#### 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.



#### March 12, 2014 REGULAR BOARD MEETING

CLOSED SESSION – 6:00 p.m. – 7:00 p.m. PUBLIC SESSION – 7:00 p.m.

DISTRICT OFFICE
Boardroom
292 Green Valley Road, Watsonville, CA 95076

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

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

#### 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.

Please Note that Reporting out of Closed Session will Take Place AFTER Action Items.

#### 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

2.2 a – Resolution #13-14-15. Notice of Employment Non-reelection of Certain Certificated Probationary Employees.

- 2.3 Negotiations Update
  - a. CSEA
  - b. PVFT
  - c. Unrepresented Units: Management and Confidential
  - d. Substitutes Communication Workers of America (CWA)
- 2.4 Claims for Damages
- 2.5 Pending Litigation
- 2.6 Anticipated Litigation
- 2.7 Real Property Negotiations
- 2.8 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 Leslie DeRose, Maria Orozco, Karen Osmundson, Lupe Rivas, Jeff Ursino, Willie Yahiro and President Kim De Serpa

- 3.3 Superintendent Comments
- 3.4 Governing Board Comments/Reports Standing Committees Meetings (1 min per trustee)
- Jacob Young Financial Teacher of the Month Award for February 2014Susan Gallagher, EA Hall Middle School
- 4.0 APPROVAL OF THE AGENDA
- 5.0 APPROVAL OF MINUTES
  - a) Minutes for February 26, 2014.
- 6.0 HIGH SCHOOL STUDENTS BOARD REPRESENTATIVES REPORT (5 min. per school)

#### 7.0 VISITOR NON-AGENDA ITEMS

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

#### 8.0 EMPLOYEE ORGANIZATIONS COMMENTS – PVFT, CSEA, PVAM, CWA 5 Min. Each

#### 9.0 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).

- 9.1 Purchase Orders February 20 March 5, 2014
  The PO's will be available in the Superintendent's Office.
- 9.2 Warrants September February 20 March 5, 2014
  The warrants will be available in the Superintendent's Office.
- 9.3 Approve CAHSEE Passage Waiver for Student #13-14-31, English Language Arts, Pajaro Valley High School.
- 9.4 Approve CASHEE Passage Waiver for Student #13-14-32, Mathematics, Pajaro Valley High School.
- 9.5 Approve CAHSEE Passage Waiver for Student #13-14-33, Mathematics, Pajaro Valley High School.
- 9.6 Approve Bid #JL020114 Roll Towels and Dispensers.
- 9.7 Approve with Gratitude Donation of Book Carts for Six District School Libraries from Palace Art and Office Supply
- 9.8 Approve 2012-13 School Accountability Report Card (SARC).

The administration recommends approval of the Consent Agenda.

#### 10.0 DEFERRED CONSENT ITEMS

#### 11.0 REPORT, DISCUSSION AND POSSIBLE ACTION ITEMS

- 11.1 Report, discussion and possible action to Approve the 2013-14 Second Interim Budget Report.

  Report by Brett McFadden, CBO.

  30 min. report; 30 min. discussion.
- 11.2 Report, discussion and possible action to Approve Broadcasting/Taping of Board Meetings.

  \*Report by Brett McFadden, CBO.\*\*

  10 min. report; 20 min. discussion.
- 11.3 Report, discussion and possible action to Approve Resolution #13-14-14, Acknowledging March 12-14, 2014 as Adult Education Week.

  Report by Dorma Baker, Superintendent.

  2 min. report; 2 min. discussion
- 11.4 Report, discussion and possible action to Approve Provisional Internship Permit for Samantha Reid.

  Report by Sharon Roddick, Assistant Superintendent, HR. 2 min. report; 2 min. discussion

#### 12.0 REPORT AND DISCUSSION ITEMS

12.1 Report and discussion on Process Update for the Local Control Accountability Plan (LCAP).

Report by Dorma Baker, Superintendent.

5 min. report; 10 min. discussion

#### 13.0 ACTION ON CLOSED SESSION

#### 14.0 UPCOMING BOARD MEETINGS/REMAINING BOARD MEETINGS FOR 2014

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	<b>1</b> 9	<ul> <li>MSHS Training – Special Mtg.</li> </ul>
	<b>2</b> 6	
April	<b>9</b>	
	<b>23</b>	
May	<b>1</b> 4	
	<b>28</b>	<ul> <li>Approve 3<sup>rd</sup> Interim Report</li> </ul>
June	<b>-</b> 11	
	<b>2</b> 5	<ul> <li>2014-2015 Budget Adoption</li> </ul>
July	No Meetings	
August	<b>1</b> 3	
	<b>2</b> 7	
September	<b>1</b> 0	<ul> <li>Unaudited Actuals</li> </ul>
•	<b>2</b> 4	
October	<b>8</b>	
	<b>2</b> 2	
November	<b>1</b> 2	
December	■ 10 Annual Org. Mtg.	<ul> <li>Approve 1<sup>st</sup> Interim Report</li> </ul>

#### 15.0 ADJOURNMENT

#### PAJARO VALLEY UNIFIED SCHOOL DISTRICT CLOSED SESSION AGENDA March 12, 2014

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

  - b. Classified Employees

New Hi	res – Probationary
	None
Promot	ions
	None
New Hi	res
3	Teacher
1	Child Development Coordinator
New Su	bstitutes
15	Substitutes
Admini	strative Appointments
	None
Transfe	ers
	None
Other	
1	Tem Placeholder
Extra P	ay Assignments
12	Coach
Extra P	eriod Assignments
	None
Leaves	of Absence
1	Assistant Principal
1	Resource Specialist
2	Speech and Language Specialist
52	Teacher
3	TOSA
1	Instructional Assistant – General Education
1	Instructional Assistant – Mild/Moderate
2	Office Manager
Retiren	ients
	None

Resignations/Terminations			
	None		
Supple	emental Service Agreements		
25	Teacher		
1	Speech Language Therapist		
Miscel	laneous Actions		
	None		
Separa	tions From Service		
1	Counselor		
9	Teacher		
1	Cafeteria Cook/Baker		
1	Student Information Systems Specialist		
Limite	d Term – Projects		
1	Campus Safety & Security Officer		
7	Enrichment Specialist		
3	Office Assistant III		
Exemp	t		
	None		
Provisi	onal		
	None		
Limite	d Term - Substitute		
	None		

# February 26, 2014 REGULAR BOARD MEETING UNADOPTED MINUTES

CLOSED SESSION - 6:00 p.m. - 7:00 p.m. PUBLIC SESSION - 7:00 p.m. DISTRICT OFFICE

Boardroom 292 Green Valley Road, Watsonville, CA 95076



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

1.1 Call to Order

Vice President Rivas opened the meeting of the Board at 6:01 PM at 292 Green Valley Road, Watsonville, CA.

1.2 Public comments on closed session agenda. None.

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

- 2.1 Public Employee Appointment/Employment, Government Code Section 54957
  - a. Certificated Employees
  - b. Classified Employees
- 2.2 Public Employee Discipline/Dismissal/Release/Leaves
  - 2.2 a Resolution #13-14-12, Notice of Possible Reassignment or Release for Certain Certificated Management Employees.
  - 2.2 b Resolution #13-14-13. Notice of Employment Non-reelection of Certain Certificated Probationary Employees.
- 2.3 Negotiations Update
  - a. CSEA
  - b. PVFT
  - c. Unrepresented Units: Management and Confidential
  - d. Substitutes Communication Workers of America (CWA)
- 2.4 Claims for Damages
- 2.5 Pending Litigation
- 2.6 Anticipated Litigation
- 2.7 Real Property Negotiations
- 2.8 2 Expulsions
- 3.0 OPENING CEREMONY MEETING OF THE BOARD IN PUBLIC 7:00 P.M.

President De Serpa called the meeting of the Board in public to order at 7:10 PM.

3.1 Pledge of Allegiance

Trustee DeRose led the Board in the Pledge of Allegiance.

#### 3.2 Welcome by Board President

Trustees Leslie DeRose, Maria Orozco, Karen Osmundson, Lupe Rivas, Jeff Ursino, Willie Yahiro and President Kim De Serpa were present.

#### 3.3 Superintendent Comments

Superintendent Baker announced the district's efforts to obtain input for the Local Control Accountability Plan (LCAP). The district has received wonderful feedback from teachers, students and community members. She invited all to attend one of the upcoming town hall meetings to provide additional input.

#### 3.4 Governing Board Comments/Reports Standing Committees Meetings

Trustee Osmundson attended a few meetings and visited the High Tech Classroom at Pajaro Middle School. It was a very interesting and fun class.

Trustee Rivas attended several meetings, including the DELAC meeting where parents were able to offer their input on the LCAP. She also attended the Migrant Education meeting and was pleased to see so much parent participation.

Trustee DeRose, attended the National School Boards Association Advocacy Institute, as part of the California Delegation, and learned of issues that legislators are currently addressing, including Food Nutrition and E-Rate. She announced an upcoming event at the Mello Center where Nobel Laureate Dr. Randy Schekman will be speaking about his experience in science.

Trustee Ursino met with Mar Vista parents and it was a positive experience to listen to their concerns. He assisted in his son's kindergarten class and was impressed with the work that is done at the school. He announced and invited all to Rio Del Mar's upcoming 80's themed fundraiser.

President De Serpa congratulated the recipients of the Crystal Apple Award, Ari Parker, Michael Pushnik and Suzie Brown. She thanked Kelly Didion, principal at Valencia, for having applied for the Distinguished School Award; it is the first time a school applies for it twice.

