Student (2006–2007)

To make comparisons possible across schools and districts of varying sizes, we first report our overall annual spending per student. We base our calculations on our average daily attendance (ADA), which was 682 students.

We've broken down expenditures by the type of funds used to pay for them. Unrestricted funds can be used for any lawful purpose. Restricted funds, however, must be spent for specific purposes set out by legal requirements or the donor. Examples include funding for instructional materials, economic impact aid, and teacher- and principal-training funds.

TYPE OF FUNDS	OUR SCHOOL	DISTRICT AVERAGE	SCHOOL VARIANCE	STATE AVERAGE	SCHOOL VARIANCE
Unrestricted funds (\$/student)	\$3,905	\$4,947	-21%	\$5,300	-26%
Restricted funds (\$/student)	\$1,385	\$4,289	-68%	\$2,817	-51%
TOTAL (\$/student)	\$5,290	\$9,236	-43%	\$8,117	-35%

SOURCE: Information provided by the school district.

Total Expenditures, by Category (2006–2007)

Here you can see how much we spent on different categories of expenses. We're reporting the total dollars in each category, not spending per student.

CATEGORY	UNRESTRICTED FUNDS	RESTRICTED FUNDS	TOTAL	PERCENTAGE OF TOTAL*
Teacher salaries	\$1,749,018	\$307,132	\$2,056,150	57%
Other staff salaries	\$218,730	\$193,303	\$412,033	11%
Benefits	\$637,584	\$260,924	\$898,508	25%
Books and supplies	\$31,881	\$140,030	\$171,911	5%
Equipment replacement	N/A	N/A	N/A	N/A
Services and direct support	\$25,823	\$43,275	\$69,098	2%
TOTAL	\$2,663,036	\$944,664	\$3,607,700	

SOURCE: Information provided by the school district.

* Totals may not add up to exactly 100% because of rounding.

Compensation per Teacher (2006–2007)

The total of what our teachers earn appears below. You can see the portion of teacher pay that goes to salary and three types of benefits.

To make comparisons possible across schools and districts of varying sizes, we first report our compensation per full-time equivalent (FTE) teacher. A teacher who works full time counts as 1.0 FTE teacher. A teacher who works only half time counts as 0.5 FTE teacher. We had 30 FTE teachers working in our school.

CATEGORY	OUR SCHOOL	DISTRICT AVERAGE	SCHOOL VARIANCE	STATE AVERAGE	SCHOOL VARIANCE
Salaries	\$58,328	\$58,174	0%	\$62,157	-6%
Retirement benefits	\$7,733	\$9,921	-22%	\$6,557	18%
Health and medical benefits	\$16,901	\$20,668	-18%	\$10,416	62%
Other benefits	\$7,215	\$9,839	-27%	\$453	1493%
TOTAL	\$90,177	\$98,601	-9%	\$79,583	13%

SOURCE: Information provided by the school district.

Total Teacher Compensation (2006–2007)

Here you can see how much we spent on different categories of compensation. We're reporting the total dollars in each category, not compensation per teacher.

CATEGORY	TOTAL	PERCENTAGE OF TOTAL*
Salaries	\$1,749,845	65%
Retirement benefits	\$231,983	9%
Health and medical benefits	\$507,015	19%
Other benefits	\$216,452	8%
TOTAL	\$2,705,295	

SOURCE: Information provided by the school district.

* Totals may not add up to exactly 100% because of rounding.

TECHNICAL NOTE ON DATA RECENCY: All data is the most current available as of November 2008. The CDE may release additional or revised data for the 2007–2008 school year after the publication date of this report. We rely on the following sources of information from the California Department of Education: California Basic Education Data System (CBEDS) (October 2007 census); Language Census (March 2008); California Achievement Test and California Standards Tests (spring 2008 test cycle); Academic Performance Index (October 2008 growth score release); Adequate Yearly Progress (November 2008).

DISCLAIMER: School Wise Press, the publisher of this accountability report, makes every effort to ensure the accuracy of this information but offers no guarantee, express or implied. While we do our utmost to ensure the information is complete, we must note that we are not responsible for any errors or omissions in the data. Nor are we responsible for any damages caused by the use of the information this report contains. Before you make decisions based on this information, we strongly recommend that you visit the school and ask the principal to provide the most up-to-date facts available.

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» Adequacy of Key Resources

Here you'll find key facts about our teachers, textbooks, and facilities during the school year in progress, 2008–2009. Please note that these facts are based on evaluations our staff conducted in accordance with the Williams legislation.



TEACHERS**Teacher Vacancies**

The Williams legislation asked districts to disclose how frequently full-time teachers were not permanently assigned to a classroom. There are two general circumstances that can lead to the unfortunate case of a classroom without a full-time, permanently assigned teacher. Within the first 20 days of the start of school, we can be surprised by too many students showing up for school, or too few teachers showing up to teach. After school starts, however, teachers can also be surprised by sudden changes: family emergencies, injuries, accidents, etc. When that occurs, it is our school's and our district's responsibility to fill that teacher's vacancy with a qualified, full-time and permanently assigned replacement. For that reason, we report teacher vacancies in two parts: at the start of school, and after the start of school.

KEY FACTOR	2006-2007	2007-2008	2008-2009
TEACHER VACANCIES OCCURRING AT THE BEGINNING OF THE SCHOOL YEAR			
Total number of classes at the start of the year	142	149	145
Number of classes which lacked a permanently assigned teacher within the first 20 days of school	0	0	1
TEACHER VACANCIES OCCURRING DURING THE SCHOOL YEAR			
Number of classes where the permanently assigned teacher left during the year	0	0	0
Number of those classes where you replaced the absent teacher with a single new teacher	0	0	0

NOTES: This report was completed on Friday, November 07, 2008.

Teacher Misassignments

A “misassigned” teacher is one who lacks the appropriate subject–area authorization for a class she is teaching.

Under the terms of the Williams settlement, schools must inform the public of the number of their teachers who are misassigned. It is possible for a teacher who lacks the authorization for a subject to get special permission—in the form of an emergency permit, waiver, or internship authorization—from the school board or county office of education to teach the subject anyway. This permission prevents the teacher from being counted as misassigned.

KEY FACTOR	DESCRIPTION	2006–2007	2007–2008	2008–2009
Teacher Misassignments	Total number of classes taught by teachers without a legally recognized certificate or credential	0	0	0
Teacher Misassignments in Classes that Include English Learners	Total number of classes that include English learners and are taught by teachers without CLAD/BCLAD authorization, ELD or SDAIE training, or equivalent authorization from the California Commission on Teacher Credentialing	0	0	0
Other Employee Misassignments	Total number of service area placements of employees without the required credentials	0	0	0

NOTES: This report was completed on Friday, November 07, 2008.

TEXTBOOKS

The main fact about textbooks that the Williams legislation calls for described whether schools have enough books in core classes for all students. The law also asks districts to reveal whether those books are presenting what the California content standards calls for. This information is far more meaningful when viewed along with the more detailed description of textbooks contained in our School Accountability Report Card (SARC). There you'll find the names of the textbooks used in our core classes, their dates of publication, the names of the firms that published them, and more.

SUBJECT	ARE THERE TEXTBOOKS OR INSTRUCTIONAL MATERIALS IN USE?		ARE THERE ENOUGH BOOKS FOR EACH STUDENT?	
	STANDARDS ALIGNED?	OFFICIALLY ADOPTED?	FOR USE IN CLASS?	PERCENTAGE OF STUDENTS HAVING BOOKS TO TAKE HOME?
English	Yes	Yes	Yes	100%
Math	Yes	Yes	Yes	100%
Science	Yes	Yes	Yes	100%
Social Studies	Yes	Yes	Yes	100%
Health Sciences	Yes	Yes	Yes	100%
Visual and Performing Arts	Yes	Yes	Yes	100%

NOTES: This report was completed on Tuesday, October 21, 2008. This information was collected on Wednesday, September 10, 2008.

FACILITIES

To determine the condition of our facilities, our district sent experts from our facilities team to inspect them. They used a survey, called the Facilities Inspection Tool, issued by the Office of Public School Construction. Based on that survey, we've answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed.

AREA	RATING	DESCRIPTION
Overall Rating	Exemplary	Our school meets most or all of the standards for good repair, established by the Office of Public School Construction. If we have any deficiencies, they are not significant. We scored between 98 and 100 percent on the 15 categories of our evaluation.
1. Gas Leaks	Good	No apparent problems.
2. Mechanical Problems (Heating, Ventilation, and Air Conditioning)	Good	No apparent problems.
3. Windows, Doors, Gates, Fences (Interior and Exterior)	Good	No apparent problems.
4. Interior Surfaces (Walls, Floors, and Ceilings)	Good	No apparent problems.
5. Hazardous Materials (Lead Paint, Asbestos, Mold, Flammables, etc.)	Good	No apparent problems.
6. Structural Damage (Cracks in Walls and Foundations, Sloping Ceilings, Posts or Beams Missing)	Good	No apparent problems.
7. Fire Safety (Sprinkler Systems, Alarms, Extinguishers)	Good	No apparent problems.
8. Electrical Systems and Lighting	Good	No apparent problems.
9. Pest or Vermin Infestation	Good	No apparent problems.
10. Drinking Fountains (Inside and Out)	Good	No apparent problems.
11. Bathrooms	Good	No apparent problems.
12. Sewer System	Good	No apparent problems.
13. Roofs	Good	No apparent problems.
14. Playground/School Grounds	Good	No apparent problems.
15. Overall Cleanliness	Good	No apparent problems.
Other Deficiencies	N/A	Old wood staircase down the front hill of the campus needs renovation an upgrade replacement .

INSPECTORS AND ADVISORS: This report was completed on Tuesday, November 18, 2008 by Walt Zander (Director M&O). The facilities inspection occurred on Tuesday, May 20, 2008. We employed the following staff or businesses in completing this report: Dan Zumaran Lead Custodian 2 PVUSD M&O Assisted Milton McGill lead Cust 2 PVUSD Aptos Jr

➤ Data Almanac

This Data Almanac provides more-detailed information than the School Accountability Report Card or data that covers a period of more than one year. It presents the facts and statistics in tables without narrative text.



STUDENTS AND TEACHERS

Student Enrollment by Ethnicity and Other Characteristics

The ethnicity of our students, estimates of their family income and education level, their English fluency, and their learning-related disabilities.

GROUP	ENROLLMENT
Number of students	737
African American	1%
American Indian or Alaska Native	1%
Asian	2%
Filipino	1%
Hispanic or Latino	30%
Pacific Islander	0%
White (not Hispanic)	63%
Multiple or no response	0%
Socioeconomically disadvantaged	20%
English Learners	8%
Students with disabilities	10%

SOURCE: All but the last three lines are from the annual census, CBEDS, October 2007. Data about students who are socioeconomically disadvantaged, English Learners, or learning disabled come from the School Accountability Report Card unit of the California Department of Education.

Student Enrollment by Grade Level

Number of students enrolled in each grade level at our school.

GRADE LEVEL	STUDENTS
Kindergarten	0
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	0
Grade 5	0
Grade 6	0
Grade 7	378
Grade 8	359
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0

SOURCE: CBEDS, October 2007.

Average Class Size by Core Course

The average class size by core courses.

SUBJECT	2005–2006	2006–2007	2007–2008
English	27	27	27
History	29	31	31
Math	31	31	31
Science	32	33	32

SOURCE: CBEDS, October 2007.

Average Class Size by Core Course, Detail

The number of classrooms that fall into each range of class sizes.

SUBJECT	2005–2006			2006–2007			2007–2008		
	1–22	23–32	33+	1–22	23–32	33+	1–22	23–32	33+
English	4	6	4	8	17	4	7	13	9
History	2	13	5	1	14	5	2	11	10
Math	1	11	8	1	9	8	3	8	11
Science	0	3	2	0	6	10	0	8	8

SOURCE: CBEDS, October 2007.

Teacher Credentials

The number of teachers assigned to the school with a full credential and without a full credential, for both our school and the district.

TEACHERS	SCHOOL			DISTRICT
	2005–2006	2006–2007	2007–2008	2007–2008
With Full Credential	24	28	29	833
Without Full Credential	2	2	1	49

SOURCE: CBEDS, October 2007, Professional Assignment Information Form (PAIF) section.

Physical Fitness

Students in grades five, seven, and nine take the California Fitness Test each year. This test measures students' aerobic capacity, body composition, muscular strength, endurance, and flexibility using six different tests. The table below shows the percentage of students at our school who scored within the "healthy fitness zone" on all six tests. Our 2007–2008 results are compared to other students' results in the county and state. More information about **physical fitness testing and standards** is available on the CDE Web site.

CATEGORY	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Boys in Fitness Zone	31%	31%	30%
Girls in Fitness Zone	51%	42%	35%
Fifth graders in Fitness Zone	N/A	26%	27%
Seventh graders in Fitness Zone	41%	37%	33%
Ninth graders in Fitness Zone	N/A	47%	29%
All students in Fitness Zone	41%	37%	32%

SOURCE: Physical fitness test data is produced annually as schools test their students on the six Fitnessgram Standards. Data is reported by Educational Data Systems. County and state averages represent middle schools only.

STUDENT PERFORMANCE

California Standards Tests (CST)

The California Standards Tests (CST) show how well students are doing in learning what the state content standards require. The CST include English/language arts and mathematics in grades six through eight; science in grade eight; and history/social science in grade eight. Student scores are reported as performance levels.

CST Results for All Students: Three-Year Comparison

The percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most current three-year period.

SUBJECT	SCHOOL PERCENT PROFICIENT OR ADVANCED			DISTRICT PERCENT PROFICIENT OR ADVANCED			STATE PERCENT PROFICIENT OR ADVANCED		
	2006	2007	2008	2006	2007	2008	2006	2007	2008
English/ language arts	62%	61%	62%	29%	30%	32%	42%	43%	46%
History/social science	52%	49%	47%	20%	22%	23%	33%	33%	36%
Mathematics	51%	53%	57%	27%	29%	31%	40%	40%	43%
Science	70%	71%	71%	25%	29%	35%	35%	38%	46%

SOURCE: California Standards Tests (CST) results, spring 2008 test cycle, as interpreted and published by the CDE unit responsible for School Accountability Report Cards.

CST Results by Student Group: Most Recent Year

The percentage of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

STUDENT GROUP	PERCENTAGE OF STUDENTS SCORING PROFICIENT OR ADVANCED			
	ENGLISH/ LANGUAGE ARTS 2007-2008	HISTORY/ SOCIAL SCIENCE 2007-2008	MATHEMATICS 2007-2008	SCIENCE 2007-2008
African American	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	62%	33%	81%	75%
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	32%	26%	30%	48%
Pacific Islander	N/A	N/A	N/A	N/A
White (not Hispanic)	76%	57%	67%	82%
Boys	53%	48%	53%	76%
Girls	71%	46%	61%	66%
Economically disadvantaged	31%	N/A	29%	42%
English Learners	3%	0%	9%	19%
Students with disabilities	7%	N/A	6%	30%
Students receiving migrant education services	18%	12%	17%	41%

SOURCE: California Standards Tests (CST) results, spring 2008 test cycle, as interpreted and published by the CDE unit responsible for School Accountability Report Cards.

ACCOUNTABILITY**California Academic Performance Index (API)**

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1000, with a statewide target of 800. Detailed information about the API can be found on the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks: Three-Year Comparison

The state assigns statewide and similar-schools API ranks for all schools. The API ranks range from 1 to 10. A statewide rank of 1 means that the school has an API in the lowest 10 percent of all middle schools in the state, while a statewide rank of 10 means that the school has an API in the highest 10 percent of all middle schools in the state. The similar-schools API rank reflects how a school compares to 100 statistically matched schools with similar teachers and students.

API RANK	2005–2006	2006–2007	2007–2008
Statewide rank	8	8	8
Similar-schools rank	3	6	8

SOURCE: The API Base Report from August 2008.

API Changes by Student Group: Three-Year Comparison

API changes for all students and student groups: the actual API changes in points added or lost for the past three years, and the most recent API. Note: "N/A" means that the student group is not numerically significant.

STUDENT GROUP	ACTUAL API CHANGE			API SCORE
	2005–2006	2006–2007	2007–2008	2007–2008
All students at the school	+9	+4	-3	809
African American	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	-13	+0	-9	679
Pacific Islander	N/A	N/A	N/A	N/A
White (non Hispanic)	+27	+9	+2	861
Economically disadvantaged	N/A	+19	-31	635
English Learners	N/A	N/A	N/A	N/A
Students with disabilities	N/A	N/A	N/A	N/A

SOURCE: The API Growth Report as released in the Accountability Progress Report in October 2008.

Federal Adequate Yearly Progress (AYP) and Intervention Programs

The federal law known as No Child Left Behind requires that all schools and districts meet all three of the following criteria in order to attain Adequate Yearly Progress (AYP):

- (a) a 95-percent participation rate on the state's tests;
- (b) a CDE-mandated percentage of students scoring Proficient or higher on the state's English/language arts and mathematics tests; and
- (c) an API of at least 590 or growth of at least one point.

AYP for the District

Whether the district met the federal requirement for AYP overall, and whether the school and the district met each of the AYP criteria.

AYP CRITERIA	DISTRICT
Overall	No
Graduation rate	Yes
Participation rate in English/language arts	Yes
Participation rate in mathematics	Yes
Percent Proficient in English/language arts	No
Percent Proficient in mathematics	No
Met Academic Performance Index (API)	Yes

SOURCE: The AYP Report as released in the Accountability Progress Report in November 2008.