#### 3.5 Student Recognition

Administrators, teachers, staff and family recognized the following students for their success.

- Josue Vega-Jungo, HA Hyde Elementary School
- Stefani Nolasco-Gutierrez, Landmark Elementary School
- Erin deCastongrene, Mar Vista Elementary School
- Madison Grace Mendoza, Valencia Elementary School

#### 4.0 APPROVAL OF THE AGENDA

Trustee DeRose moved to approve the agenda. Trustee Ursino seconded the motion. The motion passed unanimously.

#### 5.0 APPROVAL OF MINUTES

#### a) Minutes for February 5, 2014.

Trustee Ursino moved to approve the minutes. Trustee Yahiro seconded the motion. The motion passed 6/0/1 (DeRose abstained).

#### 6.0 HIGH SCHOOL STUDENTS BOARD REPRESENTATIVES REPORT

Vanessa Gonzalez of Watsonville High School spoke of fun events that have been taking place at the school. She notee that Adam Ledesma, a former student representative to the Board, was crowned King of Hearts. Auditions for upcoming play Westside Story are taking place and this play has had the most participation. She offered an update on sports.

Felicia Davidson of Pajaro Valley High School reported about the Richard King Youth Speech Contest from Freedom Rotary; student Miguel Fregoso is now moving to the next level of competition. She commented on

Board Meeting February 26, 2014 Unadopted Minutes Page 2 of 6

Positive Planet, a student-based initiative to improve positivism in our society. Dream conference took place and it went very well. The Blood Drive was successful. The school held a Leadership Development Day and was very well done. She offered a sports update. Regarding the recent Measure L update, she expressed her concern for the lack of mention for PVHSD. Students are looking forward to providing input on LCAP.

#### 7.0 VISITOR NON-AGENDA ITEMS

<u>Bill Beecher</u>, community member, commented about this perceived student performance problem. He proposed the Fishbone (Ishikawa) Diagram cause and effect model to improve student performance.

<u>Sarah Brothers</u>, Santa Cruz Arts Education Manager, followed up on a previous presentation to the board, thanking the president for the positive comments on music and arts.

8.0 EMPLOYEE ORGANIZATIONS COMMENTS – PVFT, CSEA, PVAM, CWA 5 Min. Each Sarah Henne, PVFT, spoke about the focus on LCAP and looking forward to meeting with Superintendent and the union's executive board. The organization seeks an active ongoing role in guiding the district's spending priorities. Regarding broadcast of board meetings, she suggested that when the district hires a company, they are instructed to tape to the needs of the district. She announced an upcoming CABE reception, where Lucia Villarreal, Chapter President, will be recognized; discussions on what CABE is doing to support English Learners will be taking place. She announced that CABE conference organizers are inviting the superintendent, assistant superintendents and board members to attend for one day for free. She shared flyers about the conference.

Esther Morillo of CSEA thanked the board for the new positions that are being advertised and to please keep in mind the positions that were cut at one point. She commented on a concern regarding staff who request union representation at a meeting with their supervisor: she requests that administration supports the union by allowing meetings to be scheduled after school is out so that a CSEA representative can accompany them and not interfere with their own workday.

Olga de Santa Anna, PVAM president, spoke of the difficult recent times with tragedies and near tragic situations. She commented on how schools handle these types of situations, where students as well as staff require counseling and healing. She is grateful for the support of her staff. Regarding LCAP, management enjoys working as a team to ensure we meet the needs of our students.

#### 9.0 CONSENT AGENDA

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

- 9.1 Purchase Orders January 31 February 19, 2014
- 9.2 Warrants September January 31 February 19, 2014
- 9.3 Approve Award of Contract, Priority One Digital Transmission Service E-Rate 2014-15.
- 9.4 Approve Resolution #13-14-10, Delegation of Authority to Conduct the Sale and Disposal of Surplus Personal Property.
- 9.5 Approve Playground Structure Project Measure L #8531, #8541, #8551 Project Closeout and Project Notice of Completion.
- 9.6 Approve Architectural Amendments.
- 9.7 Approve Nomination of Cynthia Hawthorne and Phil Rodriguez to CSBA's Delegate Assembly.

Board Meeting February 26, 2014 Unadopted Minutes Page 3 of 6

9.8 Approve CAHSEE Passage Waiver for Student 13-14-24, English Language Arts, Pajaro Valley High School.

#### 10.0 DEFERRED CONSENT ITEMS

None.

#### 11.0 REPORT, DISCUSSION AND POSSIBLE ACTION ITEMS

11.1 Report, discussion and possible action to Approve New Course Proposal: Watch Coastal Ecology Life Science Lab. Second Reading.

Report by Murry Schekman, Assistant Superintendent.

Mr. Schekman welcomed staff from Monterey Bay Aquarium (MBA), Rita Bell, Kim Swan and Katie Scott, as well as science teachers Greg McBride, Satina Ciandro, Steven Hoy and Rob Hoffman. He asked Ms. Bell to speak a bit about the district's partnership with MBA.

Rita Bell, Director of Education Programs at MBA, we are excited to be here and witness the board's approval of this course, a collaborative partnership with the aquarium and the district. The partnerships have developed a program pinnacle in this area. The program has a pathway through which schools can continuously learn about science and conservationism. The aquarium offers multiple interactions for elementary schools, including free school trips. Annually, about 16% of PVUSD students participate in fieldtrips to the aquarium. The Splash Zone at the aquarium is ideal for pre-kindergarten. Partnership aims to impact our students at every level. MBA also focuses on teacher education including professional development that addresses best practices in science. In the summer 25% of teachers participating in the teaching institute were from this district. We would like to get more teachers participate and incorporate learnings into their classroom curriculum. MBA values the collaboration with PVUSD.

Board participated with comments and thanked MBA for their work with the district.

Trustee Rivas moved to approve this item. Trustee DeRose seconded the motion. The motion passed unanimously.

## 11.2 Report, discussion and possible action to Approve Board Resolution #13-14-11, Acknowledging School Administrator Appreciation Week, March 2 – 8, 2014. Report by Sharon Roddick, Assistant Superintendent, HR.

Sharon Roddick said that over the year there are opportunities to thank staff for their dedication to students. This resolution is to acknowledge the work of school administrators in the week of March 2 – 8, 2014.

Trustee Osmundson moved to approve this item. Trustee Orozco seconded the motion.

Board participated with comments and thanked administration for their leadership at school sites and the various departments.

The motion passed unanimously.

#### 12.0 REPORT AND DISCUSSION ITEMS

12.1 Report and discussion on Highlight of Best Practices.

Report by Susan Perez, Director of Educational and English Learner Services.

Susan Perez spoke about Freedom Elementary as they have seen enormous growth in the Academic Performing Index, currently at 784, and California Standard Test results. Indicators of success for this school include clear focus, high expectations school-wide, strong data teams, strong focus on reading, and very strong parent involvement. Freedom School has taken a unique approach to teaching reading. She introduced Principal Gloria Puga to speak about their efforts.

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Ms. Puga spoke about the schools reading support, noting that teacher input is critical because of the work that goes on in the classroom. The idea of extending the day and inviting students to extend the day and stay 45 minutes to help students in reading was implemented in 2010-11 for 4<sup>th</sup> and 5<sup>th</sup> graders. With the support of all teachers, the transition was very smooth and for the past four years it has worked very well for our students. We have extended the day for 3<sup>rd</sup> grade as well and next steps is to work with the After School programs to include more students.

Susan Perez commented that there seems to be a disconnect between regular school day and the after school program. The current program is effective because students are being taught by their same teachers and consider it as part of the day.

Board participated with comments.

#### Public comment:

<u>Bill Beecher</u>, community member, observed that Freedom School numbers are increasing at a larger rate year by year, showing a cumulative effect. He noted that the process seems to be backwards, starting with older students. He suggested planning implementation to move forward with this program in other schools.

#### 13.0 ACTION ON CLOSED SESSION

### 2.1 Public Employee Appointment/Employment, Government Code Section 54957 a. Certificated Employees

Trustee DeRose moved to approve the certificated employee report with the following additions: 1 Teacher under New Hires; 9 Teachers and 1 Program Specialist under Leaves of Absence; and 1 Teacher under Resignations. Trustee Ursino seconded the motion. The motion passed unanimously.

#### b. Classified Employees

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

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

- 2.2 a Resolution #13-14-12, Notice of Possible Reassignment or Release for Certain Certificated Management Employees.
- 2.2 b Resolution #13-14-13. Notice of Employment Non-reelection of Certain Certificated Probationary Employees.

Trustee DeRose reported that the Board unanimously approved Resolutions #13-14-12 and #13-14-13.

#### 2.8 2 Expulsions

#### Actions on Expulsions:

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

#### 13-14-030

Trustee DeRose seconded the motion. The motion passed unanimously.

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

#### 13-14-031

Trustee DeRose seconded the motion. The motion passed 6/1/0 (Yahiro dissented).