Intervention Program: District Program Improvement (PI)

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

INDICATOR	DISTRICT
PI stage	3 of 5
The year the district entered PI	2004
Number of schools currently in PI	20
Percentage of schools currently in PI	61%

SOURCE: The Program Improvement Report as released in the Accountability Progress Report in October 2008.

DISTRICT EXPENDITURES

Total expenses include only the costs related to direct educational services to students. This figure does not include food services, land acquisition, new construction, and other expenditures unrelated to core educational purposes. The expenses-per-student figure is calculated by dividing total expenses by the district's average daily attendance (ADA). More information is available on the CDE's Web site.

CATEGORY OF EXPENSE	OUR DISTRICT	SIMILAR DISTRICTS	ALL DISTRICTS
FISCAL YEAR 2006–2007			
Total expenses	\$169,495,511	N/A	N/A
Expenses per student	\$9,236	\$8,193	\$8,117
FISCAL YEAR 2005–2006			
Total expenses	\$155,387,741	N/A	N/A
Expenses per student	\$8,575	\$7,583	\$7,521

SOURCE: Fiscal Services Division, California Department of Education.

District Salaries, 2006–2007

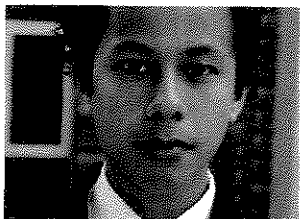
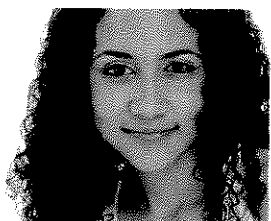
This table reports the salaries of teachers and administrators in our district for the 2006–2007 school year. According to the CDE's SARC Data Definitions, "State certification/release dates for fiscal data occur in middle to late spring, precluding the inclusion of 2007–08 data in most cases. Therefore, 2006–07 data are used for report cards prepared during 2008–09." This table compares our average salaries to those in districts like ours, based on both enrollment and the grade level of our students. In addition, we report the percentage of our district's total budget dedicated to teachers' and administrators' salaries. The costs of health insurance, pensions, and other indirect compensation are not included.

SALARY INFORMATION	DISTRICT AVERAGE	STATE AVERAGE
Beginning teacher's salary	\$31,628	\$39,708
Midrange teacher's salary	\$54,285	\$63,805
Highest-paid teacher's salary	\$74,530	\$82,081
Average principal's salary (middle school)	\$98,526	\$107,816
Superintendent's salary	\$160,543	\$183,478
Percentage of budget for teachers' salaries	32%	41%
Percentage of budget for administrators' salaries	6%	5%

SOURCE: School Accountability Report Card unit of the California Department of Education.

TEXTBOOKS**Textbook Adoption List**

TITLE	SUBJECT	DATE OF PUBLICATION	ADOPTION DATE
High Point Basics Student Book	Language Arts	2001	2002
Houghton Mifflin Lectura	Language Arts	2003	2003
McDougal Little Math. Concepts & Skills	Math	2001	2002
Prentice Hall Algebra I	Math	2002	2002
Prentice Hall Pre-Algebra	Math	2002	2002
Holt: Earth, Physical and Life Science.	Science	2007	2008
McDougal Littell	Social Studies	2006	2007
Prentice Hall	Social Studies	2006	2007



Watsonville High School

School Accountability Report Card, 2007–2008
Pajaro Valley Unified School District

» An annual report to the community about teaching, learning, test results, resources, and measures of progress in our school.

Watsonville High School

School Accountability Report Card, 2007–2008 Pajaro Valley Unified School District

This School Accountability Report Card (SARC) provides information that can be used to evaluate and compare schools. State and federal laws require all schools to publish a SARC each year.

The information in this report represents the 2007–2008 school year, not the current school year. In most cases, this is the most recent data available. We present our school's results next to those of the average high school in the county and state to provide the most meaningful and fair comparisons. To find additional facts about our school online, please use the **DataQuest** tool offered by the California Department of Education.

If you are reading a printed version of this report, note that words that appear in a smaller, bold typeface are links in the online version of this report to even more information. You can find a master list of those linked words, and the Web page addresses they are connected to, at:

http://www.schoolwisepress.com/sarc/links_2008_en.html

Reports about other schools are available on the **California Department of Education Web site**. Internet access is available in local libraries.

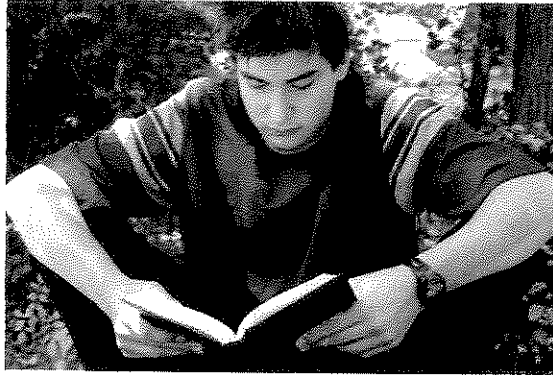
If you have any questions related to this report, please contact the school office.

How to Contact Our School

250 East Beach Street
Watsonville, CA 95076
Principal: Murry Schekman
Phone: (831) 728-6390

How to Contact Our District

294 Green Valley Rd.
Watsonville, CA 95076
Phone: (831) 786-2100
<http://www.pvUSD.net>



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Watsonville High School

School Accountability Report Card, 2007–2008
Pajaro Valley Unified School District

» Principal's Message

Watsonville High School (WHS) is proud to have received a large grant helping us structure our school as 11 different Small Learning Communities. We believe that creating “smallness within bigness” will enhance our students’ sense of belonging to our large high school and add to the environment, helping our students reach a higher level of achievement. Over 300 students from other attendance areas are choosing to attend Watsonville High School.

Our School Site Council (SSC), English Language Advisory Committee (ELAC), and booster groups actively support our school. We welcome parents and community members to volunteer on our campus.

Murry Schekman, PRINCIPAL

Grade range and calendar

9–12

TRADITIONAL

Academic Performance Index

604

County Average: 719
State Average: 710

Student enrollment

2,150

County Average: 676
State Average: 1,246

Teachers

96

County Average: 30
State Average: 54

Students per teacher

22

County Average: 22
State Average: 23

Students per computer

4

County Average: 4
State Average: 4

Major Achievements

- We continued to teach algebra to all incoming ninth graders and provided a math laboratory for students who needed additional support.
- We have 11 different Small Learning Communities (SLC). One of these SLCs, Environmental Science and Natural Resources, received a five-year grant to enhance learning through the California Partnership Academy model.
- We continued our weekly teacher collaboration day, with additional time devoted to SLC collaboration.
- Our staff defined algebra and geometry common assessments to help students develop mastery of the content and began a process to provide formative assessments for our ninth grade students.
- We instituted tutorial programs for students who are struggling academically. Through our extended learning program, our staff helped students pass classes that the students had previously failed. Although we can improve in our California High School Exit Exam (CAHSEE) passing rates, the Extended Learning program had significant impact on our seniors' passing rate.
- We increased parent participation in the English Learners Advisory Council (ELAC) and at Open House and Back-to-School nights.
- WHS has put together a comprehensive staff training program that addresses the needs of the staff and students. Our focus is on literacy, differentiated instruction, use of technology as a teaching and organizing tool, and more effective communication with and support of our parents. Teachers who previously used paper and pencil to manage grades are now using an online grade book so parents can monitor their child's progress.

Focus for Improvement

- Two years ago, a Western Association of Schools and Colleges (WASC) committee examined our school and recommended that we do the following:
 - Address the lack of academic success for a large number of students.
 - Fully implement individualized instruction in all classes to ensure academic success.
 - Continue with our major reform efforts (advisory period, block scheduling, and small learning communities).
 - Increase student scores on the California Standards Tests.
 - Increase the number of parent volunteers at our site.
 - Improve the level of passing of the CAHSEE for all of our students.
 - The WASC committee will return on March 30, 2009. We are optimistic about the results of their next visit.

MEASURES OF PROGRESS

Academic Performance Index

The Academic Performance Index (API) is California’s way of comparing schools based on student test scores. The index was created in 1999 to help parents and educators recognize schools that show progress and identify schools that need help. A school’s API determines whether it receives recognition or sanctions. It is also used to compare schools in a statewide ranking system. The California Department of Education (CDE) calculates a school’s API using student test results from the California Standards Tests, the California Achievement Test, and, for high schools, the California High School Exit Exam (CAHSEE). APIs range from 200 to 1000. The CDE expects all schools to eventually obtain APIs of at least 800. **Additional information on the API** can be found on the CDE Web site.

CALIFORNIA API ACADEMIC PERFORMANCE INDEX	
Met schoolwide growth target	No
Met growth target for prior school year	No
API score	604
Growth attained from prior year	-1
Met subgroup* growth targets	No
Underperforming school	No

Watsonville HS’s API was 604 (out of 1000). This is a decline of 1 point compared to last year’s API. About 96 percent of our students took the test. You can find three years of detailed API results in the Data Almanac that accompanies this report.

SOURCE: API based on spring 2008 test cycle. Growth scores alone are displayed and are current as of November 2008.

*Ethnic groups, English Learners, special ed students, or socioeconomic groups of students that make up 15 percent or more of a school’s student body. These groups must meet AYP and API goals. R/P - Results pending due to challenge by school. N/A - Results not available.

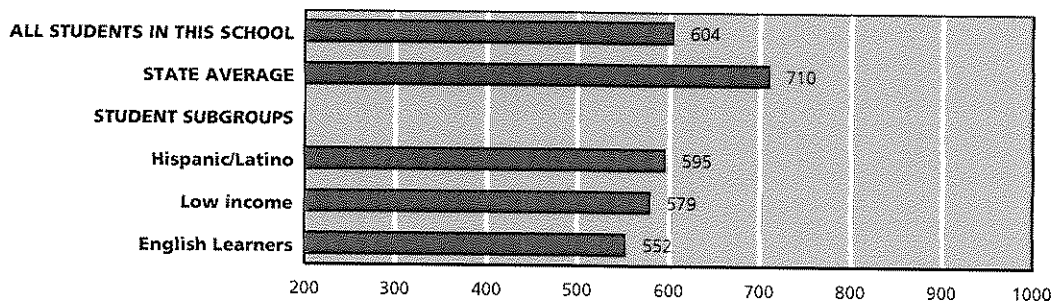
API RANKINGS: Based on our 2006–2007 test results, we started the 2007–2008 school year with an API base score of 605. The state ranks all schools according to this score on a scale from 1 to 10 (10 being highest). Compared to all high schools in California, our school ranked 2 out of 10.

SIMILAR SCHOOL RANKINGS: We also received a second ranking that compared us to the 100 schools with the most similar students, teachers, and class sizes. Compared to these schools, our school ranked 3 out of 10. The CDE recalculates this factor every year. To read more about the specific elements included in this calculation, refer to the **CDE Web site**.

API GROWTH TARGETS: Each year the CDE sets specific API “growth targets” for every school. It assigns one growth target for the entire school, and it sets additional targets for ethnic groups, English Learners, special education students, or socioeconomic subgroups of students that make up a significant portion of the student body. Schools are required to meet all of their growth targets. If they do, they may be eligible to apply for awards through the California School Recognition Program and the Title I Achieving Schools Program.

We did not meet some or all of our assigned growth targets during the 2007–2008 school year. Just for reference, 40 percent of high schools statewide met their growth targets.

API, Spring 2008



SOURCE: API based on spring 2008 test cycle. State average represents high schools only.
NOTE: Only groups of students that represent at least 15 percent of total enrollment are calculated and displayed as student subgroups.

Adequate Yearly Progress

In addition to California’s accountability system, which measures student achievement using the API, schools must also meet requirements set by the federal education law known as **No Child Left Behind (NCLB)**. This law requires all schools to meet a different goal: **Adequate Yearly Progress (AYP)**.

We met six out of 18 criteria for yearly progress. Because we fell short in 12 areas, we did not make AYP. Our school is also on the federal watchlist known as Program Improvement (PI). See the next page for background on this matter and an explanation of the consequences.

To meet AYP, high schools must meet four criteria. First, a certain percentage of students must score at or above Proficient levels on the California High School Exit Exam (CAHSEE): 33.4 percent on the English/language arts test and 32.2 percent on the math test. All significant ethnic and socioeconomic subgroups of students also must meet these goals. Second, the schools must achieve an API of at least 620 or increase their API by one point from the prior year. Third, 95 percent of tenth grade students must take the CAHSEE. Fourth, the graduation rate for the class of 2007 must be higher than 83 percent (or satisfy alternate improvement criteria).

If even one subgroup of students fails to meet just one of the criteria, the school fails to meet AYP. While all schools must report their progress toward meeting AYP, only schools that receive federal funding to help economically disadvantaged students are actually penalized if they fail to meet AYP goals. Schools that do not make AYP for two or more years in a row in the same subject enter **Program Improvement (PI)**. They must offer students transfers to other schools in the district and, in their second year in PI, tutoring services as well.

FEDERAL AYP ADEQUATE YEARLY PROGRESS	
Met AYP	No
Met schoolwide participation rate	No
Met schoolwide test score goals	No
Met subgroup* participation rate	No
Met subgroup* test score goals	No
Met schoolwide API for AYP	No
Met graduation rate	Yes
Program Improvement school in 2008	Yes

SOURCE: AYP is based on the Accountability Progress Report of November 2008. A school can be in Program Improvement based on students' test results in the 2007–2008 school year or earlier.

*Ethnic groups, English Learners, special ed students or socioeconomic groups of students that make up 15 percent or more of a school's student body. These groups must meet AYP and API goals. R/P - Results pending due to challenge by school. N/A - Results not available.

Adequate Yearly Progress, Detail by Subgroup

● MET GOAL ● DID NOT MEET GOAL — NOT ENOUGH STUDENTS

	English/Language Arts		Math	
	DID 95% OF STUDENTS TAKE THE CAHSEE?	DID 22.3% ATTAIN PROFICIENCY ON THE CAHSEE?	DID 95% OF STUDENTS TAKE THE CAHSEE?	DID 20.9% ATTAIN PROFICIENCY ON THE CAHSEE?
SCHOOLWIDE RESULTS	●	●	●	●
SUBGROUPS OF STUDENTS				
Low income	●	●	●	●
Students learning English	●	●	●	●
STUDENTS BY ETHNICITY				
Hispanic/Latino	●	●	●	●

SOURCE: AYP release of November 2008, CDE.

The table at left shows our success or failure in meeting AYP goals in the 2007–2008 school year. The green dots represent goals we met; red dots indicate goals we missed. Just one red dot means that we failed to meet Adequate Yearly Progress.

Note: Dashes indicate that too few students were in the category to draw meaningful conclusions. Federal law requires valid test scores from at least 50 students for statistical significance.

Program Improvement, a Federal Intervention Program

A BRIEF HISTORY OF OUR SCHOOL'S PLACEMENT IN PROGRAM IMPROVEMENT:







IMPROVEMENT: Watsonville HS was placed on the list of schools needing improvement (also known as Program Improvement, or PI) for the first time in 2008. In California, 49 high schools were in stage 1 of Program Improvement as of November 2008.

THE STAGES OF PROGRAM IMPROVEMENT: Program Improvement (PI) is a five-stage process for monitoring, improving, and, if necessary, reorganizing any school that receives federal money under the Title I section of No Child Left Behind (NCLB). Schools in PI get extra attention from their district office to help them improve.

When a school misses even one of its goals for Adequate Yearly Progress, it is at risk of entering PI. If a school misses the same AYP goals two years in a row, it enters stage 1 of PI. Each subsequent year that a school misses any of its AYP goals, it goes one stage deeper into the process. Each stage results in increasingly severe consequences. The first stage gives parents the right to choose another school. In the second stage, students have the right to free tutoring in addition to the option to change schools. The last three stages can result in a change of staff and leadership, the conversion of the school to charter status, transferring the school to another district, or even the school's closure.

FEDERAL INTERVENTION PROGRAM PI PROGRAM IMPROVEMENT	
In PI since	2008
Stage of PI	1 of 5
Change in 2008	Entered PI

SOURCE: PI status is based on the Accountability Progress Report of November 2008. A school can be in Program Improvement based on students' test results in the 2007–2008 school year or earlier.

YEAR	PI STAGE	SUMMARY OF EVENTS FOR THIS YEAR	AYP GOALS NOT MET  AYP GOALS MET 
2007	Not in PI	Watsonville HS met 16 of the 18 criteria for Adequate Yearly Progress established by the federal law known as No Child Left Behind (NCLB).	 
2008	1	We met six of the 18 criteria for Adequate Yearly Progress, causing the school to enter the first stage of Program Improvement.	 

SOURCE: PI status is based on the Accountability Progress Report of November 2008. A school can be in Program Improvement based on students' test results in the 2007–2008 school year or earlier. Some schools were in Program Improvement prior to the passage of No Child Left Behind, when the definition of PI was significantly modified.

CONSEQUENCES

PARENTS: Because Watsonville HS is in stage (year) 1 of PI, parents of students have just one option. They can enroll their children in different schools in the district. To see the list of these schools, parents can contact either the principal or the district office staff.

SCHOOL: The school's staff is revising its improvement plan. The staff is also using as much as ten percent of the school's Title I (federal) funds for coaching teachers.

DISTRICT: The district is establishing a peer review group to evaluate the school's annual improvement plan.

STUDENT ACHIEVEMENT

Here you'll find a three-year summary of our students' scores on the California Standards Tests (CST) in selected subjects. We compare our students' test scores to the results for students in the average high school in California. On the following pages we provide more detail for each test, including the scores for different subgroups of students. In addition, we provide links to the California Content Standards on which these tests are based. If you'd like more information about the CST, please contact our principal or our teaching staff. To find **grade-level-specific scores**, you can refer to the Standardized Testing and Reporting (STAR) Web site. Other tests in the **STAR program** can be found on the California Department of Education (CDE) Web site.