# 14.0 UPCOMING BOARD MEETINGS/REMAINING BOARD MEETINGS FOR 2014 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.

Board Meeting February 26, 2014 Unadopted Minutes Page 5 of 6

		Comment
March	<b>1</b> 2	<ul> <li>Approve 2<sup>nd</sup> Interim Report</li> </ul>
	<b>1</b> 9	<ul> <li>MSHS Training – Special Mtg.</li> </ul>
	<b>2</b> 6	
April	<b>9</b>	
•	<b>2</b> 3	
May	<b>-</b> 14	
•	<b>28</b>	<ul> <li>Approve 3<sup>rd</sup> Interim Report</li> </ul>
June	<b>-</b> 11	1
	<b>2</b> 5	<ul> <li>2014-2015 Budget Adoption</li> </ul>
July	No Meetings	
August	<b>1</b> 3	
	<b>2</b> 7	
September	<b>•</b> 10	<ul> <li>Unaudited Actuals</li> </ul>
	<b>2</b> 4	
October	= 8	
	<b>2</b> 2	
November	<b>1</b> 2	
December	<ul> <li>10 Annual Org. Mtg.</li> </ul>	<ul> <li>Approve 1<sup>st</sup> Interim Report</li> </ul>

#### 15.0 ADJOURNMENT

There being no further business to discuss, the meeting of the Board was adjourned at 9:18 PM.

Dorma Baker, Superintendent





## Board Agenda Backup

Item No: 9.3

Date:

March 12, 2014

Item:

**CAHSEE Passage Waiver** 

English Language Arts (PVHS 13-14-31)

Overview:

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

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

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

Recommendation: Approve				
Budget Considerations: None				
Funding Source:				
Budgeted: Yes: No:				
Amount: \$				
red By: Denise Banghart-Bragg, Program Director, Special Services				
Superintendent's Signature: Down Bot				

#### PAJARO VALLEY UNIFIED SCHOOL DISTRICT

## Parent/Guardian Request for Waiver of the High School Exit Examination

	Requirement for Students with Disabilities
	Date: 2/14/14
	To The Parent/Guardian of:
	Beginning with the 2005-06 school year, all California public school students, including students with disabilities, are required to pass the California High School Exit Examination (CAHSEE) to receive a high school diploma.
	This letter is to inform you that your child took one or more subject matter parts of the CAHSEE with a modification prescribed in his/her current individualized education program (IEP
	At your written request, The PVUSD Board of Education may waive the requirement to successfully pass one or both subject matter parts of the CAHSEE in order to receive a diploma. You may submit this request by completing the information below and returning this form to the principal of your child's high school.
	Signature of Princ Date: 2/27/2014
	I request that my cl and earned the equivalent of a passing score one or more parts of the CAHSEE, be granted a waiver of this California graduation requirement.
	I understand that, in order to receive such a waiver, state law requires that my child have all of the following:
1.	An IEP that specifies the use of modification(s) on the exit examination, standardized testing, or classroom instruction and assessments.
2.	Sufficient high school level coursework either satisfactorily completed or in progress in the high school level curriculum sufficient to have attained the skills and knowledge otherwise needed to pass the CAHSEE.
3.	An individual score report showing that my child has received the equivalent of a passing score on the CAHSEE while using a modification that fundamentally alters what the high school examination measures as determined by the State Board of Education.
	Signature of Parent Date: 2/14/14
	FOR SITE USE ONLY
	Date Received by Principal:

### PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Student's Name:	V	
requested that the Governing B school exit examination in order examination with one or more:	51, the parent/guardian of $\psi$ , a sound waive the requirement that he/ser to receive a diploma. This student modifications that fundamentally alt of Education, and has achieved the en.	she successfully pass the high t has taken the high school exit er what the test measures as
I certify that the student qualifi	es for a waiver because he/she satisf	ies all of the following conditions:
with Disabilities Ed exit examination, st	ed education program (IEP) adopt sucation Act that specifies the use andardized testing, or classroom is of the IEP that specifies the modifi-	of the modification(s) on the nstruction and assessments.
a. Describe the natural this will result in for Special learning	overt identification of the stude    Rancalign   Service   disability as i	ase note if it is a due 'Specific
o. Debelled all, life	dification used on the English/lante form must be filled out for each se	inguage arts of main section of
	e for applying the modification(s) us the CAHSEE for this student.	sed to achieve an equivalent
d. Describe the modother assessment	diffication(s) that the student regularly s.	y uses in the classroom and on

#### Attachment to Request to Waive the CAHSEE Requirement for Students with Disabilities

#### Student ID Number

la. The IEP Team has determined that Student blems are not primarily the result of visual, hearing, or motor disabilities; of mental retardation; or emotional disturbance; or, of environmental, cultural, or economic disadvantage. The discrepancy is not primarily the result of limited school experience or poor school attendance. Student 3 a Severe Learning Disability and qualifies for Special Education Services.

organization. These delays manner elves as weak academic progress across all curriculum areas over her school career. Auditory processing delays greatly increase the likelihood that a student has had difficulty understanding and recalling the material she has been organizing, doubly difficult. Including but not limited to, monitoring problem solving processes, which further complicates success in all manner of problem solving and comprehending what has been read.

1c. Though student d to compete with her peers, she has done so and has been able to overcome and successfully pass .... glish Language Arts section of the CAHSEE. Student has been able to, successfully, utilize accommodations and modifications,

- A. e.g. taking tests in smaller and quieter settings.
- B. Having instructions read out loud,
- C. Taking tests over shorter sessions, or multiple days

1d. Teachers have been provided with a narrative profile of her learning style and academic needs and, finally, recommended accommodations or modifications she needs in order to be academically successful. Directions and/or questions for both class assignments and tests are provided in both visual and auditory modalities within her general education classes at her request or as determined beneficial by the classroom teacher.

Samuel Steverson Resource Teacher

Pajaro Valley High School

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

ipal's Signature

Certified by

I agree that the information on this Waiver Request Sheet accurately de this student regularly uses as identified in the IEP.  Signature of Student's Special Education Teacher  Samuel F. Stevenson  Print Name of Student's Special Education Teacher	scribes the modifications that  2/24/14  Date
I agree that the information on this Waiver Request Sheet accurately sto student has satisfactorily completed or is in the process of completing is sufficient to have obtained the skills and knowledge otherwise to pass the Examination.	n the high school curriculum is
Signature of Student's Academic Counselor  Nancy Puente  Printed Name of Student's Academic Counselor	2   28   14 Date



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

Supplementary & Specialized Support/Promotion

BRIFIED	-					
Student			Date of Birt  IEP Meeting Date 03/42/13 . 03/25/3 4			
		vices or specialized mate	rials/equipment as speci	fied below.	T 1 1 2	
Supports for sch			d aids/materials/equipme	ent (Assistiv	re Technology)	
Program modifie		✓ None	Γ	Donation	Start/End Date*	
Description	Responsible Agency/Personnel	Location	Frequency/Intensity	Duration	StativEnd Date	
					Start:	
	,			~	End:	
					Start:	
					End:	
					Start:	
					End:	
					Start:	
	-				End:	
					Start:	
					End:	
			ν.		190	
If a placement or service is						
accommodations  Student is working	ng towards a diploma a or ☑ with accommo	lations.	sed upon district curricu			
		NATION (CAREE)				
ALLERING A HILL H	CHOOL EXIT EXAMI	MATION (CARSEE)				
☐ No accommodation	ons or modifications		LEXEMPT due to eligi	bility for pa	rticipation in CAPA	
☐ No accommodation		questions read aloud, EL	Exempt due to eligi Grade Exempt (belo	i i	rticipation in CAPA )	



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

Student		Marine Control	Date of Birt	·
	134		IEP Meeting Date 03/12/13	U2/20/13 , /
		e.		4/17/18

### INSTRUCTIONAL ACCOMMODATIONS Responsible Start Date Accommodation Agency/Personnel Area of Difficulty Directions Read Aloud, Provide short & simplified District of Service, Assistant, Gen. 03/12/13 Auditory Perception directions and repeat as needed., Preferential Seating Ed. Teacher, RS Extra Time: Assignments/Tests (1.5), Repetition District of Service, Assistant, Gen. 03/12/13 Auditory Memory of key vocabulary; use of note cards for review., Provide with Notes, Visual Models Ed. Teacher, RS District of Service, Assistant, Gen. 03/12/13 Preferential Seating, Visual Models Attending Skills Ed. Teacher, RS District of Service, Assistant, Gen. 03/12/13 Establish a cue for student to use when she has Asking for help and Ed. Teacher, RS questions., Visual Models clarification, Social Skills



#### Pajaro Valley Unified School District

Enter Date: 8/23/2010

Graduated:

Class Of: 2014

School Name/Address

Pajaro Valley High School 500 Harkins Slough Watsonville, CA 95076

Tel: (831)728-8102

Fax: (831)728-6944

Counselor: Dicanta

SSID: Community

(001)100-1400

CrsID Course Title Mark Credit CrsID Course Title Mark Credit CrsID Course Title Valley Righ School Grd 09 12/2010 ---Total Credits---P Algebra 1A/B (Support9T D-5 000 Pajaro Valley High School Grd 11 6/2013 GPA Summary C 9276 Directed Study 5.000 6010 P Art 1 5.000 1130 P English 1 5.000 9291 Basic Skills CA Exit Ex B-5.000 Directed Study 3010 Realth B 5.000 3310 P Chemistry 5.000 2.250 Rank 217 out of 315 3€10 P Integrated Science 1 B Total GPA: 5.000 9270 Z -5.000 2.273 Rank 225 out of 315 Math B (9th) C N Physical Education 9 B P English 3: American Lit B-297E 5,000 1330 5.000 CSU GPA: 1.850 7210 P US History 4510 5.000 C. 5.000 Cal Grant GPA: Crs Att: 30.000 Cmp: 30.000 Total GPA: 2.500 Crs Att: 35.000 Cmp: 35.000 Total GPA: 2.286 Testing Information Pajaro Valley High School Grd 09 6/2011 Pajero Valley High School Grd 12 12/2013 2413 F Algebra 1A/B (Support9T RF 0.000 Basic Skills CA Exit Ex D 9292 CARSEE\_ELA-1-1 5.000 Directed Study B 9270 5.000 Directed Study A-5.000 CA ESEE ELA 12/7/2013 5.000 1430 3130 F English 1 C P English 4 D+ 5.000 CAHSEE\_Math-1-1 P Federal Government/US G D+ 3610 P Integrated Science I 5.000 7310 CA HSEE Math 5.000 P 11/7/2012 Intro Computers Math B (9th) 5051 5.000 5082 ROP Small Business Mana B-5.000 Math B (9th) C-N Physical Education 9 C 2821 P Statistics 5.000 5.000 5.000 Crs Att: 30.000 Cmp: 30.000 Total GPA: 1.833 Crs Att: 35.000 Cmp: 30.000 Total GPA: 2.167 Work In Progress Pajaro Valley High School Grd 10 12/2011 1610 N Adv PE 3210 P Biology 5.000 9292 Basic Skills CA Exit Ex Directed Study 9270 5.000 9270 Directed Study 0.000 1230 P English 2 C+ 5.000 7410 Economics 0.000 P Geometry 2510 5.000 1430 English 4 0.000 7110 P World Civ 5.000 5082 ROP Small Business Mana 0.000 Crs Att: 30.000 Cmp: 30.000 2827 P Staristics 0.000 After School Pajaro Valley Eigh Grd 10 12/2011 Credit Summary - High School AS2410 P ALGEBRA 1 - 2nd sem D Crs Att: 5.000 Cmp: 5.000 Total GFA: 2.000 Subject Area Dof Reo Pajaro Valley High School Grd 10 6/2012 English 40.00 40.00 N Adv PE 4610 C 5.000 Math 20.00 20.00 3210 5.000 Biological Science 10.00 P Biology 10.00 Physical Science Directed Study 5.000 9270 D 10.00 10.00 B+ 1230 P English 2 5.000 Health 5.00 5.00 В 7510 P Geometry 7110 P World Civ 2510 5.000 Fine Arts / Foreign L 10.00 10.00 Physical Education 20.00 5.000 20.00 Crs Att: 30.000 Cmp: 30.000 Total GPA: 2.500 Applied Arts World Civilization 10.00 10.00 Pajaro Valley High School Grd 11 12/2012 US History 10.00 10.00 6010 P Art 1 B- 5.000 Federal Government 5.00 5.00 9291 Busic Skills CA Exit Ex B 5.000 Economics 5.00 0.00 3310 P Chemistry 5.000 Electives 45.00 45.00 9270 Directed Study 5,000 Algebra 10.00 10.00 0 1330 English 3: American Lit 8+ 5.000 Science 10.00 10.00 7210 P US Ristory C-5.000 Electives 2 0.00 5.00 Crs Att: 30.000 Cmp: 30.000 Total GPA: 2.667

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

Palio	6/14/1995	8/17/1995	8/6/1996	4/10/2000	
OTB	6/14/1995	8/17/1995	3/27/1996	8/6/1996	4/10/2000
MMR	8/6/1996	4/10/2000			
HEP B	5/3/1995	6/14/1995	3/29/1996		
/aricella	1/8/1996				
on on a	17071000				

Transcript is unofficial unless signed by a school official

School Officials

Signature

Date: 2/13/2014



## Colfornia High School Exit Exert

Studeni proj Parent Report

To Selpa 2-13-14

English-Language Arts

Test	Date:	12/07/2013

Essay

Your	Score Required	Sigtes .	
Total Score	to Pass	1	
354	350	MODIFIED	

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



Foregroup, for Lighte's Library Rein

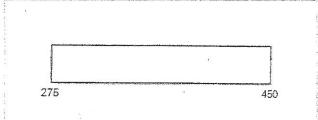
READING	Humber of Guestions	Number Correct
Word Analysis	7	3
Reading Comprehension	18	14
Literary Response & Analysis	20	9
WRITING		
Writing Strategies	12	9
Writing Conventions	15	10

Test Date: 12/14/2013

Wathemailes

;	Your		Score	Required		Status	
Ĺ	Total Score	÷	ic	Pass		ರ್ಷಚುಚ	
1	A A A A A A A A A A A A A A A A A A A		The Committee of the	and the figures and the state of the state o	SA	TISFIED REQ	4,5,0
					- Or v	TIOTILO TILO	

The district reported that your student previously satisfied the requirement to successfully pass this portion of the CAHSEE. This report is not proof of a passing score.



Stramas for Metrematics

		Number of Questions	Mumber Correct	
	Probability & Statistics	The second secon	Control (Control Control Contr	San and
19	Number Sense			*** *** ***
	Algebra & Functions			
	Measurement & Geometry			
	Algebra I			÷

to information recognisions about the residence of the large substituting where readments

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### Board Agenda Backup

Item No: 9.4

**Date:** March 12, 2014

Item: CAHSEE Passage Waiver

Math (PVHS 13-14-32)

Overview:

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

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

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

Recommendation:	Approve	
<b>Budget Conside</b>	rations: None	
Funding	Source:	
В	udgeted: Yes: No:	
2	Amount: \$	
Prepared By:	Denise Banghart-Bragg, Program Director Special Services	
Superintendent's S	Signature: Down Bot	

#### PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

T .	7-	14	-	14
Date:	4	1 (		1

1.

2.

3.

FOR SITE USE ONLY

Student Identification Number:

To The Parent/Guardian of:

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

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

At your written request, The PVUSD Board of Education may waive the requirement to successfully pass one or both subject matter parts of the CAHSEE in order to receive a diploma. You may submit this request by completing the information below and returning
this form to the principal of your child's high school.
Signature of Principal Date: 2014
I request that my child with a modification and earned the equivalent of a passing score one or near passing score or near passing score one or near passing score one or near passing score or
I understand that, in order to receive such a waiver, state law requires that my child have all of the following:
An IEP that specifies the use of modification(s) on the exit examination, standardized testing, or classroom instruction and assessments.
Sufficient high school level coursework either satisfactorily completed or in progress in the high school level curriculum sufficient to have attained the skills and knowledge otherwise needed to pass the CAHSEE.
An individual score report showing that my child has received the equivalent of a passing score on the CAHSEE while using a modification that fundamentally alters what the high school examination measures as determined by the State Board of Education.
Signature of Parent: Date: 218/14

Date Received by Principal:

#### PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Student's	Nar	me: Jumber
requested school ex examinati determine	that it ex on v ed by	ducation Code 6051, the parent/guardian of h disabilities, has the Governing Board waive the requirement that he successfully pass the high samination in order to receive a diploma. This student has taken the high school exit with one or more modifications that fundamentally alter what the test measures as y the State Board of Education, and has achieved the equivalent of a passing score one of the examination.
I certify the	hat t	he student qualifies for a waiver because he/she satisfies all of the following conditions:
	with exit	s an individualized education program (IEP) adopted pursuant to the Individuals h Disabilities Education Act that specifies the use of the modification(s) on the t examination, standardized testing, or classroom instruction and assessments. tach the section of the IEP that specifies the modifications.)
		Describe the nature of the student's disability as identified on the IEP (please note if this will result in overt identification of the student.
		Describe any modification used on the English/language arts or math section of the exam (separate form must be filled out for each section):
	*	
		State the rationale for applying the modification(s) used to achieve an equivalent passing score on the CAHSEE for this student.
	d.	Describe the modification(s) that the student regularly uses in the classroom and on other assessments.

- 1. This student has auditory memory and processing speed delays which impact her reading comprehension and math calculations skills. She processes things very slowly and would not do well on a timed test:
- 2. During the math portion of the test the student was provided with a calculator and had some questions read aloud to her.
- 3. This student's reading comprehension skills are below grade level due to her processing speed deficit. The oral reading of test questions aloud provided clarity of information and provided an appropriate pace for the test. The use of a calculator helped her with her processing speed and helped her to finish the test on time.
- 4. This student is provided with a variety of instructional accommodations every day including; visual models, visual schedules, time and a half for assignments and tests, tests in short segments, can use a calculator if needed, can take tests in an alternate setting, and can have directions read aloud. Her general education teachers have been provided with a copy of her IEP instructional accommodations so they can create an environment for her with the least restrictions.

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

I agree that the information on this Waiver Request Sheet accurately describes the modifications that this student regularly uses as identified in the IEP.    Viriala E. Ballage   2/19/19     Signature of Student's Special Education Teacher   Date
Nicholas E. Ballagh  Print Name of Student's Special Education Teacher
I agree that the information on this Waiver Request Sheet accurately states that the coursework this student has satisfactorily completed or is in the process of completing in the high school curriculum is sufficient to have obtained the skills and knowledge otherwise to pass the California High School Exit Examination.  2/14/14
Signature of Student's Academic Counselor  Date  Printed Name of Student's Academic Counselor



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

#### Supplementary & Specialized Support/Promotion

C4-1			Data af Diada		
Studen			Date of Birth		<del></del>
			IEP Meeting Date 10/0	)8/13	
	ECIALIZED SUPPOR			~	
Student requires suppl  Supports for sel	ementary aids and service		rials/equipment as spec d aids/materials/equipm		
Program modifi		✓ Specialize  None	u aius/materiais/equipm	em (Assistiv	ve reciniology)
Description	Responsible	Location	Frequency/Intensity	Duration	Start/End Date*
	Agency/Personnel				
		**************************************			Start:
					2
					End:
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* 16 1					
* If a placement or service is	ending, give reason				-
PROMOTION STAND		V 1925/21 27.0	2 22 2 2		. —
	ng towards a diploma an or vith accommoda		sed upon district curricu	lum standar	ds [ ] without
accommodations	or vi with accommoda	lions.			
Student is working	ng towards a certificate a	and will be promoted b	ased upon alternative cu	rriculum sta	andards and/or
	ess towards goals.		Communication of the Communica		
					12
CALIFORNIA HIGH SO	CHOOL EXIT EXAMINA	ATION (CAHSEE)	TOTAL CONTROL OF THE PROPERTY	ever visit on the control of the con	
				:1:. C	
AS SHADOWS ASSESSMENT AND ASSESSMENT ASSESSMENT AND ASSESSMENT ASSESSME	ons or modifications		Exempt due to eligib		
✓ Modifications (sp	ecify) Calculator	-	Grade Exempt (belo	w grade 10)	1
✓ Accommodations	(specify) Math Q's Read A	Aloud	Passed both subtests	of the CAF	ISEE
	L. Marie Co. C. Marie Co. C. Marie Co.				