California Standards Tests

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

TESTED SUBJECT	2007–2008		2006–2007		2005–2006	
	LOW SCORES	HIGH SCORES	LOW SCORES	HIGH SCORES	LOW SCORES	HIGH SCORES
ENGLISH/LANGUAGE ARTS						
Our school						
Percent Proficient or higher	25%		24%		21%	
Average high school						
Percent Proficient or higher	44%		43%		41%	
GEOMETRY						
Our school						
Percent Proficient or higher	4%		4%		3%	
Average high school						
Percent Proficient or higher	21%		22%		24%	
US HISTORY						
Our school						
Percent Proficient or higher	15%		23%		17%	
Average high school						
Percent Proficient or higher	40%		37%		38%	
BIOLOGY						
Our school						
Percent Proficient or higher	19%		18%		13%	
Average high school						
Percent Proficient or higher	43%		38%		36%	
SCIENCE						
Our school						
Percent Proficient or higher	20%		16%		18%	
Average high school						
Percent Proficient or higher	41%		36%		35%	

SOURCE: The scores for the CST are from the spring 2008 test cycle. State average represents high schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.

Frequently Asked Questions About Standardized Tests

WHERE CAN I FIND GRADE-LEVEL REPORTS? Due to space constraints and concern for statistical reliability, we have omitted grade-level detail from these test results. Instead we present results at the schoolwide level. You can view the results of far more students than any one grade level would contain, which also improves their statistical reliability. Grade-level results are online on the **STAR Web site**. More information about student test scores is available in the Data Almanac that accompanies this report.

WHAT DO THE FIVE PROFICIENCY BANDS MEAN? Test experts assign students to one of these five proficiency levels, based on the number of questions they answer correctly. Our immediate goal is to help students move up one level. Our eventual goal is to enable all students to reach either of the top two bands, Advanced or Proficient. Those who score in the middle band, Basic, have come close to attaining the required knowledge and skills. Those who score in either of the bottom two bands, Below Basic or Far Below Basic, need more help to reach the Proficient level.

WHY ARE THE CALIFORNIA STANDARDS TESTS (CST) AND THE CALIFORNIA ACHIEVEMENT TEST (CAT/6) SCORED DIFFERENTLY? When students take the CST, they can score at any of the proficiency levels: Advanced, Proficient, Basic, Below Basic, or Far Below Basic. In theory all students in California could score at the top. The CAT/6 is a nationally normed test, which means that students are scored against each other nationally. This scoring method is similar to grading “on the curve.” CAT/6 scores are expressed as a ranking on a scale from 1 to 99.

HOW HARD ARE THE CALIFORNIA STANDARDS TESTS? Experts consider California’s standards to be among the most clear and rigorous in the country. Just 47 percent of elementary school students scored Proficient or Advanced on the English/language arts test; 56 percent scored Proficient or Advanced in math. You can review the **California Content Standards** on the CDE Web site.

ARE ALL STUDENTS’ SCORES INCLUDED? No. Only students in grades two through eleven are required to take the CST. When fewer than 11 students in one grade or subgroup take a test, state officials remove their scores from the report. They omit them to protect students’ privacy, as called for by federal law.

CAN I REVIEW SAMPLE TEST QUESTIONS? Sample test questions for the CST are on the **CDE’s Web site**. These are actual questions used in previous years.

WHERE CAN I FIND ADDITIONAL INFORMATION? The CDE has a wealth of resources on its Web site. The STAR Web site publishes detailed reports for schools and districts, and assistance packets for parents and teachers. This site includes explanations of **technical terms**, scoring methods, and the **subjects** covered by the tests for each grade. You’ll also find a **guide** to navigating the STAR Web site as well as help for understanding how to **compare test scores**.

WHY ARE ONLY SOME OF THE TEST RESULTS PRESENT? California’s test program includes many tests not mentioned in this report. For brevity’s sake, we’re reporting six CST tests usually taken by the largest number of students. We select at least one test from each core subject. For science, we’ve selected biology (an elective) and the tenth grade life science test. For math, we’ve selected two courses, both of them electives: Algebra I, which students take if they haven’t studied and passed it in eighth grade; and Geometry, often the most popular math course because it follows Algebra I. In social studies, we’ve selected US History, which is taken by all juniors (eleventh graders). English/language arts summarizes the results of students in grades nine through eleven.

English/Language Arts (Reading and Writing)

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			25%	98%	SCHOOLWIDE AVERAGE: About 19 percent fewer students at our school scored Proficient or Advanced than at the average high school in California.
AVERAGE HIGH SCHOOL IN THE COUNTY			47%	95%	
AVERAGE HIGH SCHOOL IN CALIFORNIA			44%	97%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

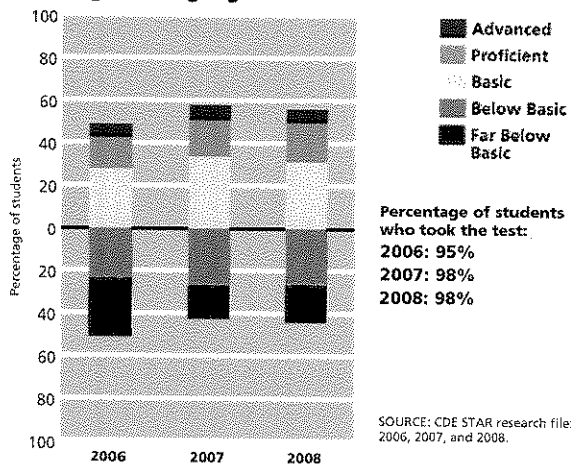
GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			22%	757	GENDER: About five percent more girls than boys at our school scored Proficient or Advanced.
Girls			27%	827	
English proficient			41%	917	ENGLISH PROFICIENCY: English Learners scored lower on the CST than students who are proficient in English. Because we give this test in English, English Learners tend to be at a disadvantage.
English Learners			3%	668	
Low income			22%	1,026	INCOME: About eight percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income			30%	557	
Learning disabled			5%	130	LEARNING DISABILITIES: Students classified as learning disabled scored lower than students without learning disabilities. The CST is not designed to test the progress of students with moderate to severe learning differences.
Not learning disabled			27%	1,456	
Hispanic/Latino			23%	1,453	ETHNICITY: Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
White/Other			43%	70	

SOURCE: The scores for the CST are from the spring 2008 test cycle. County and state averages represent high schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
 N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our students' scores have changed over the years. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

You can read the California standards for English/language arts on the CDE's Web site.

Three-Year Trend: English/Language Arts



Algebra I

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			15%	32%	SCHOOLWIDE AVERAGE: The same percentage of students at our school scored Proficient or Advanced as did students at the average high school in California.
AVERAGE HIGH SCHOOL IN THE COUNTY			18%	26%	
AVERAGE HIGH SCHOOL IN CALIFORNIA			15%	32%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

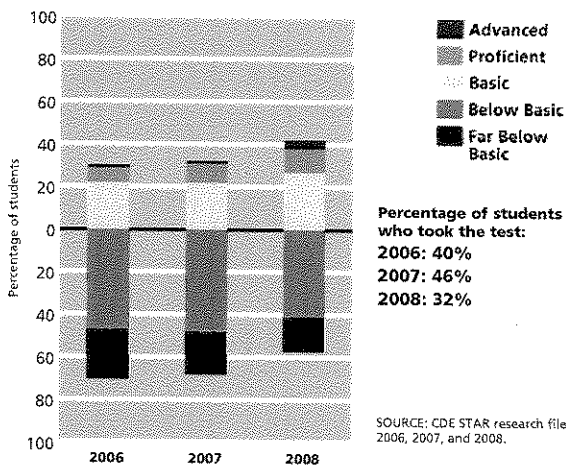
GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			15%	248	GENDER: The same percentage of boys and girls at our school scored Proficient or Advanced.
Girls			15%	276	
English proficient			24%	308	ENGLISH PROFICIENCY: English Learners scored lower on the CST than students who are proficient in English. Because we give this test in English, English Learners tend to be at a disadvantage.
English Learners			2%	217	
Low income			15%	346	INCOME: About two percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income			17%	178	
Learning disabled			4%	48	LEARNING DISABILITIES: Students classified as learning disabled scored lower than students without learning disabilities. The CST is not designed to test the progress of students with moderate to severe learning differences.
Not learning disabled			16%	477	
Hispanic/Latino			15%	497	ETHNICITY: Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
White/Other	DATA STATISTICALLY UNRELIABLE		N/S	18	

SOURCE: The scores for the CST are from the spring 2008 test cycle. County and state averages represent high schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
 N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our students' scores have changed over the years. Any student in grades nine, ten, or eleven who took algebra is included in this analysis. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that progress can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

About 32 percent of our students took the algebra CST, compared to 32 percent of all high school students statewide. To read more about the **math standards for grades eight through twelve**, as well as the California standards for **algebra**, visit the CDE's Web site.

Three-Year Trend: Algebra I



SOURCE: CDE STAR research file: 2006, 2007, and 2008.

Geometry

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			4%	25%	SCHOOLWIDE AVERAGE: About 17 percent fewer students at our school scored Proficient or Advanced than at the average high school in California.
AVERAGE HIGH SCHOOL IN THE COUNTY			25%	23%	
AVERAGE HIGH SCHOOL IN CALIFORNIA			21%	25%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

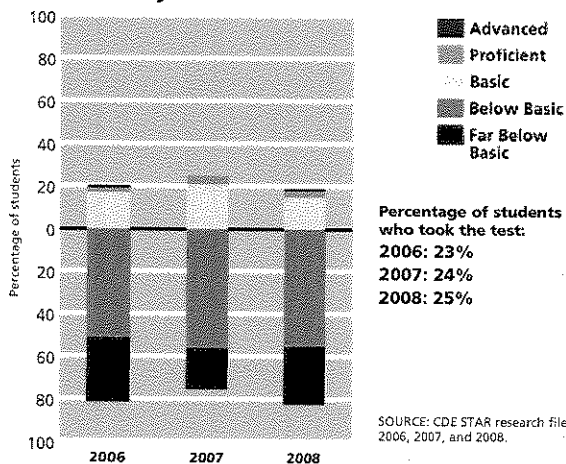
GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			4%	196	GENDER: About two percent more boys than girls at our school scored Proficient or Advanced.
Girls			2%	212	
English proficient			5%	248	ENGLISH PROFICIENCY: English Learners scored lower on the CST than students who are proficient in English. Because we give this test in English, English Learners tend to be at a disadvantage.
English Learners			0%	160	
Low income			2%	263	INCOME: About three percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income			5%	144	
Learning disabled	NO DATA AVAILABLE		N/A	10	LEARNING DISABILITIES: We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
Not learning disabled			3%	398	
Hispanic/Latino			2%	379	ETHNICITY: Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
White/Other	DATA STATISTICALLY UNRELIABLE		N/S	18	

SOURCE: The scores for the CST are from the spring 2008 test cycle. County and state averages represent high schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
 N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our students' scores have changed over the years. Any student in grades nine, ten, or eleven who took geometry is included in this analysis. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

About 25 percent of our students took the geometry CST, compared to 25 percent of all high school students statewide. To read more about the **math standards for all grades**, as well as the California standards for **geometry**, visit the CDE's Web site.

Three-Year Trend: Geometry



US History

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			15%	91%	SCHOOLWIDE AVERAGE: About 25 percent fewer students at our school scored Proficient or Advanced than at the average high school in California.
AVERAGE HIGH SCHOOL IN THE COUNTY			36%	94%	
AVERAGE HIGH SCHOOL IN CALIFORNIA			40%	95%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

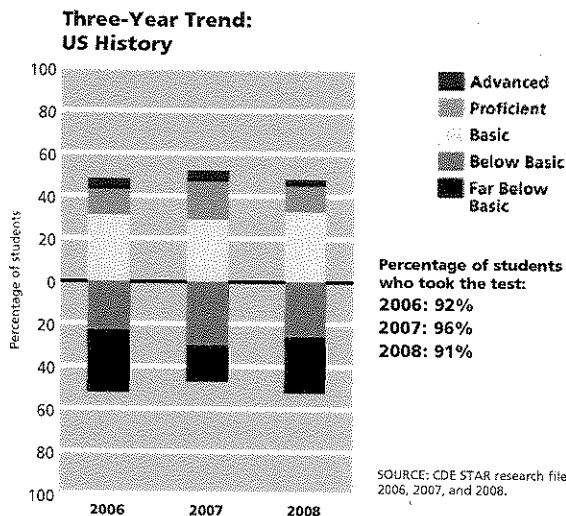
■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			14%	197	GENDER: About the same percentage of boys and girls at our school scored Proficient or Advanced.
Girls			15%	236	
English proficient			22%	255	ENGLISH PROFICIENCY: English Learners scored lower on the CST than students who are proficient in English. Because we give this test in English, English Learners tend to be at a disadvantage.
English Learners			5%	179	
Low income			13%	280	INCOME: About five percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income			18%	154	
Learning disabled			3%	33	LEARNING DISABILITIES: Students classified as learning disabled scored lower than students without learning disabilities. The CST is not designed to test the progress of students with moderate to severe learning differences.
Not learning disabled			16%	401	
Hispanic/Latino			14%	380	ETHNICITY: Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
White/Other	DATA STATISTICALLY UNRELIABLE		N/S	26	

SOURCE: The scores for the CST are from the spring 2008 test cycle. County and state averages represent high schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
 N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our eleventh grade students' scores have changed over the years. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

To read more about the eleventh grade US history standards, visit the CDE's Web site.



Biology

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			19%	29%	SCHOOLWIDE AVERAGE: About 24 percent fewer students at our school scored Proficient or Advanced than at the average high school in California.
AVERAGE HIGH SCHOOL IN THE COUNTY			53%	27%	
AVERAGE HIGH SCHOOL IN CALIFORNIA			43%	36%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

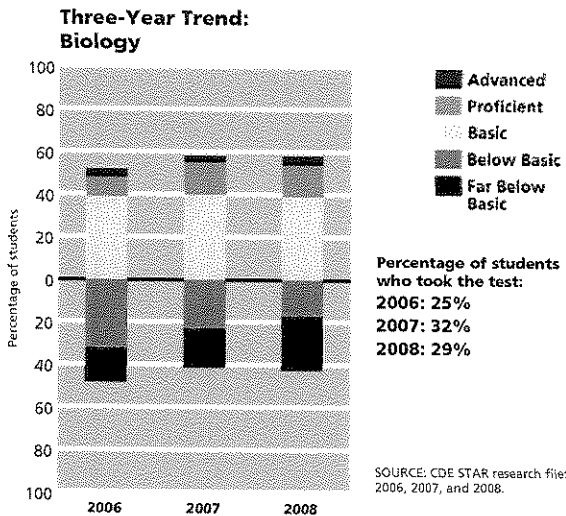
■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			20%	218	GENDER: About three percent more boys than girls at our school scored Proficient or Advanced.
Girls			17%	247	
English proficient			30%	270	ENGLISH PROFICIENCY: English Learners scored lower on the CST than students who are proficient in English. Because we give this test in English, English Learners tend to be at a disadvantage.
English Learners			3%	196	
Low income			14%	299	INCOME: About 14 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income			28%	167	
Learning disabled			0%	39	LEARNING DISABILITIES: Students classified as learning disabled scored lower than students without learning disabilities. The CST is not designed to test the progress of students with moderate to severe learning differences.
Not learning disabled			21%	427	
Hispanic/Latino			17%	430	ETHNICITY: Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
White/Other	DATA STATISTICALLY UNRELIABLE		N/S	24	

SOURCE: The scores for the CST are from the spring 2008 test cycle. County and state averages represent high schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
 N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our students' scores have changed over the years. Any student in grades nine, ten, or eleven who took biology is included in this analysis. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

About 29 percent of our students took the biology CST, compared to 36 percent of all high school students statewide. To read more about the California standards for **biology/life sciences, physics, chemistry, and earth sciences**, visit the CDE's Web site.



Life Science (Tenth Grade)

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			20%	90%	SCHOOLWIDE AVERAGE: About 21 percent fewer students at our school scored Proficient or Advanced than at the average high school in California.
AVERAGE HIGH SCHOOL IN THE COUNTY			43%	93%	
AVERAGE HIGH SCHOOL IN CALIFORNIA			41%	95%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

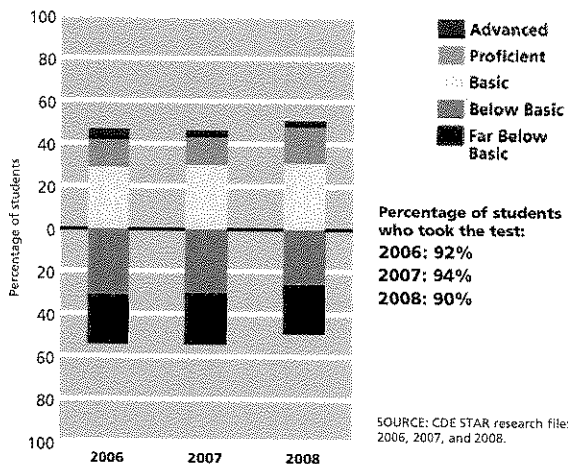
GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			23%	242	GENDER: About six percent more boys than girls at our school scored Proficient or Advanced.
Girls			17%	241	
English proficient			31%	270	ENGLISH PROFICIENCY: English Learners scored lower on the CST than students who are proficient in English. Because we give this test in English, English Learners tend to be at a disadvantage.
English Learners			7%	212	
Low income			15%	301	INCOME: About 14 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income			29%	181	
Learning disabled			12%	43	LEARNING DISABILITIES: Students classified as learning disabled scored lower than students without learning disabilities. The CST is not designed to test the progress of students with moderate to severe learning differences.
Not learning disabled			21%	440	
Hispanic/Latino			18%	451	ETHNICITY: Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
White/Other	DATA STATISTICALLY UNRELIABLE		N/S	19	

SOURCE: The scores for the CST are from the spring 2008 test cycle. County and state averages represent high schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
 N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our tenth grade students' scores on the mandatory life science test have changed over the years. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

You can read the **science standards** on the CDE's Web site and find more information about the standards for **chemistry**, **earth science**, and **physics**. Please note that some students taking this test may not have taken any science course in the ninth or tenth grade. In high school, science courses are electives.

Three-Year Trend: Science



SOURCE: CDE STAR research file: 2006, 2007, and 2008.

Other Measures of Student Achievement

We use the California Standards Tests and CAHSEE achievement data to determine our students' level of achievement. We also use this data when we redesignate our EL students. The California English Language Development Test is also used for placement and redesignation information. Districtwide our teachers measure student progress using a variety of short- and long-term evaluations. They assess English Learners in the same way, although they provide extra assistance to these students if needed. The math department uses common mastery exams for the content area standards to determine mastery for the ninth and tenth grade students. We use alternative tests for specific groups of students, such as the California Alternative Performance Assessment annually for special needs students for whom the regular California Standards Tests would not be appropriate.

Our school is on a quarter system, with four report card periods each year. We schedule parent conferences at least once per school year. Parents also have the opportunity to have conferences with teachers during Back-to-School Night and Open House.

PREPARATION FOR COLLEGE AND THE WORKFORCE

Watsonville High School has seven guidance counselors and one career counselor who help students prepare for college or vocational school. They plan, organize, and facilitate College Night, during which representatives from various colleges give presentations on financial aid, application deadlines, and scholarships. During the fall semester counselors take students to the Cabrillo College Night, and in the spring we offer a College and Career Fair for our seniors. We offer AP classes in English, math, science, history, government, and Spanish.

Counselors from the University of California and California State University and the Early Outreach Program offer Saturday sessions to help students prepare for the SAT and ACT. Students can also sign up for online SAT and ACT preparation classes. In addition, we offer workshops for students and parents in completing college, financial, and scholarship applications. Field trips to various colleges are also arranged through our Early Outreach Program.

SAT College Entrance Exam

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
SAT participation rate	Percentage of seniors who took the test	35%	43%	41%
SAT verbal	Average score of juniors and seniors who took the SAT verbal test	424	521	493
SAT math	Average score of juniors and seniors who took the SAT math test	455	530	513
SAT writing	Average score of juniors and seniors who took the SAT writing test	433	516	491

SOURCE: SAT test data provided by the College Board for the 2006–2007 school year. County and state averages represent high schools only.

In the 2006–2007 academic year, 35 percent of Watsonville HS students took the SAT, compared to 41 percent of high school students in California.

Watsonville HS students' average score was 424 on the verbal portion of the SAT, compared to 493 for students throughout the state. Watsonville HS students' average score was 455 on the math portion of the SAT, compared to 513 for students throughout the state. Watsonville HS students' average score was 433 on the writing portion of the SAT, compared to 491 for students throughout the state.

College Preparation and Attendance

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Students meeting UC or CSU course requirements	Percentage of graduates passing all of the courses required for admission to the UC or CSU systems	37%	48%	38%
Students attending UC	Percentage of graduates who actually attended any campus of the UC system	9%	9%	8%
Students attending CSU	Percentage of graduates who actually attended any campus of the CSU system	12%	11%	13%
Students attending community colleges	Percentage of graduates who actually attended any campus of the California community college system	10%	8%	31%

SOURCE: College attendance data is from the California Postsecondary Education Commission for the graduating class of 2007. Enrollment in UC/CSU qualifying courses comes from the Professional Assignment Information Form report of October 2007. County and state averages represent high schools only.

In the 2006–2007 school year, 37 percent of Watsonville HS's graduates passed courses required for admission to the University of California (UC) or the California State University (CSU) system, compared to 38 percent of students statewide. This number is, in part, an indicator of whether the school is offering the classes required for admission to the UC or CSU systems. The courses that the **California State University** system requires applicants to take in high school, which are referred to as the A–G course requirements, can be reviewed on the CSU's official Web site. The **University of California** has a similar set of courses required.

Our **college attendance** data is limited to public colleges in California. Out of Watsonville HS's 2007 graduating class, about 31 percent went on to enroll in some part of the California public college system, compared to 52

percent of students throughout the state. Here's the detail: nine percent of the graduating class went to UC campuses; 12 percent went to CSU campuses; and ten percent went to two-year colleges in the community college system.

Advanced Placement and International Baccalaureate Courses Offered

High school students can enroll in courses that are more challenging in their junior and senior years. These include **honors** and **Advanced Placement (AP)** courses. Some schools also offer students the opportunity to participate in the **International Baccalaureate (IB)** Diploma Programme. IB courses are offered in just 82 high schools in California. The IB curriculum is modelled on educational systems from around the world. All IB students learn a second language. Some IB programs also stress community service. Honors, IB, and AP courses are intended to be the most rigorous and challenging courses available. Most colleges regard IB and AP courses as the equivalent of a college course.

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Enrollment in AP courses	Percentage of AP course enrollments out of total course enrollments	3%	3%	4%

SOURCE: CBEDS PAIF, October 2007.

The majority of comprehensive high schools offer AP courses, but the number of AP courses offered at any one school varies considerably. Unlike honors courses, AP courses and tests are designed by a national organization, the College Board, which charges fees to high schools for the rights to their material. The number of AP courses offered is one indicator of a school's commitment to prepare its students for college, but students' participation in those courses and their test results are, in part, a measure of student initiative. Please keep both of these considerations in mind as you review the facts below.

Students who take IB courses as part of the IB program, or AP courses and pass the AP exams with scores of 3 or higher, may qualify for college credit. Our high school offers 11 different courses that you'll see listed in the table.

More information about the **Advanced Placement program** is available from the College Board.

AP AND IB COURSES OFFERED	NUMBER OF COURSES	NUMBER OF CLASSES	ENROLLMENT
Fine and Performing Arts	1	1	22
Computer Science	0	0	0
English	1	2	47
Foreign Language	2	5	129
Mathematics	3	3	56
Science	2	2	39
Social Science	2	2	38
Total	11	15	331

SOURCE: CBEDS PAIF, October 2007.

AP Exam Results, 2006–2007

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Completion of AP courses	Percentage of juniors and seniors who completed AP courses and took the final exams for possible college credit	21%	20%	25%
Number of AP exams taken	Average number of AP exams each of these students took in 2006–2007	1.6	1.6	1.8
AP test results	Percentage of AP exams with scores of 3 out of 5 or higher (college credit)	47%	66%	57%

SOURCE: AP exam data provided by the College Board for the 2006–2007 school year.

Here at Watsonville, 21 percent of juniors and seniors took AP exams. In California, 25 percent of juniors and seniors in the average high school took AP exams. On average, those students took 1.6 AP exams, compared to 1.8 for students in the average high school in California.

California High School Exit Examination

Students first take the California High School Exit Examination (CAHSEE) in the tenth grade. If they don't pass either the English/language arts or math portion, they can retake the test in the eleventh or twelfth grades. Here you'll see a three-year summary showing the percentage of tenth graders who scored Proficient or Advanced. (This should not be confused with the passing rate, which is set at a somewhat lower level.)

Answers to frequently asked questions about the exit exam can be found on the CDE Web site. Additional information about the exit exam results is also available there. The table to the right shows how specific groups of

tenth grade students scored on the exit exam in the 2007–2008 school year. The English/language arts portion of the exam measures whether a student has mastered reading and writing skills at the ninth or tenth grade level, including vocabulary, writing, writing conventions, informational reading, and reading literature. The math portion of the exam includes arithmetic, statistics, data analysis, probability, number sense, measurement, and geometry at sixth and seventh grade levels. It also tests whether a student has mastered algebra, a subject that most students study in the eighth or ninth grade.

Sample questions and study guides for the exit exam are available for students on the CDE Web site.

	PERCENTAGE OF TENTH GRADE STUDENTS SCORING PROFICIENT OR ADVANCED ON THE CAHSEE		
	OUR SCHOOL	DISTRICT AVERAGE	STATE AVERAGE
English/language arts			
2007–2008	32%	44%	53%
2006–2007	27%	39%	49%
2005–2006	31%	40%	51%
Math			
2007–2008	30%	37%	51%
2006–2007	33%	41%	50%
2005–2006	32%	36%	47%

SOURCE: California Department of Education, SARC research file.

CAHSEE Results by Subgroup

	ENGLISH/LANGUAGE ARTS			MATH		
	NOT PROFICIENT	PROFICIENT	ADVANCED	NOT PROFICIENT	PROFICIENT	ADVANCED
Tenth graders	68%	29%	3%	70%	23%	7%
African American	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	71%	27%	2%	72%	22%	7%
Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White (not Hispanic)	20%	65%	15%	58%	37%	5%
Male	74%	23%	3%	68%	26%	7%
Female	62%	35%	3%	73%	20%	7%
Socioeconomically disadvantaged	76%	23%	1%	75%	19%	6%
English Learners	80%	20%	0%	80%	18%	2%
Students with disabilities	95%	5%	0%	97%	3%	0%
Students receiving migrant education services	77%	23%	0%	70%	25%	5%

SOURCE: California Department of Education, SARC research file. Scores are included only when 11 or more students are tested. When small numbers of students are tested, their average results are not very reliable.

High School Completion

This table shows the percentage of seniors in the graduating class of 2008 who met our district's graduation requirements and also passed the California High School Exit Examination (CAHSEE). We present the results for students schoolwide followed by the results for different groups of students.

Students can retake all or part of the CAHSEE three times in their junior year and up to five times in their senior year. School districts have been giving the CAHSEE since the 2001–2002 school year. However, 2005–2006 was the first year that passing the test was required for graduation.

More data about CAHSEE results for the classes of 2007 and 2008, and additional detail by gender, ethnicity, and English language fluency, are available on the CDE Web site.

GROUP	PERCENTAGE OF SENIORS GRADUATING (CLASS OF 2008)	
	OUR SCHOOL	DISTRICT AVERAGE
All Students	73%	76%
African American	N/A	50%
American Indian or Alaska Native	N/A	50%
Asian	67%	90%
Filipino	100%	83%
Hispanic or Latino	75%	60%
Pacific Islander	N/A	100%
White (not Hispanic)	89%	80%
Socioeconomically Disadvantaged	97%	67%
English Learners	28%	36%
Students with Disabilities	22%	44%

SOURCE: This data comes from the school district office.

Dropouts and Graduates

The school emphasizes daily, punctual attendance for all students. All school staff, parents, and community members are committed to dropout prevention. School interventions include phone calls, letters, counseling, and home visits at all grade levels. The most severe cases of unexcused absences may undergo truancy mediation in court. Placement in alternative schools is another option for high school students who might otherwise drop out. Counselors meet with students individually to plan the best learning experience at our school. Students who drop out are unable to obtain work permits or driver's licenses.

KEY FACTOR	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Dropout rate (one year)			
2006–2007	6%	3%	4%
2005–2006	9%	3%	3%
2004–2005	0%	0%	2%
Graduation rate (four year)			
2006–2007	76%	90%	86%
2005–2006	75%	90%	87%
2004–2005	97%	97%	88%

SOURCE: Dropout data comes from the CBEDS census of October 2007. County and state averages represent high schools only.

DROPOUT RATE: Our dropout rate for the prior three years appears in the accompanying table. We define a **dropout** as any student who left school before completing the 2006–2007 school year or a student who hasn't re-enrolled in our school for the 2007–2008 year by October 2007.

Identifying dropouts is difficult because many students who leave school unexpectedly don't let us know why they're leaving or where they're going. As a result, we often have to trace their steps so we can determine whether they have really left school. This process is imprecise at best.

GRADUATION RATE: The **graduation rate** is an estimate of our school's success at keeping students in school. It is also used in the No Child Left Behind Act to determine Adequate Yearly Progress and is part of California's way of determining a high school's Academic Performance Index (API). The **formula** provides only a rough estimate of the completion rate because the calculation relies on dropout counts, which are imprecise. The California Department of Education (CDE) cautions that this method is likely to produce an estimated graduation rate that is too high.

Workforce Preparation

The Pajaro Valley School District offers a variety of vocational classes for students. Our career counselor helps students determine their plans after high school. Our high school participates in county Regional Occupational Programs and offers ten courses that lead to specific careers. Watsonville High focuses on business, health, and video production. Our district emphasizes work-based learning, school-based learning, and connecting activities between work and school. Our integrated curriculum helps students see the connection between academics and the world of work.

Our high school offers courses intended to help students prepare for the world of work. These career technical education (CTE) courses, formerly known as vocational education, are open to all students. The table above shows the percentage of our students who enrolled in a CTE course at any time during the school year. We enrolled 1,500 students in career technical education courses.

You can find information about our school's CTE courses and advisors in the Data Almanac at the end of this School Accountability Report Card. Information about **career technical education** policy is available on the CDE Web site.

KEY FACTOR	OUR SCHOOL
Number of students participating in CTE courses	1,500
Percentage of students completing a CTE program and earning a high school diploma	95%
Percentage of CTE courses coordinated with colleges	93%

SOURCE: Information provided by the school district.

STUDENTS

Students' English Language Skills

At Watsonville HS, 61 percent of students were considered to be proficient in English, compared to 85 percent of high school students in California overall.

LANGUAGE SKILLS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English-proficient students	61%	86%	85%
English Learners	39%	14%	15%

SOURCE: Language Census for school year 2007–2008. County and state averages represent high schools only.

Languages Spoken at Home by English Learners

Please note that this table describes the home languages of just the 840 students classified as English Learners. At Watsonville HS, the language these students most often speak at home is Spanish. In California it's common to find English Learners in classes with students who speak English well. When you visit our classrooms, ask our teachers how they work with language differences among their students.

LANGUAGE	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Spanish	99%	96%	84%
Vietnamese	0%	0%	2%
Cantonese	0%	0%	1%
Hmong	0%	0%	2%
Filipino/Tagalog	0%	0%	2%
Korean	0%	0%	1%
Khmer/Cambodian	0%	0%	1%
All other	1%	4%	7%

SOURCE: Language Census for school year 2007–2008. County and state averages represent high schools only.

Ethnicity

Most students at Watsonville HS identify themselves as Hispanic/Latino. In fact, there are about 16 times as many Hispanic/Latino students as White/European American/Other students, the second-largest ethnic group at Watsonville HS. The state of California allows citizens to choose more than one ethnic identity, or to select "multiethnic" or "decline to state." As a consequence, the sum of all responses rarely equals 100 percent.

ETHNICITY	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
African American	0%	1%	8%
Asian American/ Pacific Islander	1%	4%	12%
Hispanic/Latino	93%	38%	44%
White/European American/ Other	6%	56%	35%

SOURCE: CBEDS census of October 2007. County and state averages represent high schools only.

Family Income and Education

The free or reduced-price meal subsidy goes to students whose families earned less than \$38,203 a year (based on a family of four) in the 2007–2008 school year. At Watsonville HS, 53 percent of the students qualified for this program, compared to 42 percent of students in California.

FAMILY FACTORS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Low-income indicator	53%	30%	42%
Parents with some college	25%	71%	56%
Parents with college degree	12%	49%	32%

SOURCE: The free and reduced-price lunch information is gathered by most districts in October. This data is from the 2007–2008 school year. Parents' education level is collected in the spring at the start of testing. Rarely do all students answer these questions. County and state averages represent high schools only.

The parents of 25 percent of the students at Watsonville HS have attended college, and 12 percent have a college degree. This information can provide some clues to the level of literacy children bring to school. One precaution is that the students themselves provide this data when they take the battery of standardized tests each spring, so it may not be completely accurate. About 35 percent of our students provided this information.

CLIMATE FOR LEARNING

Average Class Sizes

The average class size at Watsonville HS varies from a low of 25 students to a high of 31. Our average class size schoolwide is 29 students. The average class size for high schools in the state is 28 students. This table shows the average class sizes of our core courses compared to those of the county and state.

AVERAGE CLASS SIZES OF CORE COURSES	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English	25	23	25
History	27	26	29
Math	28	24	27
Science	31	25	29

SOURCE: CBED5 census, October 2007. County and state averages represent high schools only.

Safety

Our Safe School Plan has two components: people and programs, and the physical environment. Our administration, SSC, and district assistant superintendent review the plan annually.

We nurture and direct students' values through schoolwide assemblies and recognition programs. Our campus is clean and safe, reflecting the pride we have in our community and ourselves. Staff provides supervision before and after school. We also conduct monthly fire, earthquake, intruder/lockdown, and shelter-in-place drills. We have doubled the number of practice drills with a particular focus on intruder drills.

Discipline

The district trustees expect our students to follow a safe, responsible code of behavior on campus. We rely on counseling and conflict resolution strategies, and our consequences for violations are swift. Consequences include in-school suspension, at-home suspension, and expulsion from school. A resource officer is present on campus to support staff and to assist students. We encourage students to participate in the numerous school clubs and sports that we offer because we believe that this participation results in a safer campus.