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

Student	Date of Birth
* * *	IEP Meeting Date 10/08/13

#### INSTRUCTIONAL ACCOMMODATIONS

3 0 <u>9</u> 00000000000000000000000000000000000		Responsible	
Area of Difficulty auditory Memory	Accommodation	Agency/Personnel District of Service, Assistant, Gen.	Start Date
uditory Memory	Visual Models, Visual Schedule	District of Service, Assistant, Gen. Ed. Teacher, RS	10/08/13
Processing Speed	Calculator, Extra Time: Assignments/Tests (1.5), Take Tests in Alternate Setting, Tests in Short Segments	District of Service, Assistant, Gen. Ed. Teacher, RS	10/08/13
Reading Comprehension	Directions Read Aloud	District of Service, Assistant, Gen. Ed. Teacher, RS	10/08/13
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Page	of
1 age	UI

#### Pajaro Valley Unified School District

Enter Date: 8/23/2010

Graduated:

Class Of: 2014

School Name/Address

Pajaro Valley High School 500 Harkins Slough Watsonville, CA 95076

Tel: (831)728-8102

Fax: (831)728-6944

Counselor: Ospina

SSID: Community

CrsID	. (	Course Title M	ark	Credit	CrsI	D	Course Title	Ma	rk	Credit		Credit 5	Summary	- High	School	L
		liey Righ School Grd 99					alley High School Gr					ojeci Area		hea.	Сир	Dei
410	2	Aigebra 1A/R	B	5.000	2610		Algebra II			5.000		English			35,00	5.0
270		Directed Study	F.	5.000	3330	P	Chemistry		B	5.000	8	Mach			25.00	
		English 1 (SDATE)	A	5.000	9270		Directed Study		B	5.000	C	Biological:			10.00	
	200	Integrated Science I	8-	5.000	1330		English 3: America:				Ţ,ı	Physical Sc.	ience	10.00	10.00	
051		Intro Computers	B-	5.000	4110		Spanish 1		A-		E_	Bealth		5.00	5.00	
510		Physical Education 9	B	5.000	7210		US Mistory		B-		F	Fine Arts /	Foreign	L 10.00	10.00	
rs Att	;	30.000 Cmp: 30.000 Total	GPA:	3.333	Crs A	tt:	30.000 Cmp; 30.000 5	otal	GPA:	3.000	G	Physical Ed		20.00	20.00	
											H	Applied Art		10.00	10.00	
		lley Righ School Grd 09					alley High School Gr				I	World Civil			10.00	
	5	Algebra 1A/B	D-+-	5.000			GEOMETRY-lst Sen		Ā.		J	US History			20.00	
9270		Directed Study	B+	5.000			GEOMETRY-2nd Sem		A		X	Federal Gov	ernment	5.00	5.00	
	Ď.	English 1 (SDAIE)	C÷	5.000	Crs A	tt:	10.000 Cmp: 10.000 5	otal	GPA:	4.000	L	Economics		5.00	0.00	5.00
3916		Health	В	5.000							14	Electives		45.00	30.00	15.00
		3	B-	5.000			alley Eigh School Gro			L 3	N	Algebra		10.00	10.00	
1510			B-	5.000		P	3-Dimensional/Paper			5.000	C	Science		10.00	10.00	
irs Att		30.000 Cmp: 30.000 Total	GPA:	2.500	9291		Basic Skills CA Ex	t Ex	C-	5.000	X	Electives 2		0.00	5.00	
					9270		Directed Study		A	5.000	-					
		lley High School Grd 10	12/20		7310	F	Federal Government,	US G	B-	5.000		-Total Crecit:	n	220.00	205.00	25.00
610		Adv PE	B+	5.000	5960		Leadership (ASB)		B-	5.000						13
	P	Biology '	B-	5.000	1530		Media		D	5.000			GPA SU	nmary		
270		Directed Study	A	5.000	Crs A	tt:	30.000 Cmp: 30.000 5	otal	GPA:	2.500		·			·····	
		English 2	C-	5.000							ACI	demic GPA:	2.1	Bll Rank	132 out	of 31
2510	Ţ,	Geometry	RD	0.000			E				Tet	al GPA:		529 Rank		
110	Ď.	World Civ	B	5.000			Work In Progr	ess			CSU	GPA:	2.	650		
es Att	: :	30.000 Cmp: 25.000 Total	GPA:	3.000							Cal	Grant GPA:	2,	59 E		
					6025	P	3-Dimensional/Paper	Scu		0.000						
		lley High School Grd 10	6/201	2	9291		Basic Skills CA Ex	t Ex		0.000						
610	N	Adv PE	B+	5.000	9270		Directed Study			0.000		Tes	ting In	formati	on	
	P	Biology	134	5,000	7410	P	Sconomics			0.000			CARSEE	ELA-1-1		
220		Directed Study	A	5.000	1430	P	English 4			0.000	CA	HSEE ELA	₽	/14/2013		
230	P	English 2	D	5.000	5960		Leadership (ASB)			0.000			CAHSEE_M	lath-1-1		
	P	Geometry	RD	0.000	1530		Media			0.000	CA	HSEE Math		12/14/201	3	
110	ř.	World Civ	В	5.000	9020	2	Student Assistant/	each		0.000						
ire Att	: :	30.000 Cmp: 25.000 Total	GPA:	2.400			8									
		lley High School Grd 11												31		
		3	8-	5.000												
	P	Chemistry	C+	5.000												
270		Directed Study		0,000												
330	P	English 3: American Lit	C+	5.000												
110	P	Spanish 1	Λ	5.000												
210	P	US History	C-	5,000												
rs Att	: :	30.000 Cmp: 25.000 Total	GPA:	2.600												
					4											

## $\label{eq:Hamiltonian} \mbox{H = Honors \ A = Advanced Placement P = College Prep \ N = Non-Academic \\ \mbox{One GPA is provided per semester.}$

	Polio	5/24/1996	7/24/1996	9/24/1996	3/30/2000	
100 5 1						
230.5 hrs	DTB	5/24/1996	7/24/1996	9/24/1996	2/4/1998	3/30/2000
	MMR	2/4/1998	3/30/2000			
	HEP B	5/24/1996	7/24/1996	11/26/1996		
	Varicella	3/30/2000	4/22/2008			
	Transcript	is unofficial u	nlass sians	d bu a cab	nal afficial	
	School Of		niess signe	ed by a sch	ool omicial	
	Signature					Date: 2/13/2014

To Selpa 2-13-13

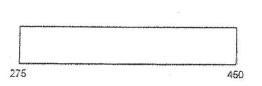
County: 44 - Santa Cruz Coun

inglish-Language Arts

#### Test Date: 12/07/2013

YOUT	with the To	Required	100		
				- TEE	10.
otal Score	. io	Pass	1 0	Cielic	32
Strategical particular manny	Aut kent of a land of the	- Book to the description of the second second second		No de timbolis anti-les in the second	ernelferi aller erne
	i			SATISFIED	REO
		The state of the s	ital Score to Pass	The section of the se	otal Soure . to Pass

The district reported that your student previously satisfied the requirement to successfully pass this portion of the CAHSEE. This report is not proof of a passing score.



Theorem for Implicate Languages with

READING	Mumber of	Munther		
READING	Guestions	Correct		
Word Analysis				
Reading Comprehension				
Literary Response & Analysis				
WRITING				
Writing Strategies				
Writing Conventions				

THE STATE

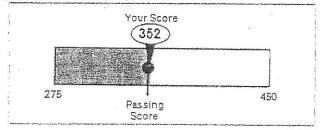
Essay

### Wathematics

#### Test Date: 12/14/2013

~~.	Your stal Score		Required	Sta	itus
54		O3	Pass'		, 
	352		350	MODIFIED	)
		1		1	1143

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



#### Strands for Mathematics

	Number of Questions	Number Correct	
Probability & Statistics	13	8	
Number Sense	17	6	1
Algebra & Functions	20	10	
Measurement & Geometry	18	12	2
Algebra I	12	6	1
			1

Esun stations access received the socres that range from 1 noweds to 4 this need, or non-scorable INCs. The eventupe of these two socres is listed above under the heading "your Score", ne Writing Applications socre commons 20% of the loud English European Socre

A student must only receive the subject area examination (English-Language Aris and/or Mathemados) that was not passed.