KEY FACTOR	OUR SCHOOL	DISTRICT AVERAGE	STATE AVERAGE
Suspensions per 100 students			
2007–2008	6	7	17
2006–2007	22	28	17
2005–2006	20	30	16
Expulsions per 100 students			
2007–2008	1	0	1
2006–2007	5	4	1
2005–2006	1	2	1

SOURCE: Data is from the California Department of Education, SARC research file. Data represents the number of incidents reported, not the number of students involved. District and state averages represent high schools only.

At times we find it necessary to suspend students who break school rules. We report only suspensions in which students are sent home for a day or longer. We do not report in-school suspensions, in which students are removed from one or more classes during a single school day. Expulsion is the most serious consequence we can impose. Expelled students are removed from the school permanently and denied the opportunity to continue learning here.

During the 2007–2008 school year, we had 120 suspension incidents. We had 11 incidents of expulsion. To make it easy to compare our suspensions and expulsions to those of other schools, we represent these events as a ratio (incidents per 100 students) in this report. Please note that multiple incidents may involve the same student.

Homework

The Watsonville High staff establishes clear homework policies and provides information on the homework policy in their course outlines. Students must complete homework in all core and college-preparatory elective courses. While teachers give most assignments during the week and require students to return them before the weekend, they also expect students to complete some projects over longer periods of time. These include book reports and research assignments.

Schedule

The schedule at school was changed to a block schedule so that each class meets for 102 minutes. We also added a 25-minute advisory class within the schedule. Once a week students arrive an hour later, and we use the time for teacher collaboration.

Parent Involvement

Parents helped develop our single plan for program quality and compliance. They also serve on our SSC, which supports our academic and extracurricular programs. The SSC was very involved in enhancing our schoolwide testing environment, including reviewing API comparison data with WHS and five other high schools in our area. The SSC organized two Beautification Days that involved hundreds of students, parents, and staff. We are proud of the recent increase in parent education and participation on our campus. We began using an online calendar and gradebook program called School Loop that provides parents with their child's progress on a daily basis and allows the teachers to post work on a calendar for students and parents to see in advance.

Our Catz Graduation Committee, composed of parent and community volunteers, meets throughout the year to plan activities for a safe and sober Grad Night.

For more information on how parents and community members can volunteer at Watsonville High School, please contact our parent liaison, Ms. Leandra Cabadas, at (831) 728-6390, extension 1052.

LEADERSHIP, TEACHERS, AND STAFF

Leadership

Murry Schekman has been the principal of Watsonville High School for three years; last year was his second year. Mr. Schekman comes to the school with 26 years of experience as a principal as well as ten years of teaching experience. He also is a part-time faculty member in San Jose State University's Counselor Education Department.

Watsonville High's Leadership Team includes the administration, department chairpersons, a school psychologist, and a counselor representative; all participate in the decision-making process and we welcome staff members to attend these meetings. We also include parents in our general staff meetings from time to time. This year we also held additional meetings pertaining to WASC and small learning community implementation. The meetings included parents, students, staff, and community members. Agenda items evolve from administrative meetings, SSC and ELAC meetings, and district or state recommendations.

Teacher Experience and Education

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Teaching experience	Average years of teaching experience	13	13	12
Newer teachers	Percentage of teachers with one or two years of teaching experience	18%	19%	14%
Teachers holding an MA degree or higher	Percentage of teachers with a master's degree or higher from a graduate school	25%	35%	39%
Teachers holding a BA degree alone	Percentage of teachers whose highest degree is a bachelor's degree from a four-year college	75%	65%	61%

SOURCE: Professional Assignment Information Form (PAIF), October 2007, completed by teachers during the CBEDS census. County and state averages represent high schools only.

About 18 percent of our teachers have fewer than three years of teaching experience, which is above the average for new teachers in other high schools in California. Our teachers have, on average, 13 years of experience. About 75 percent of our teachers hold only a bachelor's degree from a four-year college or university. About 25 percent have completed a master's degree or higher.

Credentials Held by Our Teachers

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Fully credentialed teachers	Percentage of staff holding a full, clear authorization to teach at the elementary or secondary level	95%	94%	93%
Trainee credential holders	Percentage of staff holding an internship credential	1%	3%	5%
Emergency permit holders	Percentage of staff holding an emergency permit	4%	3%	5%
Teachers with waivers	Lowest level of accreditation, used by districts when they have no other option	0%	1%	1%

SOURCE: PAIF, October 2007. This is completed by teachers during the CBEDS census. County and state averages represent high schools only. A teacher may have earned more than one credential. For this reason, it is likely that the sum of all credentials will exceed 100 percent.

About 95 percent of the faculty at Watsonville HS hold a full credential. This number is close to the average for all high schools in the state. About one percent of the faculty at Watsonville HS hold a trainee credential, which is reserved for those teachers who are in the process of completing their teacher training. In comparison, five percent of high school teachers throughout the state hold trainee credentials. About four percent of our faculty hold an emergency permit. Very few high school teachers hold this authorization statewide (just five percent). All of the faculty at Watsonville HS hold the secondary (single-subject) credential. This number is the same as the average for high schools in California. You can find three years of data about teachers' credentials in the Data Almanac that accompanies this report.

Indicators of Teachers Who May Be Underprepared

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Core courses taught by a teacher not meeting NCLB standards	Percentage of core courses not taught by a "highly qualified" teacher according to federal standards in NCLB	25%	N/A	0%
Out-of-field teaching: courses	Percentage of core courses taught by a teacher who lacks the appropriate subject area authorization for the course	34%	25%	13%
Teachers lacking a full credential	Percentage of teachers without a full, clear credential	5%	6%	7%

SOURCE: Professional Assignment Information Form (PAIF) of October 2007. Data on NCLB standards is from the California Department of Education, SARC research file.

"HIGHLY QUALIFIED" TEACHERS: The federal law known as No Child Left Behind (NCLB) requires districts to report the number of teachers considered to be "highly qualified." These "highly qualified" teachers must have a full credential, a bachelor's degree, and, if they are teaching a core subject (such as reading, math, science, or social studies), they must also demonstrate expertise in that field. The table above shows the percentage of core courses taught by teachers who are considered to be less than "highly qualified." There are exceptions, known as the **High Objective Uniform State Standard of Evaluation (HOUSSE)** rules, that allow some veteran teachers to meet the "highly qualified" test who wouldn't otherwise do so.

TEACHING OUT OF FIELD: When a teacher lacks a subject area authorization for a course she is teaching, that course is counted as an **out-of-field** section. The students who take that course are also counted. For example, if an unexpected vacancy in a biology class occurs, and a teacher who normally teaches English literature (and who lacks a subject area authorization in science) fills in to teach for the rest of the year, that teacher would be teaching out of field. See the detail by core course area in the Out-of-Field Teaching table. About 34 percent of our core courses were taught by teachers who were teaching out of their field of expertise, compared to 13 percent of core courses taught by such high school teachers statewide.

CREDENTIAL STATUS OF TEACHERS: Teachers who lack full credentials are working under the terms of an emergency permit, an internship credential, or a waiver. They should be working toward their credential, and they are allowed to teach in the meantime only if the school board approves. About five percent of our teachers were working without full credentials, compared to seven percent of teachers in high schools statewide.

Out-of-Field Teaching, Detail by Selected Subject Areas

CORE COURSE	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English	Percentage of English courses taught by a teacher lacking the appropriate subject area authorization	45%	28%	11%
Math	Percentage of math courses taught by a teacher lacking the appropriate subject area authorization	28%	21%	11%
Science	Percentage of science courses taught by a teacher lacking the appropriate subject area authorization	15%	24%	15%
Social Science	Percentage of social science courses taught by a teacher lacking the appropriate subject area authorization	39%	24%	15%

SOURCE: PAIF, October 2007. This is completed by teachers during the CBEDS census. County and state averages represent high schools only.

The table above shows the distribution of out-of-field teaching in each of the core subject areas.

More facts about our teachers, called for by the recent Williams legislation of 2004, are available on our Accountability Web page, which is accessible from our district Web site. You will find specific facts about **misassigned teachers** and **teacher vacancies** in the 2008–2009 school year.

Districtwide Distribution of Teachers Who Are Not “Highly Qualified”

Here, we report the percentage of core courses in our district whose teachers are considered to be less than “highly qualified” by NCLB’s standards. We show how these teachers are distributed among schools according to the percentage of low-income students enrolled.

The CDE has divided schools in the state into four groups (quartiles), based on the percentage of families who qualify and apply for free or reduced-price

lunches. The one-fourth of schools with the most students receiving subsidized lunches are assigned to the first group. The one-fourth of schools with the fewest students receiving subsidized lunches are assigned to the fourth group. We compare the courses and teachers assigned to each of these groups of schools to see how they differ in “highly qualified” teacher assignments.

The average percentage of courses in our district not taught by a “highly qualified” teacher is 20 percent, compared to eight percent statewide. For schools with the highest percentage of low-income students, this factor is nine percent, compared to five percent statewide. For schools with the lowest percentage of low-income students, this factor is 17 percent, compared to 11 percent statewide.

DISTRICT FACTOR	DESCRIPTION	CORE COURSES NOT TAUGHT BY HQT IN DISTRICT	CORE COURSES NOT TAUGHT BY HQT IN STATE
Districtwide	Percentage of core courses not taught by “highly qualified” teachers (HQT)	20%	8%
Schools with the most low-income students	First quartile of schools whose core courses are not taught by “highly qualified” teachers	9%	5%
Schools with the fewest low-income students	Fourth quartile of schools whose core courses are not taught by “highly qualified” teachers	17%	11%

SOURCE: Data is from the California Department of Education, SARC research file.

Staff Development

Our school and district offer numerous training opportunities throughout the year to support our goals for increased student achievement. Teachers can also attend professional development trainings offered by the County Office of Education, the California Reading and Literacy Project, and the College Board. All teachers new to our district receive additional support and training through the New Teachers Project. Staff members have regular opportunities to collaborate, plan, and share best practices every Wednesday. Over the summer our math teachers attended a training session to help them with block scheduling and setting goals for assessments. We also provide three staff development days per year for teachers to attend onsite workshops. We hired two consultants to help guide us with the implementation of small learning communities and the block schedule. We offer two parent training sessions. One is called Families in Control and helps families with communication and other ways to support students at school and at home. The second is called Padres Como Socios and has similar goals to Families in Control.

YEAR	PROFESSIONAL DEVELOPMENT DAYS
2007–2008	3.0
2006–2007	3.0
2005–2006	3.0

SOURCE: This information is supplied by the school district.

Over the summer our math teachers attended a training session to help them with block scheduling and setting goals for assessments. We also provide three staff development days per year for teachers to attend onsite workshops. We hired two consultants to help guide us with the implementation of small learning communities and the block schedule. We offer two parent training sessions. One is called Families in Control and helps families with communication and other ways to support students at school and at home. The second is called Padres Como Socios and has similar goals to Families in Control.

Evaluating and Improving Teachers

All teachers at our school participate in the district's ongoing evaluation process. The foundation for the evaluation system is the Continuum of Teacher Abilities, which is based on the California Standards for the Teaching Profession. The evaluation process includes a self-assessment, three conference cycles, and an observation by the administrator. Teachers complete both a midyear and a final assessment.

Substitute Teachers

The district recruits substitutes on an ongoing basis to maintain a pool of qualified substitutes. This pool includes many retired teachers. The district also offers an annual training academy for all substitutes. Each school has its own plan for covering classes if qualified substitutes are not available on a given day. Watsonville High School is fortunate to have several of our retired teachers in our pool of substitute teachers.

Specialized Resource Staff

Our school may employ social workers, speech and hearing specialists, school psychologists, nurses, and technology specialists. These specialists often work part time at our school and some may work at more than one school in our district. Their schedules will change as our students' needs change. For these reasons, the staffing counts you see here may differ from the staffing provided today in this school. For more details on **statewide ratios of counselors, psychologists, or other pupil services** staff to students, see the California Department of Education (CDE) Web site. **Library facts** and frequently asked questions are also available there.

ACADEMIC GUIDANCE COUNSELORS: Our school has eight full-time equivalent academic counselors, which is equivalent to one counselor for every 269 students. Just for reference, California districts employed about one academic counselor for every 489 high school students in the state. More information about **counseling and student support** is available on the CDE Web site.

STAFF POSITION	STAFF (FTE)
Counselors	8.0
Librarians	0.0
Psychologists	0.0
Social workers	0.0
Nurses	0.0
Speech/language/hearing specialists	0.0
Resource specialists	0.0

SOURCE: CBEDS census, October 2007.

Specialized Programs and Staff

We have seven full-time academic counselors, one career counselor, one psychologist, one nurse, one health clerk, a part-time speech resource teacher, and a teacher for visually impaired students. We also have one part-time and one full-time English Language Specialist. A grant from Gaining Early Awareness and Readiness for Undergraduate Programs supports our math teachers and college tutors/mentors in our classrooms.

One full-time and three part-time staff members support college counseling. We also benefit from the services of more than three migrant counselors, two student assistant program counselors, a Tobacco Use Prevention Education counselor, a conflict resolution facilitator/trainer, and a part-time adaptive PE instructor. We also have athletic and activities directors who serve our students.

GIFTED AND TALENTED EDUCATION (GATE): Our school encourages Gifted and Talented Education (GATE) students to enroll in Advanced Placement (AP), honors, and accelerated courses whenever available. We currently have 20 AP and accelerated classes in our master schedule. GATE students are identified by the district and names are provided to the school site for follow up.

SPECIAL EDUCATION PROGRAM: Each special education student's needs are outlined in an Individualized Education Program (IEP). Our school offers special classes to students with mild to severe learning difficulties. The curriculum ranges from modified general education to alternative life skills. We offer specialized classes for students with autism, hearing impairments, and emotional disturbances. We place students in regular classrooms with support when appropriate. Support services are available for students who need speech and language therapy, occupational therapy, adaptive PE, or vocational education, as well as for students with vision, hearing, and orthopedic disabilities. We are placing the special education services in the regular education classroom to better support our Resource Specialist Program (RSP) students in a mainstream (least restricted) environment. We have moved to an inclusion model and are able to place many more special needs students in regular education classrooms. The RSP staff (sometimes a teacher, other times an instructional aide) follow students into the classrooms to provide additional support.

ENGLISH LEARNER PROGRAM: English Learners at our school participate in English language development courses for one to two periods per day, depending on the student's individual needs and documented progress. Students receive instruction in the core curricula through classes that use specialized teaching methods or in core classes taught with support in the student's primary language. We require a signed parent waiver for a student to receive more than two periods per day of core instruction in a language other than English. We also offer a Newcomers Class; beginning, intermediate, and advanced English language development; instruction in English for students learning English; and bilingual classes. All teachers have, or are working toward, credentials that certify them to teach English Learners. Two full-time assistants who are bilingual in Spanish and English work with teachers to translate materials and help English Learners with classwork and verbal and writing skills.

The parents of English Learners are encouraged to participate in the ELAC, which advises the principal on a school issues such as attendance, school safety, and academic achievement. Encouraging students to attend college or university is also a goal of the ELAC.

RESOURCES

Buildings

We replaced the track with an all-weather track and the football field with all-weather turf. We opened the new Watsonville High School Athletic Complex with a deluxe three-court gym and an elegant new swimming pool. There is a fitness center and training room as well as state-of-the-art locker rooms. We are also in the process of remodeling and updating our art and science classrooms. Our enrollment was 300 students higher than anticipated, and we were not able to move some of our older portable classrooms off campus. Please contact our school office at (831) 728-6390 for more information about the buildings and facilities on our campus.

More facts about the **condition of our school buildings** are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the **Office of Public School Construction (OPSC)** and were brought about by the Williams legislation. You can look at the six-page **survey form** used for the assessment on the Web site of the OPSC.

Library

Our school's library is staffed by two library/media technicians. Our program ensures equity and freedom of access to information and ideas via the Internet; nonfiction print materials; and current, interesting, high-quality literature. Students can visit the library daily during school hours, as well as before and after school. We have hired a library consultant to review our collection and make recommendations for updating our collection. We are hoping to get funding to update our library collection.

Computers

We have 530 computers available for student use, which means that, on average, there is one computer for every four students. There are 530 classrooms connected to the Internet.

RESOURCES	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Students per computer	4	4	4
Internet-connected classrooms	530	49	61

SOURCE: CBEDS census of October 2007. County and state averages represent high schools only.

We have eight computer labs, six mobile computer labs, and a computer lab in the library. All of them are used daily. Computers are used in every classroom for a variety of purposes, from presentation of curricula to preparation of lesson plans. All computers include Microsoft Office, Internet Explorer, Eureka, and Acrobat Reader. Our computer labs are open all day. The library is open from 7:30 a.m. to 4:30 p.m.

Textbooks

We choose our textbooks from lists that have already been approved by state education officials. For a list of some of the textbooks we use at our school, see the Data Almanac that accompanies this report.

We have also reported additional facts about our textbooks called for by the Williams legislation of 2004. This online report shows whether we had a textbook for each student in each core course during the 2008–2009 school year and whether those **textbooks** covered the California Content Standards.

For more than six years, panels of scholars have decided what California students should learn and be able to do. Their decisions are known as the California Content Standards, and they apply to all public schools in the state. The textbooks we use and the tests we give are based on these content standards, and we expect our teachers to be firmly focused on them. Policy experts, researchers, and educators consider our state's standards to be among the most rigorous and challenging in the nation.

You can find the **content standards** for each subject at each grade level on the Web site of the California Department of Education (CDE).

Science Labs

Facts about our science labs, called for by the Williams legislation, are available from the following link. What you will find is whether we had sufficient lab equipment and materials for our **science lab** courses during the 2008–2009 school year.

SCHOOL EXPENDITURES

We have received California Partnership Academy Grants of \$81,000 each for our Video, Health, and Business Academies, and \$10,000 from Granite Construction through the Mathematics, Engineering, and Science Achievement program. Watsonville High School was also awarded a five-year, \$500,000 Small Learning Community Planning Grant from the federal government to implement small learning communities. We use federal Title I funds to employ a full-time community liaison to enhance our home-school communication. We use funds to employ a full-time English Learner Specialist and two instructional aides. We also use these funds to provide extensive staff development to enhance our teachers' instructional repertoires for the instruction of literacy in all content areas. We received an additional California Partnership Academy grant for our Environmental Science and Natural Resources Academy with the intent of bringing state-of-the-art agricultural concepts to our students—from the field to the sales office.

Spending per Student (2006–2007)

To make comparisons possible across schools and districts of varying sizes, we first report our overall annual spending per student. We base our calculations on our average daily attendance (ADA), which was 2,042 students.

We've broken down expenditures by the type of funds used to pay for them. Unrestricted funds can be used for any lawful purpose. Restricted funds, however, must be spent for specific purposes set out by legal requirements or the donor. Examples include funding for instructional materials, economic impact aid, and teacher- and principal-training funds.

TYPE OF FUNDS	OUR SCHOOL	DISTRICT AVERAGE	SCHOOL VARIANCE	STATE AVERAGE	SCHOOL VARIANCE
Unrestricted funds (\$/student)	\$4,499	\$4,947	-9%	\$5,300	-15%
Restricted funds (\$/student)	\$2,177	\$4,289	-49%	\$2,817	-23%
TOTAL (\$/student)	\$6,676	\$9,236	-28%	\$8,117	-18%

SOURCE: Information provided by the school district.

Total Expenditures, by Category (2006–2007)

Here you can see how much we spent on different categories of expenses. We're reporting the total dollars in each category, not spending per student.

CATEGORY	UNRESTRICTED FUNDS	RESTRICTED FUNDS	TOTAL	PERCENTAGE OF TOTAL*
Teacher salaries	\$5,614,828	\$1,571,698	\$7,186,526	53%
Other staff salaries	\$1,022,757	\$760,965	\$1,783,722	13%
Benefits	\$2,245,513	\$941,088	\$3,186,601	23%
Books and supplies	\$157,108	\$757,128	\$914,236	7%
Equipment replacement	N/A	N/A	N/A	N/A
Services and direct support	\$147,385	\$414,740	\$562,125	4%
TOTAL	\$9,187,591	\$4,445,619	\$13,633,210	

SOURCE: Information provided by the school district.

* Totals may not add up to exactly 100% because of rounding.

Compensation per Teacher (2006–2007)

The total of what our teachers earn appears below. You can see the portion of teacher pay that goes to salary and three types of benefits.

To make comparisons possible across schools and districts of varying sizes, we first report our compensation per full-time equivalent (FTE) teacher. A teacher who works full time counts as 1.0 FTE teacher. A teacher who works only half time counts as 0.5 FTE teacher. We had 102 FTE teachers working in our school.

CATEGORY	OUR SCHOOL	DISTRICT AVERAGE	SCHOOL VARIANCE	STATE AVERAGE	SCHOOL VARIANCE
Salaries	\$57,835	\$58,174	-1%	\$62,157	-7%
Retirement benefits	\$8,087	\$9,921	-18%	\$6,557	23%
Health and medical benefits	\$17,249	\$20,668	-17%	\$10,416	66%
Other benefits	\$7,786	\$9,839	-21%	\$453	1619%
TOTAL	\$90,957	\$98,601	-8%	\$79,583	14%

SOURCE: Information provided by the school district.

Total Teacher Compensation (2006–2007)

Here you can see how much we spent on different categories of compensation. We're reporting the total dollars in each category, not compensation per teacher.

CATEGORY	TOTAL	PERCENTAGE OF TOTAL*
Salaries	\$5,899,120	64%
Retirement benefits	\$824,906	9%
Health and medical benefits	\$1,759,426	19%
Other benefits	\$794,191	9%
TOTAL	\$9,277,643	

SOURCE: Information provided by the school district.

* Totals may not add up to exactly 100% because of rounding.

TECHNICAL NOTE ON DATA RECENCY: All data is the most current available as of November 2008. The CDE may release additional or revised data for the 2007–2008 school year after the publication date of this report. We rely on the following sources of information from the California Department of Education: California Basic Education Data System (CBEDS) (October 2007 census); Language Census (March 2008); California Achievement Test and California Standards Tests (spring 2008 test cycle); Academic Performance Index (October 2008 growth score release); Adequate Yearly Progress (November 2008).

DISCLAIMER: School Wise Press, the publisher of this accountability report, makes every effort to ensure the accuracy of this information but offers no guarantee, express or implied. While we do our utmost to ensure the information is complete, we must note that we are not responsible for any errors or omissions in the data. Nor are we responsible for any damages caused by the use of the information this report contains. Before you make decisions based on this information, we strongly recommend that you visit the school and ask the principal to provide the most up-to-date facts available.

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» Adequacy of Key Resources

Here you'll find key facts about our teachers, textbooks, and facilities during the school year in progress, 2008–2009. Please note that these facts are based on evaluations our staff conducted in accordance with the Williams legislation.



TEACHERS

Teacher Vacancies

The Williams legislation asked districts to disclose how frequently full-time teachers were not permanently assigned to a classroom. There are two general circumstances that can lead to the unfortunate case of a classroom without a full-time, permanently assigned teacher. Within the first 20 days of the start of school, we can be surprised by too many students showing up for school, or too few teachers showing up to teach. After school starts, however, teachers can also be surprised by sudden changes: family emergencies, injuries, accidents, etc. When that occurs, it is our school's and our district's responsibility to fill that teacher's vacancy with a qualified, full-time and permanently assigned replacement. For that reason, we report teacher vacancies in two parts: at the start of school, and after the start of school.

KEY FACTOR	2006–2007	2007–2008	2008–2009
TEACHER VACANCIES OCCURRING AT THE BEGINNING OF THE SCHOOL YEAR			
Total number of classes at the start of the year	521	457	497
Number of classes which lacked a permanently assigned teacher within the first 20 days of school	5	0	10
TEACHER VACANCIES OCCURRING DURING THE SCHOOL YEAR			
Number of classes where the permanently assigned teacher left during the year	0	2	0
Number of those classes where you replaced the absent teacher with a single new teacher	0	2	0

NOTES: This report was completed on Monday, November 10, 2008.

Teacher Misassignments

A “misassigned” teacher is one who lacks the appropriate subject–area authorization for a class she is teaching.

Under the terms of the Williams settlement, schools must inform the public of the number of their teachers who are misassigned. It is possible for a teacher who lacks the authorization for a subject to get special permission—in the form of an emergency permit, waiver, or internship authorization—from the school board or county office of education to teach the subject anyway. This permission prevents the teacher from being counted as misassigned.

KEY FACTOR	DESCRIPTION	2006–2007	2007–2008	2008–2009
Teacher Misassignments	Total number of classes taught by teachers without a legally recognized certificate or credential	7	10	0
Teacher Misassignments in Classes that Include English Learners	Total number of classes that include English learners and are taught by teachers without CLAD/BCLAD authorization, ELD or SDAIE training, or equivalent authorization from the California Commission on Teacher Credentialing	27	4	10
Other Employee Misassignments	Total number of service area placements of employees without the required credentials	0	0	0

NOTES: This report was completed on Monday, November 10, 2008.

TEXTBOOKS

The main fact about textbooks that the Williams legislation calls for described whether schools have enough books in core classes for all students. The law also asks districts to reveal whether those books are presenting what the California content standards calls for. This information is far more meaningful when viewed along with the more detailed description of textbooks contained in our School Accountability Report Card (SARC). There you'll find the names of the textbooks used in our core classes, their dates of publication, the names of the firms that published them, and more.

SUBJECT	ARE THERE TEXTBOOKS OR INSTRUCTIONAL MATERIALS IN USE?		ARE THERE ENOUGH BOOKS FOR EACH STUDENT?	
	STANDARDS ALIGNED?	OFFICIALLY ADOPTED?	FOR USE IN CLASS?	PERCENTAGE OF STUDENTS HAVING BOOKS TO TAKE HOME?
English	Yes	Yes	Yes	100%
Math	Yes	Yes	Yes	100%
Science	Yes	Yes	Yes	100%
Social Studies	Yes	Yes	Yes	100%
Foreign Languages	Yes	Yes	Yes	100%
Health Sciences	Yes	Yes	Yes	100%
Visual and Performing Arts	Yes	Yes	Yes	100%

NOTES: This report was completed on Tuesday, October 21, 2008. This information was collected on Thursday, August 28, 2008.

FACILITIES

To determine the condition of our facilities, our district sent experts from our facilities team to inspect them. They used a survey, called the Facilities Inspection Tool, issued by the Office of Public School Construction. Based on that survey, we've answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed.

AREA	RATING	DESCRIPTION
Overall Rating	Fair	Our school is not in good repair, according to the criteria established by the Office of Public School Construction. Some of our deficiencies are critical, or may be widespread. Maintenance or minor repairs are required in several areas. We scored between 67 and 84 percent on the 15 categories of our evaluation.
1. Gas Leaks	Good	No apparent problems.
2. Mechanical Problems (Heating, Ventilation, and Air Conditioning)	Fair	RM 403,405 "ventilation problem." Country Office Of Education RM 134 "Computer lab to hot -no A/C or cross ventilation to relieve high temperatures of 35 machines in service." Country Office Of Education
3. Windows, Doors, Gates, Fences (Interior and Exterior)	Fair	RM B-13,B-5 "Cabinets not attached to wall .Country Office Of Education RM 134 "Tall Cabinet not secured to wall for sesmi safety". Country Office Of Education
4. Interior Surfaces (Walls, Floors, and Ceilings)	Good	RM B13 "carpet frayed and appears not to have been clean." Country Office Of Education RM B-5 "Carpet Separated. Country Office Of Education
5. Hazardous Materials (Lead Paint, Asbestos, Mold, Flammables, etc.)	Poor	RM 313 "Hazard materials storage problem. Chemicals fully accesible to students." Country Office Of Education
6. Structural Damage (Cracks in Walls and Foundations, Sloping Ceilings, Posts or Beams Missing)	Good	School yards "Stuctural deterioration evident . Concrete treads on middle staircase to classroom above the Mello Center have deteriorated , leaving several irregularaties and present a serious tripping hasard ," Country Office Of Education
7. Fire Safety (Sprinkler Systems, Alarms, Extinguishers)	Fair	RM 202 "Block exit :the door out of the drama storage area dose not open fully or easily. Country Office Of Education RM 134 "out of date extinguisher with no pressure indicator."Country Office Of Education RM 403, B 5, " fire extinguisher missing " Country Office Of Education
8. Electrical Systems and Lighting	Poor	Restroom near RM 125 - Grils "Inadequate lighing , replace or increase lights. Country Office Of Education RM 803 metal shop "Safety sensor for firebox dose not work. Two new power tools never had electrical service dropped to them." Country Office Of Education Electrical Service RM "Swimming pool -larg nets and frames (water polo goals,ect.) block panels. Country Office Of Education RM316 "Two (2) "hot" 220v. outlets are present in special ed. classroom.They are not used and not covered or secured." Country Office Of Education Football Stadium-swimming pool "This item should be deleted from list " Country Office Of Education RM 405 "Extension cord misused, used to connect a power strip." Country Office Of Education RM 202 "Two electrical outlets on the wall missing cover plates. Country Office Of Education
9. Pest or Vermin Infestation	Good	No apparent problems.
10. Drinking Fountains (Inside and Out)	Poor	RM 403,405 "No water in room " Country Office Of Education RM 134Outside of room; tripping hazard,stubbed up remmant of old (removed) fountains." Country Office Of Education RM

AREA	RATING	DESCRIPTION
11. Bathrooms	Poor	202 "The fountain not working and badly stained." Country Office Of Education School Yard "water pressure on drinking fountain inadequate near room 301." Country Office Of Education RM 316 "Hardware below sink (pipe & p-traps) requires protective covering. " Country Office Of Education restroom-B wing "no hand soap " Country Office Of Education restroom near RM 125-Girls, "no towels. " Country Office Of Education Restroom near Rm 125 - boys "no soap,no towels." Country Office Of Education Restroom 304-Girls "no hand soap" Country Office Of Education Restroom -304-Boys "no hand soap ,no towels ." Country Office Of Education
12. Sewer System	Good	
13. Roofs	Good	No apparent problems.
14. Playground/School Grounds	Good	No apparent problems.
15. Overall Cleanliness	Fair	Restroom -B wing ,Restroom -304-boys ."remove graffiti " Country Office OF Education RM 202 "Drama Storage yard is very unsightly and dangerous tripping hazard."It is accessible to students and visible to the community though the fence. Country Office Of Education
Other Deficiencies	N/A	No apparent problems.

INSPECTORS AND ADVISORS: This report was completed on Saturday, November 22, 2008 by Walt Zander (Director M&O). The facilities inspection occurred on Thursday, August 21, 2008. We employed the following staff or businesses in completing this report: Santa Cruz County Office of Ed Staff Dan Zumaran lead Cust 2 PVUSD M&O assisted Vince Cendejas lead 3 PVUSD Watsonville High School Site The Facilities Inspection Tool was completed on Thursday, August 28, 2008.

SCIENCE LABS

Many science courses require that students conduct experiments. This gives our students a chance to practice the scientific method, in effect, learning science by doing science. Those courses are what we call lab courses, and, of course, they require equipment and materials. The purpose of the Williams legislation is to inform citizens if our schools have the proper equipment, and enough of it, for students to succeed. This legislation only requires high schools to provide this information.

Please note that there is no state standard for equipping science labs. The next best authority we have to rely upon is the policy of our own school board. So you'll see in our report whether our school board has voted to approve a standard for equipping our science labs. If you have further questions about the condition of our science labs, we recommend you speak with your child's science teacher directly.

COURSE TITLE	DID THE DISTRICT ADOPT ANY RESOLUTIONS TO DEFINE "SUFFICIENCY"?	IS THERE A SUFFICIENT SUPPLY OF MATERIALS AND EQUIPMENT TO CONDUCT THE LABS?
Biology	Yes	Yes
Biology (SDAIE) & (BL)	Yes	Yes
Biology (Acm)	Yes	Yes
Anatomy / Physiology	Yes	Yes
Biotechnology BA	Yes	Yes
Integrated Ag Biology	Yes	Yes
Biology HA	Yes	Yes
Biology VA	Yes	Yes
Integrated Science I and II BA	Yes	Yes
AP Biology	Yes	Yes
Chemistry	Yes	Yes
Chemistry VA	Yes	Yes
Chemistry HA	Yes	Yes
Chemistry (H)	Yes	Yes
Integrated Science I BA	Yes	Yes
Integrated Science II BA	Yes	Yes
CP Physical Science	Yes	Yes
CP Physical Science (BL)	Yes	Yes
Physics	Yes	Yes
Ag Engi / Applied Physics	Yes	Yes
Integrated Science I BA	Yes	Yes

COURSE TITLE	DID THE DISTRICT ADOPT ANY RESOLUTIONS TO DEFINE "SUFFICIENCY"?	IS THERE A SUFFICIENT SUPPLY OF MATERIALS AND EQUIPMENT TO CONDUCT THE LABS?
Integrated Science II BA	Yes	Yes
Physical Science (Acm)	Yes	Yes
(M) Physical Science	Yes	Yes
Horticulture	Yes	Yes
Ag Science II	Yes	Yes
Integrated Science I BA	Yes	Yes
Integrated Science II BA	Yes	Yes

Notes

BIOLOGY	This report was completed on Tuesday, October 21, 2008.
CHEMISTRY	This report was completed on Tuesday, October 21, 2008.
PHYSICS	This report was completed on Tuesday, October 21, 2008.
EARTH SCIENCES	This report was completed on Tuesday, October 21, 2008.

» Data Almanac

This Data Almanac provides more-detailed information than the School Accountability Report Card or data that covers a period of more than one year. It presents the facts and statistics in tables without narrative text.



STUDENTS AND TEACHERS

Student Enrollment by Ethnicity and Other Characteristics

The ethnicity of our students, estimates of their family income and education level, their English fluency, and their learning-related disabilities.

GROUP	ENROLLMENT
Number of students	2,150
African American	0%
American Indian or Alaska Native	0%
Asian	1%
Filipino	1%
Hispanic or Latino	93%
Pacific Islander	0%
White (not Hispanic)	5%
Multiple or no response	1%
Socioeconomically disadvantaged	53%
English Learners	41%
Students with disabilities	9%

SOURCE: All but the last three lines are from the annual census, CBEDS, October 2007. Data about students who are socioeconomically disadvantaged, English Learners, or learning disabled come from the School Accountability Report Card unit of the California Department of Education.

Student Enrollment by Grade Level

Number of students enrolled in each grade level at our school.

GRADE LEVEL	STUDENTS
Kindergarten	0
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	0
Grade 5	0
Grade 6	0
Grade 7	0
Grade 8	0
Grade 9	634
Grade 10	576
Grade 11	524
Grade 12	416

SOURCE: CBEDS, October 2007.

Average Class Size by Core Course

The average class size by core courses.

SUBJECT	2005–2006	2006–2007	2007–2008
English	25	26	25
History	31	28	27
Math	25	27	28
Science	32	29	31

SOURCE: CBEDS, October 2007.

Average Class Size by Core Course, Detail

The number of classrooms that fall into each range of class sizes.

SUBJECT	2005–2006			2006–2007			2007–2008		
	1–22	23–32	33+	1–22	23–32	33+	1–22	23–32	33+
English	42	37	15	30	44	12	34	37	20
History	3	15	33	6	26	21	9	27	20
Math	36	36	21	23	32	17	9	50	16
Science	1	24	28	5	35	17	4	17	34

SOURCE: CBEDS, October 2007.