### Board Agenda Backup

5	
	5

**Date:** March 12, 2014

Item: CAHSEE Passage Waiver

Math (PVHS 13-14-33)

Overview:

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

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

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

Recommendation: Approve
Budget Considerations: None
Funding Source:
Budgeted: Yes: No:
Amount: \$
Prepared By: Denise Banghart-Bragg, Program Director Special Services
Superintendent's Signature: Dorm Bol

#### PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Date: 2-14-14

To The Parent/Guardian of:

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

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

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

	this form to the principal of your child's high school.
	Signature of Principal: Date:
	I request that my child rith a modification and earned the equivalent of a passing score one or more parts of the control, be granted a waiver of this California graduation requirement.
	I understand that, in order to receive such a waiver, state law requires that my child have all of the following:
1.	An IEP that specifies the use of modification(s) on the exit examination, standardized testing, or classroom instruction and assessments.
2.	Sufficient high school level coursework either satisfactorily completed or in progress in the high school level curriculum sufficient to have attained the skills and knowledge otherwise needed to pass the CAHSEE.
3.	An individual score report showing that my child has received the equivalent of a passing score on the CAHSEE while using a modification that fundamentally alters what the high school examination measures as determined by the State Board of Education.
	Signature of Parent: Pate: 2-19-14
	FOR SITE USE ONLY
	Date Received by Principal:
	Student Identification Number:
-	

#### PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Jumber:

Student's Name:

			k) a
requested school exi examinati determine	that it ex on y d b	Education Code 6051, the parent/guardian of the Governing Board waive the requirement that he samination in order to receive a diploma. This student has take with one or more modifications that fundamentally alter what fly the State Board of Education, and has achieved the equivalent of the examination.	on the high school exit the test measures as
I certify th	nat 1	the student qualifies for a waiver because he/she satisfies all of	the following conditions:
8	wit exi	s an individualized education program (IEP) adopted pursu th Disabilities Education Act that specifies the use of the me t examination, standardized testing, or classroom instruction tach the section of the IEP that specifies the modifications.	odification(s) on the n and assessments.
	a.	Describe the nature of the student's disability as identified on this will result in overt identification of the student.	the IEP (please note if
	Ъ.	Describe any modification used on the English/language at the exam (separate form must be filled out for each section):	rts or math section of
	c.	State the rationale for applying the modification(s) used to ach passing score on the CAHSEE for this student.	nieve an equivalent
	d.	Describe the modification(s) that the student regularly uses in other assessments.	the classroom and on

#### Student ID:

- 1. This student has visual perception and processing speed delays which impact his reading comprehension and study/organization skills. He processes things slowly and would not do well on a timed test.
- 2. During the math portion of the test the student was provided with a calculator and some questions were read aloud to him.
- 3. This student has slow processing speed which leads to discouragement and the need for more time on tests. The use of a calculator on the test allowed the student to correctly do math calculations without having to rush to finish.
- 4. This student is provided with a variety of instructional accommodations every day which include; visual schedules, visual models, double time for assignments and tests, shortened assignments, is provided with notes, can use a calculator if needed, tests in short segments, directions read aloud and can take tests in an alternate setting. His general education teachers have been provided with a copy of his IEP goals and instructional accommodations so they can create an educational environment for him with the least restrictions.

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

Certified by:	
Principal's Signature	Date
I agree that the information on this Waiver Request Sheet a	convertely describes the modification
this student regularly uses as identified in the IEP.	ecurately describes the modifications that
Nichalan E. Ballagh	
Ilwhala C. Dallage	2/14/14
Signature of Student's Special Education Teacher	Date
Nicholas E. Ballagh	*
Print Name of Student's Special Education Teacher	
grand the state of	
I agree that the information on this Waiver Request Sheet a	ccurately states that the coursework this
student has satisfactorily completed or is in the process of a	completing in the high school curriculum is
sufficient to have obtained the skills and knowledge otherwise Examination.	se to pass the California High School Exit
O MA . add A	
[ I IIV WIFING ]	7-21-14
Signature of Student's Academic Counselor	Data
	Date
Frica Murphy,	
Printed Name of Student's Academic Counselor	



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

Student Date of Birth IEP Meeting Date 01/24/14 SUPPLEMENTARY/SPECIALIZED SUPPORT Student requires supplementary aids and services or specialized materials/equipment as specified below. Supports for school personnel Specialized aids/materials/equipment (Assistive Technology) Program modifications None Responsible Frequency/Intensity Description Location Duration Start/End Date\* Agency/Personnel Start: End: Start: End: Start: End: Start: End: Start: End: \* If a placement or service is ending, give reason PROMOTION STANDARDS Student is working towards a diploma and will be promoted based upon district curriculum standards without accommodations or with accommodations. Student is working towards a certificate and will be promoted based upon alternative curriculum standards and/or substantial progress towards goals. CALIFORNIA HIGH SCHOOL EXIT EXAMINATION (CAHSEE) No accommodations or modifications Exempt due to eligibility for participation in CAPA Modifications (specify) Calculator; Passed ELA Grade Exempt (below grade 10) Accommodations (specify) Math Q's read aloud Passed both subtests of the CAHSEE



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

Student_	Date of Birth	
r	IEP Meeting Date 01/24/	14

# INSTRUCTIONAL ACCOMMODATIONS Responsible Area of Difficulty Accommodation Agency/Personnel Start Date Calculator, Directions Read Aloud, Extra Time: Assignments/Tests (2.0), Provide with Notes, Shortened Assignments, Take Tests in Alternate Processing Speed District of Service, Assistant, Gen. 01/24/14 Ed. Teacher, RS Setting, Tests in Short Segments, Visual Models, Visual Schedule District of Service, Assistant, Gen. Ed. Teacher, RS Visual Perception Preferential Seating 01/24/14

IEP	04B	(12/1)	1)

70	C
Page	of
1 450	UI UI

Pajaro Valley Unified School District

Enter Date: 8

8/23/2010

Graduated:

Class Of: 2014

School Name/Address

Pajaro Valley High School 500 Harkins Slough Watsonville, CA 95076

Tel: (831)728-8102

Fax: (831)728-6944

Counselor: Murphy, E

SSID: Community S

CrsID (	Course Title	Mark	Credit	CrsID	Cou	rse Title	I	Mark	Credit	CrsID	Course	Tit	le	Mark (	Credi
	liey High School Grd (	9 12/20	10	2010 F	Al.	debra lī			0.000	Total	Credits		220.00	205.00	26.00
	Algebra 1A/B	FD	0.000	9991		sic Skills C			5.000			CDZ	^		····
2276	Directed Study	A	5.000	5065	Bi	ke Periorman	ce and I	e B-	5.000			GPA	Summary		
	English 1 (SDAIR)	A	5.000			emistry		D-	5.000					~~	
	Integrated Science I	В	5.000	9270	Di	rected Study		3	5,000	Academi o	GPA:		2,359 Eanl	203 out	of 31
9651	Intro Computers	C	5.000		En	glish 3: Ame	cican Li	t D	5.000	Total GF	A:		2.415 Kan)	205 out	of 31
4515 N	Physical Education 9	В	5.000		US	History		C	5.000	CSU GPA:			1.611		
Cre Att:	30.000 Cmp: 25.000 Tot	al GPA:	3.200	7210 E	บร	History			0.000	Cal Gran	t GPA:		2.087		
				Crs Att:	40.	000 Cmp: 30.0	000 Tota	l GPA:	2.333						
	lley High School Grd 0	9 6/201	<i>1.</i>								-			7	
	Algebra 1A/B	C-	5.000	Pajaro V	/alle	y High School	1. Grd 12	12/20	13		rest	ung	Informat	1.0D	
270	Directed Study	A-	5.000	9291	Ba	sic Skills C	A Exit E	K D+	5.000			CARS	EL ELA-1-1		
1120 P	English 1 (SDAIE)	C	5.000	9270	Di	rected Study		A	5.000	CA ESEE	ELA	p	5/14/201	.3	
351D	Health	С	5.000	6020 E	Dr	aw/Paint		B+	5.000			CARSE	E Math-1-1		
3610 P	Integrated Science I	C-	5.000	7410 E	Ec	onomi es		0-	5.000	CA HSEE		F	12/14/20	13	
4510 N	Physical Education 9	24	5.000	1430 F	En	nglish 4		В-	5.000						
Crs Att:	30.000 Cmp: 30.000			9020	N St	udent Assista	ent/Teac	h A+	5.000						
	□ □			Crs Att:	30.	000 Cmp: 30.0	000 Tota	1 GPA:	2.833						
After Sch	ool Pajaro Valley High	Grd 09	6/2011												
LS2410 P	ALGEBRA 1 - 1st Sem.	C+	5.000												14
Ers Att:	5.000 Cmp: 5.000 Total	GPA: 2	.571			Work In P	rogres	5							
						~~~									
Pajaro Va	lley High School Grd 1	0 12/20	11	9291	Ba	sic Skills CA	A Exit E	x	0.000						
	Adv ⊋E	С	5.000	9270	Di	rected Study			0.000						
3210 P	Biology	D-	5.000	6020 F		aw/Paint			0.000						
9270	Directed Study	<u>r</u> –	5.000	1430 P	En	nglish 4			0.000						
L230 P	English 2	D	5.000			deral Govern	ment/US	G	0.000						
	Geometry	C-	5.000	Charles and the same of the sa		udent Assista			0.000						
	World Civ	C	5.000							1					
	30.000 Cmp: 30.000 Tot	al GPA:	2.000												
	2007 BC0 0000 CERT - WHO THE REAL CONTRACTOR CONTRACTOR CONTRACTOR			Cı	redi	t Summary	- High	School	). <u>l</u>						
ajaro Va	lley High School Grd 1	0 6/201	2												
	Adv PE	A-	5.000	Subject	Area		Req	Cmp	De€						
210 P	Biology	Ď-	5.000	A Engl	ish		40.00	35.00	5.00						
270	Directed Study	3+	5.000	B Math			20.00								
230 P	English 2	D		C Biol	ogic	al Science	10.00								
	Geometry	C-				Science	10.00								
	World Civ	D		E Heal			5.00	5.00							
	30.000 Cmp: 30.000 Tot	al GPA:		F Fine	Art	s / Foreign 1		5.00	5.00						
						Education	20.00		0.00						
ajaro Val	lley High School Grd L	1 12/20	12			Arts	10.00								
	Algebra II	D-	5.000				10.00								
065	Bike Performance and				listo		10.00								
	Chemistry	D	5.000	1.00 C.		Government	5.00	0.00	5.00						
270	Directed Study	**			omic		5.00	5.00	0.00						
	English 3: American L	it C-	5.000		tive		45.00		5.00						
	US History	C		N Alge			10.00		5.00						
	30.000 Cmp: 25.000 Tot			O Scie			10.00								
a. Mili	50.000 Cmp: 25.000 162	m_ GFA:	2.000		tive	10 2	0.00	0.00							
		1 (1003	3		T A 63		0.00	V. 00							
STEVA W.	lley High School Grd 1														