Teacher Credentials

The number of teachers assigned to the school with a full credential and without a full credential, for both our school and the district.

TEACHERS	SCHOOL			DISTRICT
	2005–2006	2006–2007	2007–2008	2007–2008
With Full Credential	101	91	92	833
Without Full Credential	6	5	5	49

SOURCE: CBEDS, October 2007, Professional Assignment Information Form (PAIF) section.

Physical Fitness

Students in grades five, seven, and nine take the California Fitness Test each year. This test measures students' aerobic capacity, body composition, muscular strength, endurance, and flexibility using six different tests. The table below shows the percentage of students at our school who scored within the "healthy fitness zone" on all six tests. Our 2007–2008 results are compared to other students' results in the county and state. More information about physical fitness testing and standards is available on the CDE Web site.

CATEGORY	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Boys in Fitness Zone	33%	37%	37%
Girls in Fitness Zone	39%	45%	35%
Fifth graders in Fitness Zone	N/A	36%	29%
Seventh graders in Fitness Zone	N/A	45%	30%
Ninth graders in Fitness Zone	36%	41%	36%
All students in Fitness Zone	36%	41%	36%

SOURCE: Physical fitness test data is produced annually as schools test their students on the six Fitnessgram Standards. Data is reported by Educational Data Systems. County and state averages represent high schools only.

STUDENT PERFORMANCE

California Standards Tests

The California Standards Tests (CST) show how well students are doing in learning what the state content standards require. The CST include English/language arts, mathematics, science, and history/social science in grades nine through eleven. Student scores are reported as performance levels.

CST Results for All Students: Three-Year Comparison

The percentage of students achieving at the Proficient or Advanced level
(meeting or exceeding the state standards) for the most current three-year period.

SUBJECT	SCHOOL PERCENT PROFICIENT OR ADVANCED			DISTRICT PERCENT PROFICIENT OR ADVANCED			STATE PERCENT PROFICIENT OR ADVANCED		
	2006	2007	2008	2006	2007	2008	2006	2007	2008
English/ language arts	21%	24%	25%	29%	30%	32%	42%	43%	46%
History/social science	15%	17%	12%	20%	22%	23%	33%	33%	36%
Mathematics	7%	9%	9%	27%	29%	31%	40%	40%	43%
Science	17%	16%	20%	25%	29%	35%	35%	38%	46%

SOURCE: California Standards Tests (CST) results, spring 2008 test cycle, as interpreted and published by the CDE unit responsible for School Accountability Report Cards.

CST Results by Student Group: Most Recent Year

The percentage of students, by group, achieving at the Proficient or Advanced level
(meeting or exceeding the state standards) for the most recent testing period.

STUDENT GROUP	PERCENTAGE OF STUDENTS SCORING PROFICIENT OR ADVANCED			
	ENGLISH/ LANGUAGE ARTS 2007–2008	HISTORY/ SOCIAL SCIENCE 2007–2008	MATHEMATICS 2007–2008	SCIENCE 2007–2008
African American	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	38%	N/A	9%	N/A
Hispanic or Latino	23%	11%	8%	18%
Pacific Islander	N/A	N/A	N/A	N/A
White (not Hispanic)	43%	26%	18%	58%
Boys	22%	13%	9%	23%
Girls	27%	11%	8%	17%
Economically disadvantaged	22%	N/A	8%	15%
English Learners	3%	3%	1%	7%
Students with disabilities	5%	N/A	4%	12%
Students receiving migrant education services	16%	6%	5%	13%

SOURCE: California Standards Tests (CST) results, spring 2008 test cycle, as interpreted and published by the CDE unit responsible for School Accountability Report Cards.

ACCOUNTABILITY

California Academic Performance Index (API)

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1000, with a statewide target of 800. Detailed information about the API can be found on the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks: Three-Year Comparison

The state assigns statewide and similar-schools API ranks for all schools. The API ranks range from 1 to 10. A statewide rank of 1 means that the school has an API in the lowest 10 percent of all high schools in the state, while a statewide rank of 10 means that the school has an API in the highest 10 percent of all high schools in the state. The similar-schools API rank reflects how a school compares to 100 statistically matched schools with similar teachers and students.

API RANK	2005–2006	2006–2007	2007–2008
Statewide rank	2	2	2
Similar-schools rank	7	2	3

SOURCE: The API Base Report from August 2008.

API Changes by Student Group: Three-Year Comparison

API changes for all students and student groups: the actual API changes in points added or lost for the past three years, and the most recent API. Note: "N/A" means that the student group is not numerically significant.

STUDENT GROUP	ACTUAL API CHANGE			API SCORE
	2005–2006	2006–2007	2007–2008	2007–2008
All students at the school	-12	+6	-1	604
African American	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	-1	+0	+2	595
Pacific Islander	N/A	N/A	N/A	N/A
White (non Hispanic)	N/A	N/A	N/A	N/A
Economically disadvantaged	-8	+5	-6	579
English Learners	-19	-31	+25	552
Students with disabilities	+31	+3	-9	408

SOURCE: The API Growth Report as released in the Accountability Progress Report in October 2008.

Federal Adequate Yearly Progress (AYP) and Intervention Programs

The federal law known as No Child Left Behind requires that all schools and districts meet all four of the following criteria in order to attain Adequate Yearly Progress (AYP):

- (a) a 95-percent participation rate on the state's tests;
- (b) a CDE-mandated percentage of students scoring Proficient or higher on the English/language arts and mathematics tests;
- (c) an API of at least 590 or growth of at least one point; and
- (d) the graduation rate for the graduating class must be higher than 82.9 percent (or satisfy alternate improvement criteria).

AYP for the District

Whether the district met the federal requirement for AYP overall, and whether the school and the district met each of the AYP criteria.

AYP CRITERIA	DISTRICT
Overall	No
Graduation rate	Yes
Participation rate in English/language arts	Yes
Participation rate in mathematics	Yes
Percent Proficient in English/language arts	No
Percent Proficient in mathematics	No
Met Academic Performance Index (API)	Yes

SOURCE: The AYP Report as released in the Accountability Progress Report in November 2008.

Intervention Program: District Program Improvement (PI)

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

INDICATOR	DISTRICT
PI stage	3 of 5
The year the district entered PI	2004
Number of schools currently in PI	20
Percentage of schools currently in PI	61%

SOURCE: The Program Improvement Report as released in the Accountability Progress Report in October 2008.

DISTRICT EXPENDITURES

Total expenses include only the costs related to direct educational services to students. This figure does not include food services, land acquisition, new construction, and other expenditures unrelated to core educational purposes. The expenses-per-student figure is calculated by dividing total expenses by the district's average daily attendance (ADA). More information is available on the [CDE's Web site](#).

CATEGORY OF EXPENSE	OUR DISTRICT	SIMILAR DISTRICTS	ALL DISTRICTS
FISCAL YEAR 2006–2007			
Total expenses	\$169,495,511	N/A	N/A
Expenses per student	\$9,236	\$8,193	\$8,117
FISCAL YEAR 2005–2006			
Total expenses	\$155,387,741	N/A	N/A
Expenses per student	\$8,575	\$7,583	\$7,521

SOURCE: Fiscal Services Division, California Department of Education.

District Salaries, 2006–2007

This table reports the salaries of teachers and administrators in our district for the 2006–2007 school year. According to the CDE's SARC Data Definitions, "State certification/release dates for fiscal data occur in middle to late spring, precluding the inclusion of 2007–08 data in most cases. Therefore, 2006–07 data are used for report cards prepared during 2008–09." This table compares our average salaries to those in districts like ours, based on both enrollment and the grade level of our students. In addition, we report the percentage of our district's total budget dedicated to teachers' and administrators' salaries. The costs of health insurance, pensions, and other indirect compensation are not included.

SALARY INFORMATION	DISTRICT AVERAGE	STATE AVERAGE
Beginning teacher's salary	\$31,628	\$39,708
Midrange teacher's salary	\$54,285	\$63,805
Highest-paid teacher's salary	\$74,530	\$82,081
Average principal's salary (high school)	\$108,695	\$116,474
Superintendent's salary	\$160,543	\$183,478
Percentage of budget for teachers' salaries	32%	41%
Percentage of budget for administrators' salaries	6%	5%

SOURCE: School Accountability Report Card unit of the California Department of Education.

SCHOOL COMPLETION AND PREPARATION FOR COLLEGE

Dropout Rate and Graduation Rate

The dropout rate is an estimate of the percentage of all students who drop out before the end of the school year (one-year rate). Graduation rate is an estimate of the four-year completion rate for all students.

KEY FACTOR	SCHOOL	DISTRICT	STATE
Dropout rate (one-year)			
2006–2007	6%	5%	4%
2005–2006	9%	9%	3%
2004–2005	0%	0%	2%
Graduation rate (four-year)			
2006–2007	76%	80%	86%
2005–2006	75%	80%	87%
2004–2005	97%	97%	88%

SOURCE: CBEDS October 2005–2007.

Courses Required for Admission to the University of California or California State University Systems

Number and percentage of students enrolled in the A-G courses required for admission to the University of California (UC) or California State University (CSU).

KEY FACTOR	SCHOOL	DISTRICT	STATE
Percentage of students enrolled in courses required for UC/CSU admission	0%	0%	66%
Percentage of graduates from class of 2007 who completed all courses required for UC/CSU admission	37%	53%	38%

SOURCE: CBEDS, October 2007, for the class of 2007.

College Entrance Exam Reasoning Test (SAT)

The percentage of twelfth grade students (seniors) who voluntarily take the SAT Reasoning Test to apply to college, and the average verbal, math, and writing scores of those students.

KEY FACTOR	2004–2005	2005–2006	2006–2007
Percentage of seniors taking the SAT	29%	27%	35%
Average verbal score	426	432	424
Average math score	454	450	455
Average writing score	N/A	434	433

SOURCE: Original data from the College Board, for the class of 2007, and republished by the California Department of Education. To protect student privacy, scores are not shown when the number of students tested is fewer than 11. The College Board first introduced the writing test in 2005–2006.

CAREER TECHNICAL EDUCATION

Pajaro Valley Unified School District

Programs and Courses

Our district offers courses intended to help students prepare for the world of work.
These career technical education courses (CTE, formerly known as vocational education) are open to all students.

PROGRAM	COURSE	AGENCY OFFERING COURSE	OFFERED THROUGH ROC?	SATISFIES GRADUATION REQUIREMENTS?	PART OF A-G CURRICULUM?
Agriculture Mechanics	Adv Ag Mech & Tech	Watsonville High School	No	Yes	No
Agriculture Mechanics	Ag. Mechanics	Watsonville High School	No	Yes	No
Auto Technology	ROP Eng Perform	Watsonville High School	Yes	Yes	No
Auto Technology	ROP Engine Perf	Aptos High School	Yes	Yes	No
Auto Technology	ROP Engine Repair	Aptos High School	Yes	Yes	No
Auto Technology	ROP Engine Repair	Watsonville High School	Yes	Yes	No
Business	ROP International Busn/Trade	Watsonville High School	Yes	Yes	Yes
Business	ROP Economics of Marketing	Aptos High School	Yes	Yes	Yes
Business	ROP Small Bus. Mgmt.	Pajaro Valley High School	Yes	Yes	No
Career Technical Education	Career Explorations	Pacific Coast Charter	No	Yes	No
Career Technical Education	Lifeskills	Pacific Coast Charter	No	Yes	nO
Child Development	ROP Care W/Children	Watsonville High School	Yes	Yes	No
Computer Technology	Advanced Computer Literacy	Pacific Coast Charter	No	Yes	No
Computer Technology	Advanced Computers	AVCI	No	Yes	Yes
Computer Technology	Computer Aided Design (double-period)	AVCI	No	Yes	Yes

PROGRAM	COURSE	AGENCY OFFERING COURSE	OFFERED THROUGH ROC?	SATISFIES GRADUATION REQUIREMENTS?	PART OF A-G CURRICULUM?
Computer Technology	Computer Aided Manufacturing (double-period)	AVCI	No	Yes	Yes
Computer Technology	Computer Literacy	AVCI	No	Yes	Yes
Computer Technology	Computer Literacy I	Aptos High School	No	Yes	No
Computer Technology	Intro to Computers	Aptos High School	No	Yes	No
Computer Technology	Computer Literacy II	Aptos High School	No	Yes	No
Computer Technology	Computer Literacy	Pacific Coast Charter	No	Yes	No
Computer Technology	Intro to Computers	Pajaro Valley High School	No	Yes	No
Computer Technology	ROP Adv. Computer	Pajaro Valley High School	Yes	Yes	No
Computer Technology	ROP Comp Applications	Watsonville High School	Yes	Yes	No
Computer Technology	ROP Comp Graphics	Watsonville High School	Yes	Yes	Yes
Computer Technology	ROP Comp Graphics	Pajaro Valley High School	Yes	Yes	Yes
Computer Technology	ROP Comp Graphics	Aptos High School	Yes	Yes	Yes
Computer Technology	ROP Computer Main/Rep	Watsonville High School	Yes	Yes	No
Computer Technology	ROP Computer Applications	Pajaro Valley High School	Yes	Yes	No

PROGRAM	COURSE	AGENCY OFFERING COURSE	OFFERED THROUGH ROC?	SATISFIES GRADUATION REQUIREMENTS?	PART OF A-G CURRICULUM?
Computer Technology	ROP DesktopPublish	Watsonville High School	Yes	Yes	No
Computer Technology	ROP Web Design	Watsonville High School	Yes	Yes	No
Computer Technology	Web Page Design	Aptos High School	No	Yes	No
Computer Technology	Technology Elective	Pacific Coast Charter	No	Yes	No
Computer Technology	Wordprocessing	AVCI	No	Yes	No
Construction Technology	ROP Const Tech	Watsonville High School	Yes	Yes	No
Construction Technology	ROP Const. Tech	Aptos High School	Yes	Yes	No
Construction Technology	Beginning Woods	Aptos High School	No	Yes	Yes
Construction Technology	Advanced Woods	Aptos High School	No	Yes	Yes
Construction Technology	Woodworking	Renaissance	No	Yes	No
Cosmetology	ROP Cosmetology	Aptos High School	Yes	Yes	No
Cosmetology	ROP Cosmetology	Watsonville High School	Yes	Yes	No
Engineering and Design Industry	Industrial Arts Career Explorations	Renaissance	No	Yes	No
Entrepreneurship	ROP Sm Busn Mgmt	Watsonville High School	Yes	Yes	No
Food Science	Foods/ Nutrition	Pacific Coast Charter	No	Yes	No

PROGRAM	COURSE	AGENCY OFFERING COURSE	OFFERED THROUGH ROC?	SATISFIES GRADUATION REQUIREMENTS?	PART OF A-G CURRICULUM?
Food Science	ROP Culinary Art	Aptos High School	Yes	Yes	No
Food Science	Beginning Cooking	Aptos High School	No	Yes	No
Food Science	Advanced Cooking	Aptos High School	No	Yes	No
Forestry and Natural Resources	Fire Science	Aptos High School	Yes	Yes	Yes
Forestry and Natural Resources	AP Environmental Science	Pajaro Valley High School	No	Yes	Yes
Interior Design	ROP Interior Design	Aptos High School	Yes	Yes	No
Legal and Government Services	ROP Adm Justice	Aptos High School	Yes	Yes	No
Legal and Government Services	ROP Adm Justice	Watsonville High School	Yes	Yes	No
Legal and Government Services	ROP Admin. of Justice	Pajaro Valley High School	Yes	Yes	No
Media and Design Arts	Digital Media Arts	AVCI	No	Yes	Yes
Media and Design Arts	Digital Photography	Pacific Coast Charter	No	Yes	No
Media and Design Arts	Photography	Aptos High school	No	Yes	No
Media and Design Arts	Adv. Photography	Aptos High School	No	Yes	NO
Media and Design Arts	Media	Pajaro Valley High School	No	Yes	Yes
Media and Design Arts	Digital Photography	Renaissance	Yes	Yes	No

PROGRAM	COURSE	AGENCY OFFERING COURSE	OFFERED THROUGH ROC?	SATISFIES GRADUATION REQUIREMENTS?	PART OF A-G CURRICULUM?
Media and Design Arts	ROP Art/Video Lab	Watsonville High School	Yes	Yes	No
Media and Design Arts	ROP Video Broadcas	Watsonville High School	Yes	Yes	No
Media and Design Arts	ROP Video Prod.	Aptos High School	Yes	Yes	Yes
Media and Design Arts	ROP Adv. Video Prod	Aptos High School	Yes	Yes	Yes
Media and Design Arts	ROP Video Productions	Watsonville High School	Yes	Yes	Yes
Medical Technology	ROP Dental	Aptos High School	Yes	Yes	No
Medical Technology	ROP First Responder	Aptos High School	Yes	Yes	No
Medical Technology	ROP Med Occup HA 1	Watsonville High School	Yes	Yes	No
Medical Technology	ROP Medical Technology	Aptos High School	Yes	Yes	Yes
Medical Technology	ROP Medi-Occupation	Pajaro Valley High School	Yes	Yes	No
Medical Technology	ROP Medi-Tech	Pajaro Valley High School	Yes	Yes	Yes
Medical Technology	ROP Medi-Tech HA	Watsonville High School	Yes	Yes	Yes
Medical Technology	ROP Health Careers	Aptos High School	Yes	Yes	No
Medical Technology	ROP Public Safety	Aptos High School	Yes	Yes	No
Medical Technology	ROP Sport Occup	Aptos High School	Yes	Yes	No
Professional Sales and Marketing	ROP Retail Merchandising	Watsonville High School	Yes	Yes	No
Welding Technology	ROP Metal	Aptos High School	Yes	Yes	No
Welding Technology	ROP Metal Fabrication	Watsonville High School	Yes	Yes	No

Advisors

If you'd like more information about the programs our schools offer in career technical education, please speak with our staff. More information about career technical education policy is available on the [CDE Web site](#).