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

	Transcript is School Offici Signature		iless signe	d by a sch	ool official	Date: 2/13/2014
	Varicella	11/12/1996	3/22/2007			
1	HEP B	10/2/1995	11/13/1995	8/6/1996		
	MMR	11/12/1996	3/8/2000			
1	DTB	11/13/1995	1/15/1995	3/19/1996	2/12/1997	3/8/2000
	Polio	11/13/1995	1/15/1996	3/19/1996	3/8/2000	



# California High School Exit Exar

Characteric Perant Report

To Selpa 2-13-14

District: 69799 - Pajaro Valley Unified

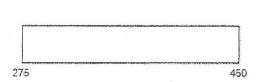
County: 44 - Santa Cruz Coun

# Trglish-Language Arts

#### Test Date: 12/07/2013

1	Your	î	Score	Required	į	Status
Ì	Total Score	7	to	Pase	1	Osenus.
	TO THE RESERVE OF THE PARTY OF		AUGUSTAN IN COMMA	promised to defer reduce stipper detail from	SA	TISFIED REQ

The district reported that your student previously satisfied the requirement to successfully pass this portion of the CAHSEE. This report is not proof of a passing score.



READING	Number of Questions	Mumber Garreci
Word Analysis	Company of Subject - New Street Land	
Reading Comprehension		

Consider for Transfer believening a Arms

Literary Response & Analysis

WRITING

Writing Strategies

Writing Conventions

# Mathematics

#### Test Date: 12/14/2013

Your Total Score	Score Required to Pass	Status	
361	350	MODIFIED	-

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



#### Strangs for Mathematics

and the second second is the second	Number of Questions	Number Correct
Probability & Statistics	13	9
Number Sense	17	7
Algebra & Functions	20	15
Measurement & Geometry	18	11
Algebra I	12	5

the state of the s

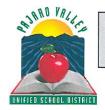
Essay

Each student sector receives the results from 1 (lowers, row chelled not recorded this). The everage of these own soons is inter-cooks about his heading "Your Score". The African constaining soons are some an 20% of the cook flag forward or soons.

was tanking now now sit has other exeminance. Eaglish tanking Afternation Mathematical that was not beseed.



# PAJARO VALLEY UNIFIED SCHOOL DISTRICT



# Board Agenda Backup

Item No:

9.6

Date: March 12, 2014

Item: Approval of Bid #JL020114 ROLL TOWELS AND DISPENSERS

Overview: This bid establishes case prices for the purchase of paper towels. The case price includes initial installation of new ADA compliant dispensers, the removal of current dispensers and additional dispensers provided as inventory at the district warehouse. All dispensers including installation are provided at no additional cost to the district. The districts intent

is to replace all existing dispensers before the start of school for 2014-2015.

Awards are recommended to the lowest responsible bidder meeting all terms, conditions, and specifications on each item. Prices shall be firm for one (1) year; the contract term is three (3) years. Awards are based on previous year's usage and projected usage for 2014-2016. Actual expenditures will vary as supplies will be ordered as needed.

Three (3) bids were received and opened at 3:00 PM, Wednesday, February 26, 2014. California Janitorial Supply Corp

CleanSource

Hillyard

Paper Towels: Wausau BW-31000, 8" x 1000' hard roll, 100% recycled, 73% post-

consumer.

Dispenser: Wausau #86800, Holds 1000' roll plus 200' stub roll, ADA Compliant

The expenditures are dependent upon the needs of the district.

Current cost per year \$44,800, includes towels and dispensers. Projected annual cost of \$34,600, for a decrease of \$10,200 per year. The amount of towel per dispenser will increase from 600 feet to 1200 feet resulting in significant labor savings for custodians.

**Recommendation:** Administration recommends approval in accordance with Invitation to Bid, resulting in

awards to California Janitorial Supply Corporation meeting the terms and conditions.

Budget	Consid	erations:
--------	--------	-----------

Funding Source: Custodial Supplies

Budgeted: Yes: No:

Amount: Total estimated annual cost increase: \$18,600 not including the labor savings.

**Prepared By:** Rich Buse, Director of Purchasing & Safety

Janet Linney, Senior Buyer

Superintendent's Signature: Dorm Boh



# PAJARO VALLEY UNIFIED SCHOOL DISTRICT



# Board Agenda Backup

Item No:

9.7

Date: March 12, 2014

Item: Approve with Gratitude Donation of Book Carts for Six District

School Libraries from Palace Art and Office Supply

Overview: Palace Art and Office Supply donated 6 ea. Double sided 6 shelf book

carts valued at a list price of \$394.00 ea. For a total value of \$2,364.00.

The carts have been sent to 6 district school libraries.

The Board acknowledges and recognizes the generosity of community

members and businesses. Their commitment to education is evident

through their contribution.

**Recommendation:** The administration requests approval with gratitude of this donation.

Prepared By: Rich Buse, Director of Purchasing & Safety

Superintendent's Signature:



# PAJARO VALLEY UNIFIED SCHOOL DISTRICT



# Board Agenda Backup

Item No: 9.8

**Date:** March 7, 2014

Item: 2012-2013 School Accountability Report Card (SARC)

Overview:

Education Code Section 35256 states governing boards are required to approve the publication of the School Accountability Report Card (SARC) for all sites. At this time, we are sharing with you a sample elementary, middle, and high school 2012-2013 SARC report, published in the 2013-2014 school year. Each SARC report is an overview of the school site. Every report contains the following sections:

- Data and Access
- About This School
- School Climate
- School Facilities
- Teachers
- Support Staff
- Curriculum and Instructional Materials
- School Finances
- Student Performance
- Accountability
- School Completion & Post Secondary Preparation (High Schools)
- Instructional Planning and Scheduling

The SARC reports are posted to each site's webpage. Hard copies of the reports are kept in the Research, Accountability, and Assessment office and are made available upon request per Education Code 35258

<b>Budget Consi</b>	derations:	N/A		
Fund	ing Source:			
	Budgeted:	Yes:	No:	
	Amount:	\$		
Prepared By:	Frances Bas	ich Whitney, Res	earch, Accountability, &	Assessment Coordinator
Superintendent	's Signature:		ermo Balen	CAIL)

# Freedom Elementary School School Accountability Report Card Reported Using Data from the 2012-13 School Year

**Published During 2013-14** 

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at http://www.cde.ca.gov/ta/ac/sa/.
- For additional information about the school, parents and community members should contact the school principal or the district
  office.

#### I. Data and Access

#### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

#### **Internet Access**

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

#### Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012–13 Academic Performance Index Reports Information Guide located on the CDE API Web page at http://www.cde.ca.gov/ta/ac/ap/.

### **II. About This School**

#### Contact Information (School Year 2013-14)

School Contact Information				
School Name	Freedom Elementary School			
Street	25 Holly Drive			
City, State, Zip	Freedom, CA 95019			
Phone Number	(831) 728-6260			
Principal	Gloria E. Puga			
E-mail Address	gloria_puga@pvusd.net			
CDS Code	44-69799-6049696			

District Contact Inf	ormation
District Name	Pajaro Valley Unified School District
Phone Number	(831) 786-2100
Web Site	www.pvusd.net
Superintendent	Dorma Baker
E-mail Address	dorma_baker@pvusd.net

#### School Description and Mission Statement (School Year 2012-13)

This section provides information about the school, its programs and its goals.

The professional, caring staff at Freedom Elementary School is dedicated to our students' success. We continue to work with staff, students, families, our district, and our community to increase student learning and to beautify our campus. We are proud of our strong bilingual/biliteracy program, which emphasizes early literacy skills and oral language development in English and Spanish. Our curriculum is based on the California Content Standards, and we use textbooks approved by the state. We have a beautiful garden where students learn about science and nutrition. Approximately 274 students attend daily afterschool tutoring and enrichment programs.

The staff, parents, and community of Freedom School are committed to continually working to improve the academic achievement, self-esteem, and ability of students, so they can become contributing members of our society. Our staff includes 25 teachers, and 28 support personnel.