FIELD OR INDUSTRY	ADVISOR	PHONE	EMAIL
Agriculture and Natural Resources	Catherine Hatch	(831)786-2125 x502	Catherine_Hatch@pvusd.net
Computer Education	John Cirillo	831-768-1825	info@thespotinc.com
Computer Hardware	Karen Threlkeld	831-728-3343	karen.threlkeld@plantronics.com
Education/Principal	Leland Takemoto	831-728-6225	leland_takemoto@pvusd.net
Education/Teacher	Michael Tennant	831-728-6225	michael_tennant@pvusd.net
Education/Teacher	Victor Patino	831-728-6225	victor_patino@pvusd.net
Juice Processing	Martin Threlkeld	831-728-3343	karen.threlkeld@plantronics.com
Metal Working	Don Houseman	831-768-8045	
Education/Administration	Barbara Lawrence	831-688-6565	blawrence@aptoshs.net

TEXTBOOKS

Textbook Adoption List

TITLE	SUBJECT	DATE OF PUBLICATION	ADOPTION DATE
English I-Lang. Lit. 9th - McDougal Littell	English/Lang. Arts	2002	2002
Hamp/Br./High Point Levels A, B, and C	English/Lang. Arts	1997	2002
English 2-Lang. Lit. 10th- McDougal Littell	English/Lang. Arts	2002	2002
Language of Lit. -McDougal Littell	English/Lang. Arts	2002	2005
English Lit-Advent in English-Harcourt Brace	English/Lang. Arts	2002	2002
Algebra I- Mcdougal Littell	Math	2007	2008
Fitness for Life-Human Kinetics	Health	2005	2007
Prentice Hall Health: Skills for Wellness	Health	1997	1999
Prentice Hall Health: Skills for Living	Health	1994	1998
Addison Wesley Alg. & Trig, Pre-Calc.	Math	1990	1997
Amer. Book Co. CA Math. Review	Math	2003	2005
CPM Foundation of Algebra	Math	2002	2004
Hough. Miff. Pre-Calculus with Limits	Math	1997	1998
Key Curriculum Discovering Algebra	Math	2002	2004
Key Curriculum Discovering Geometry	Math	1997	1998
Key Curriculum Calculus	Math	1998	1998
Mc Doug./Lit. Algebra I	Math	2001	2004
McDougal-Lit. Algebra II	Math	1998	1998
McDougal-Lit. Geometry	Math	2003	2004
Springer, Discovering Algebra	Math	2002	2004
Springer, Discovering Geometry	Math	2003	2004
Springer, Workshop Statistics	Math	1997	1997
Biology, 6th edition-Pearson/Prentice hall	Science	2006	2006
Biology, Exploring Life-Pearson/Prentice hall	Science	2006	2007
Chemistry-Glencoe	Science	2007	2007
Marine Biology-Wadsworth	Science	2005	2006
Marine Biology--McGraw Hill	Science	2005	2005
AP/Honors: PhysicsGiancoli 6th Ed/Pearson/Prentice	Science	2005	2006
AP Environmental Earth: Living Planet-Wiley & sons	Science	2007	2007

TITLE	SUBJECT	DATE OF PUBLICATION	ADOPTION DATE
Lab Investigations AP-Peoples Publ	Science	2007	2007
Modern World History -McDougal Littell	Social Science	2006	2006
American Vision-Glencoe	Social Science	2006	2006
The Americans-McDougal Littell	Social Science	2006	2006
Calculus Concepts & Applications	Mathematics	2006	2007
Discovering Algebra: An investigative App. Key	Mathematics	2002	2004
Holt Lit. & Lang. Arts, 3rd course:Holt Rinehart	English/Language Arts	2003	2004
Lit. & Lang. Arts-Holt Rinehart	English/Language Arts	2003	2005
Holt Handbook-Holt Rinehart	English/Language Arts	2003	2005
SRA Level B1-SRA/McGraw Hill	English/Language Arts	1999	2004
SRA Level B2-SRA/McGraw Hill	English/Language Arts	1999	2004
SRA level C-SRA/McGraw Hill	English/Language Arts	1999	2004
High Point Basics, Grade 9-Hampton Brown	English/Language Arts	1997	2004
High Point Level A, Grade 9-Hampton Brown	English/Language Arts	1997	2004
High Point Level B, Grade 9-Hampton Brown	English/Language Arts	1997	2004
High Point Level C, Grade 9-Hampton Brown	English/Language Arts	1997	2004
Discovering Geometry: An investigative App. Key	Mathematics	2003	2004
Integrated Coordinated Science-Herff Jones	Science	2006	2006
Chemistry in the Community-	Science	2002	2006
Conceptual Integrate Science-Prentice Hall	Science	2006	2007
Conceptual Physics-Prentice Hall	Science	2006	2006
Chemistry Concepts & Applications-Gencoe	Science	2005	2007
Concepts & Dev. & Problem Solving-Prentice Hall	Science	2006	2007
Modern World History -McDougal Littell	Social Science	2001	2006
World History-Santillana	Social Science	2005	2006
Holt Economics-Holt Rinehart	Social Science	1999	2007
Health: Glencoe Health	Health	2007	2007
El español para nosotros: cursos 1-McGraw/Glencoe	Foreign Language	2006	2006
El español para nosotros: cursos 2-McGraw/Glencoe	Foreign Language	2006	2006
Abriendo Puertas Tomo I/II-McDougal Littell	Foreign Language	2003	2004
Galería De Art Vida-McGraw Hill-Glenco	Foreign Language	2004	2004
Buen Vía -McGraw Hill-Glenco	Foreign Language	2004	2004

TITLE	SUBJECT	DATE OF PUBLICATION	ADOPTION DATE
One Nation Vol. 1 (Spanish)-Pearson Learning	Foreign Language	2004	2004
Fast Food, Harp-Follett	English/Language Arts	2005	2005
American Reader Harp-Follett	English/Language Arts	2000	2000
MLA Handbook-Follett	English/Language Arts	2003	2003
The Thomson Reader	English/Language Arts	2007	2008
Holt Lit & Lang Arts- 3rd course, Holt Rinehart	English/Language Arts	2003	2004
Holt Lit & Lang Arts- 4th course, Holt Rinehart	English/Language	2003	2004
Holt Lit & Lang Arts- 5th course, Holt Rinehart	English/Language	2003	2004
Holt Lit & Lang Arts- 6th course, Holt Rinehart	English/Language Arts	2003	2004
Holt Biology-Holt/Rinehart	Science	2007	2007
Holt Science Spectrum Physical	Science	2006	2007
Chemistry-Concepts/Apps.-Glencoe	Science	2000	2007
Chemistry-Connections to our Changing-Glencoe	Science	2000	2007
Physical Science-Holt	Science	2007	2008
Marine Biology-Glencoe	Science	2007	2008
Biotechnology-McGraw Hill	Science	2007	2008
Giancoli Physics-Prentice Hall	Science	2007	2008
Biotechnology for the New Millennium-EMC	Science	2007	2008
Horticulture	Science	2007	2008
Modern World History-McDougal Littell	Social Science	2006	2007
Psychology-Glencoe	Social Science	2006	2007
The Americans Text	Social Science	2006	2007
Government Democracy in Action	Social Science	2001	2007
Economics Concept and Change-McDougal Littell	Social Science	2007	2008
Essentials of Economics-McGraw Hill	Social Science	2007	2008

PAJARO VALLEY UNIFIED SCHOOL DISTRICT



Board Agenda Backup

Item No: 13.3

Date: February 25, 2009

Item: Current and subsequent year budget reductions

Overview: Due to the California State budget crisis the District Board of Trustees has met several times in open Board meetings to discuss and review potential budget reductions.

On February 19, 2009 the California Legislators passed a State budget and the Governor is expected to sign the document February 20, 2009. The State budget encompasses solutions to the \$41 billion State deficit. The budget is proposed to be for a period of 18 months. The budget entails \$15 billion in expenditure reduction, \$14.4 billion in temporary revenues and \$11 billion of borrowing.

Securitize the state lottery
1-cent increase in the sales tax
Vehicle License Fee increase to 1 percent of the car's value
0.25 percent increase in the state income tax
reduction of the dependent care tax credit
Income tax surcharge of 2.5 percent

The budget relies on a special election scheduled for May 19, 2009. At this election the voters will be asked to pass a modified spending cap.

- Proposition 1A: a measure to securitize the state lottery, taking schools out of the lottery and allowing the state to sell bonds to help balance the budget in the 2009-10 fiscal year and possibly later. Schools will see an increase in Proposition 98 funding to accommodate the loss of lottery revenue.
- Proposition 1B: state spending cap
- Proposition 1C: education funding for the maintenance factor
- Proposition 1D: allows the state to divert the use of Proposition 10 monies
- Proposition 1E: allows the state to divert the use of Proposition 63 monies

If these items pass on the May ballot the revenues will stay in affect through 2012/13. If the spending cap is not approved by voters, the revenues will only be enacted for 24 months. Either way the funds are not ongoing.

At the writing of this document details on the affect on the district's budget were not available.

Due to the uncertainty of these items and the fact the district still must reduce its budget; the PVUSD board will still need to make the decisions tonight on what the "Fiscal Stability Plan" will encompass. This plan is necessary because our district's budget is rated "negative" under AB 1200. In addition, under education code we are required to give certificated personnel a notice by March 15th if their employment is questionable in the following year. And give classified employees a 45 day notice if their employment is questionable in the following year. Both are due to financial hardship in this case.

It is important that everyone understand that while we must prepare tonight to give these notices and make these expenditure reductions to balance our budget and prepare the "Fiscal Stability Plan", we are still able to negotiate with units and or identify other viable items. But, without additional items or negotiations we will need to implement the reductions identified tonight.

Recommendation: Identify and approve the reductions necessary to meet our requirement of a balanced budget for the current and two subsequent years.

BUDGET CONSIDERATIONS

Funding Source:

Budgeted: Yes: No:

Amount:

Associate Superintendent (signature): *Mary Hart*

Superintendent (signature): *Dorinda Baker (S)*

PAJARO VALLEY UNIFIED SCHOOL DISTRICT



Board Agenda Backup

Item No: 13.4

Date: February 25, 2009

Item: Report, Discussion and Possible Action on Guidelines for Board Meeting Conduct

Overview: As a follow up to the recent CSBA training, we are bringing forward a recommendation for guidelines for more effective Board meetings. These guidelines will be focused on Board member interaction that facilitates productive, respectful discussions that in turn fosters improved outcomes that support student learning. To facilitate discussion the existing Board Bylaw #9323 on Meeting Conduct is attached.

Recommendation: To review our existing Bylaws of the Board on Meeting Conduct (BB 9323) and make revisions as necessary.

Prepared By: Dorma Baker, Superintendent

Superintendent's Signature: _____

Dorma Baker (AB)

MEETING CONDUCT

Meeting Procedures

All Board of Education meetings shall begin on time and shall be guided by an agenda prepared and delivered in advance to all Board members and to other persons upon request.

(cf. 9322 - Agenda/Meeting Materials)

The Board president shall conduct Board meetings in accordance with Board bylaws, Robert's Rules of Order and procedures that enable the Board to efficiently consider issues and carry out the will of the majority. The rules contained in the New Robert's Rules of Order shall govern the Board in all cases to which they are applicable and in which they are not inconsistent with Board Bylaws.

(cf. 9121 - President)

The Board believes that late night meetings deter public participation, can affect the Board's decision-making ability, and can be a burden to staff. Regular Board meetings shall be adjourned at 10:30 p.m. unless extended to a specific time determined by a majority of the Board. The meeting shall be extended no more than once and may be adjourned to a later date.

(cf. 9320 - Meetings and Notices)

Quorum

A majority of the number of filled positions on the Board constitutes a quorum. (Education Code 5095, 35165)

Unless otherwise provided by law, affirmative votes by a majority of all the membership of the Board are required to approve any action under consideration, regardless of the number of members present. (Education Code 35164)

(cf. 9323.2 - Actions by the Board)

Abstentions

The Board believes that when no conflict of interest requires abstention, its members have a duty to vote on issues before them. When a member abstains, his/her abstention shall be considered to concur with the action taken by the majority of those who vote, whether affirmatively or negatively.

(cf. 9270 - Conflict of Interest)

MEETING CONDUCT (continued)

Public Participation

Members of the public are encouraged to attend Board meetings and to address the Board concerning any item on the agenda or within the Board's jurisdiction. So as not to inhibit public participation, persons attending Board meetings shall not be requested to sign in, complete a questionnaire, or otherwise provide their name or other information as a condition of attending the meeting.

In order to conduct district business in an orderly and efficient manner, the Board requires that public presentations to the Board comply with the following procedures:

1. The Board shall give members of the public an opportunity to address the Board either before or during the Board's consideration of each item of business to be discussed at regular or special meetings. (Education Code 35145.5, Government Code 54954.3)
2. At a time so designated on the agenda, members of the public may bring before the Board, at a regular meeting, matters that are not listed on the agenda. The Board may refer such a matter to the Superintendent or designee or take it under advisement, but shall not take action at that time except as allowed by law. The matter may be placed on the agenda of a subsequent meeting for action or discussion by the Board. (Education Code 35145.5, Government Code 54954.2)
3. Without taking action, Board members or district staff members may briefly respond to statements made or questions posed by the public about items not appearing on the agenda. Additionally, on their own initiative or in response to questions posed by the public, a Board or staff member may ask a question for clarification, make a brief announcement, or make a brief report on his/her own activities. (Government Code 54954.2)

Furthermore, the Board or a Board member may provide a reference to staff or other resources for factual information, ask staff to report back to the Board at a subsequent meeting concerning any matter, or take action directing staff to place a matter of business on a future agenda. (Government Code 54954.2)

4. The Board need not allow the public to speak on any item that has already been considered by a committee composed exclusively of Board members at a public meeting where the public had the opportunity to address the committee on that item. However, if the Board determines that the item has been substantially changed since the committee heard it, the Board shall provide an opportunity for the public to speak. (Government Code 54954.3)

MEETING CONDUCT (continued)

5. A person wishing to be heard by the Board shall first be recognized by the president and shall then proceed to comment as briefly as the subject permits.

Individual speakers shall be allowed three minutes to address the Board on each agenda or nonagenda item. The Board shall limit the total time for public input on each 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.

6. The Board president may rule on the appropriateness of a topic. If the topic would be more suitably addressed at a later time, the president may indicate the time and place when it should be presented.

The Board shall not prohibit public criticism of its policies, procedures, programs, services, acts or omissions. (Government Code 54954.3) In addition, the Board may not prohibit public criticism of district employees.

Whenever a member of the public initiates specific complaints or charges against an employee, the Board president shall inform the complainant that in order to protect the employee's right to adequate notice before a hearing of such complaints and charges, and also to preserve the ability of the Board to legally consider the complaints or charges in any subsequent evaluation of the employee, it is the policy of the Board to hear such complaints or charges in closed session unless otherwise requested by the employee pursuant to Government Code 54957.

(cf. 1312.1 - Complaints Concerning District Employees)
(cf. 9321 - Closed Session Purposes and Agendas)

7. The Board president shall not permit any disturbance or willful interruption of Board meetings. Persistent disruption by an individual or group shall be grounds for the chair to terminate the privilege of addressing the Board. The Board may remove disruptive individuals and order the room cleared if necessary; in this case, members of the media not participating in the disturbance shall be allowed to remain, and individual(s) not participating in such disturbances may be allowed to remain at the discretion of the Board. When the room is ordered cleared due to a disturbance, further Board proceedings shall concern only matters appearing on the agenda. (Government Code 54957.9)

(cf. 9324 - Minutes and Recordings)

MEETING CONDUCT (continued)

Recording by the Public

The Superintendent or designee shall designate locations from which members of the public may broadcast, photograph or tape record open meetings without causing a distraction.

If the Board finds that noise, illumination or obstruction of view related to these activities would persistently disrupt the proceedings, these activities shall be discontinued or restricted as determined by the Board. (Government Code 54953.5, 54953.6)

Legal Reference:

EDUCATION CODE

5095 Powers of remaining board members and new appointees

32210 Willful disturbance of public school or meeting a misdemeanor

35010 Prescription and enforcement of rules

35145.5 Agenda; public participation; regulations

35163 Official actions, minutes and journal

35164 Vote requirements

35165 Effect of vacancies upon majority and unanimous votes by seven member board

GOVERNMENT CODE

54953.5 Audio or video tape recording of proceedings

54953.6 Broadcasting of proceedings

54954.2 Agenda; posting; action on other matters

54954.3 Opportunity for public to address legislative body; regulations

54957 Closed sessions

54957.9 Disorderly conduct of general public during meeting; clearing of room

COURT DECISIONS

Baca v. Moreno Valley Unified School District, (C.D. Cal. 1996) 936 F.Supp. 719

ATTORNEY GENERAL OPINIONS

76 *Ops. Cal. Atty. Gen.* 281 (1993)

66 *Ops. Cal. Atty. Gen.* 336, 337 (1983)

63 *Ops. Cal. Atty. Gen.* 215 (1980)

61 *Ops. Cal. Atty. Gen.* 243, 253 (1978)

59 *Ops. Cal. Atty. Gen.* 532 (1976)