Parents and community members are an integral part of our academic program. We welcome your participation and encourage you to join our School Site Council (SSC), English Learners' Advisory Council (ELAC), Migrant Parents Association, and Home and School Club

#### Opportunities for Parental Involvement (School Year 2012-13)

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

Although Freedom School is fortunate to have widespread support from parents, we always welcome new volunteers. Opportunities for direct parent involvement include the SSC, the ELAC, the Home and School Club, and the School Safety and Beautification Committee. We welcome parent volunteers in classrooms and at special events, including field trips, Dia del Niño/Day of the Child and Fall Carnal. We encourage all parents to call Maria Luisa Rios (831) 728-6260 maria\_rios@pvusd.net for more information about becoming involved.

#### **III. Student Performance**

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- California Standards Tests (CSTs), which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- California Modified Assessment (CMA), an alternate assessment that is based on modified achievement standards in ELA for
  grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five
  and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from
  achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- California Alternate Performance Assessment (CAPA), includes ELA and mathematics in grades two through eleven, and science
  for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities
  prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at http://star.cde.ca.gov.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)										
	School			District			State				
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13		
English-Language Arts	34	43	40	39	42	40	54	56	55		
Mathematics	59	62	67	39	39	38	49	50	50		
Science	14	21	47	47	50	50	57	60	59		
History-Social Science	N/A	N/A	N/A	35	37	38	48	49	49		

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

Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent or	Students Scoring	at Proficient	or Advanced	
Group	English-Language Arts	Mathematics	Science	History-Social Science	
All Students in the LEA	40	38	50	N/A	
All Student at the School	40	67	47	N/A	
Male	31	63	53	N/A	
Female	49	71	41	N/A	
Black or African American				N/A	
American Indian or Alaska Native				N/A	
Asian				N/A	
Filipino				N/A	
Hispanic or Latino	40	66	46	N/A	
Native Hawaiian/Pacific Islander				N/A	
White				N/A	
Two or More Races				N/A	
Socioeconomically Disadvantaged	39	66	45	N/A	
English Learners	20	58	29	N/A	
Students with Disabilities	23	42		N/A	
Students Receiving Migrant Education Services	21	50		N/A	

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

#### California Physical Fitness Test Results (School Year 2012-13)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT Web page at http://www.cde.ca.gov/ta/tg/pf/.

Grade	Percent of Students Meeting Fitness Standards						
Level	Four of Six Standards	Five of Six Standards	Six of Six Standards				
5	23.6	22.6	18.9				

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

# IV. Accountability

#### **Academic Performance Index**

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API Web page at http://www.cde.ca.gov/ta/ac/ap/.

#### Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2010	2011	2012
Statewide	2	2	3
Similar Schools	5	5	5

Academic Performance Index Growth by Student Group - Three-Year Comparison

Group	Actual API Change						
Group	2010-11	2011-12	2012-13				
All Students at the School	18	18	22				
Black or African American							
American Indian or Alaska Native							
Asian							
Filipino							
Hispanic or Latino	15	18	25				
Native Hawaiian/Pacific Islander			TI TI				
White							
Two or More Races							
Socioeconomically Disadvantaged	17	17	22				
English Learners	22	14	27				
Students with Disabilities							

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

#### Academic Performance Index Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API at the school, LEA, and state level.

	2013 Growth API								
Group	Sch	ool	Dist	rict	State				
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API			
All Students at the School	383	784	14,166	724	4,655,989	790			
Black or African American	3		66	767	296,463	708			
American Indian or Alaska Native	0		27	777	30,394	743			
Asian	0		137	849	406,527	906			
Filipino	5		138	785	121,054	867			
Hispanic or Latino	369	783	11,211	690	2,438,951	744			
Native Hawaiian/Pacific Islander	1		25	864	25,351	774			
White	4		2,492	863	1,200,127	853			
Two or More Races	1		69	677	125,025	824			
Socioeconomically Disadvantaged	368	779	10,672	689	2,774,640	743			
English Learners	320	777	7,854	653	1,482,316	721			
Students with Disabilities	41	605	1,810	591	527,476	615			

#### **Adequate Yearly Progress**

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- · Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- · API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at http://www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	Yes	No
Met API Criteria	Yes	No
Met Graduation Rate (if applicable)	N/A	Yes

#### Federal Intervention Program (School Year 2013-14)

Schools and 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 (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations Web page: http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	1997-1998	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement		23
Percent of Schools Currently in Program Improvement		95.8

# V. School Climate

Student Enrollment by Grade Level (School Year 2012-13)

Grade Level	Number of Students				
Kindergarten	113				
Grade 1	113				
Grade 2	98				
Grade 3	108				
Grade 4	91				
Grade 5	101				
Total Enrollment	624				

Student Enrollment by Group (School Year 2012-13)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment	
Black or African American	0.6	White	1.3	
American Indian or Alaska Native	0.0	Two or More Races	0.3	
Asian	0.0	Socioeconomically Disadvantaged	93.1	
Filipino	1.6	English Learners	84.9	
Hispanic or Latino	96.0	Students with Disabilities	3.2	
Native Hawaiian/Pacific Islander	0.2			

Average Class Size and Class Size Distribution (Elementary)

		2010-11				2011-12				2012-13			
Grade	Avg. Number of		er of Class	r of Classrooms		Avg. Number of Classrooms		Avg. Number of Classro			rooms		
Level	Level Class Size 1-20	1-20	21-32	33+	Class Size	1-20	21-32	33+	Class Size	1-20	21-32	33+	
к	18	5	0	0	16.9	7	0	0	16	7			
1	20.4	5	0	0	20.3	4	0	0	16	7			
2	21	4	0	0	19.2	6	0	0	16	6			
3	20.2	5	0	0	17.6	5	0	0	15	7			
4	25.5	0	4	0	27.3	0	3	0	18	2	3		
5	25	0	3	0	23.8	1	4	0	20	1	4		
Other													

Note: Number of classes indicates how many classes fall into each size category (a range of total students per class).

#### School Safety Plan (School Year 2012-13)

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

Our Safe School Plan has two components: people and programs, and the physical environment. The administration, the SSC, and the 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 supervise our campus before and after school. We conduct fire, earthquake, intruder/lockdown, and shelter-in-place drills. This year school we have formed a School Safety Committee to review and update our school's safety procedures.

Suspensions and Expulsions

Rate	School		District			
Nate	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions	8.67	5.30	0.32	20.1	12.44	10.81
Expulsions	0.16	0.00	0.00	0.65	0.45	0.43

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

#### VI. School Facilities

# School Facility Conditions and Planned Improvements (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- Description of any needed maintenance to ensure good repair

#### **Buildings**

The oldest buildings in the Pajaro Valley Unified School District were built in the early 1900s. Our district has recently built two more schools, 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 Facilities Inspection Tool used for the assessment on the Web site of the OPSC.

#### Library

Staffed by a library/media technician, our library/media program ensures that students have free and equal 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.

#### School Facility Good Repair Status (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- · Determination of repair status for systems listed
- · Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The Overall Rating

School Facility Good Repair Status (School Year 2013-14) Year and month in which data were collected: 2013-06				
System Inspected	Repair Status			Repair Needed and
System Inspected	Good	Fair	Poor	Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	
Interior: Interior Surfaces	[]	[X]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	
Electrical: Electrical	[X]	[]	[]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]	
<b>afety:</b> ire Safety, Hazardous Materials	[X]	[]	[]	
Structural: Structural Damage, Roofs	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]	

#### **Overall Facility Rate**

Overall Rating	Exemplary	Good	Fair	Poor
Overall Kating	[]	[X]	[]	[]

#### VII. Teachers

#### **Teacher Credentials**

Teachers	School			District
reactiets	2010-11	2011-12	2012-13	2012-13
With Full Credential	36	37	35	1374
Without Full Credential	0	0	0	5
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

#### **Teacher Misassignments and Vacant Teacher Positions**

Indicator	2011-12	2012-13	2013-14
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	1	0	2

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13)

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality Web page at www.cde.ca.gov/nclb/sr/tq/.

Location of Classes	Percent of Classes In Core Academic Subjects			
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers		
This School	100.0	0.0		
All Schools in District	98.2	1.9		
High-Poverty Schools in District	97.9	2.1		
Low-Poverty Schools in District	98.9	1.1		

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

## **VIII. Support Staff**

#### Academic Counselors and Other Support Staff (School Year 2012-13)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	0	
Library Media Teacher (Librarian)	0	
Library Media Services Staff (Paraprofessional)	1	
Psychologist	1	
Social Worker	0	
Nurse	0	
Speech/Language/Hearing Specialist	1	
Resource Specialist	1	
Other		

Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

<sup>\*</sup> Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

#### IX. Curriculum and Instructional Materials

#### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: 2012-2013

#### Computers

Freedom School has two fully equipped computer labs for student use. Students also use computers and educational software in their classrooms and in our afterschool program to improve their writing. All classrooms have at least three networked computers and a printer, and all staff members have access to email and the Internet.

#### **Textbooks**

We choose our textbooks from lists that have 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 2012-2013 school year and whether those textbooks covered the California Content Standards.

#### Curriculum

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).

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts  A Legacy of Literature, Houghton Mifflin; ELD, EL Achieve; Language! 3rd Edition, So Carousel, Core & Enhanced, Ballard Tighe		Yes	0%
Mathematics	California Math (Eng. & Span.), Houghton Mifflin	Yes	0%
Science	Science, Engish & Spanish, Harcourt Achieve	Yes	0%
History-Social Science	Reflections: A Childs View, Harcourt Achieve; Reflections: People We Know, Harcourt Achieve; Reflections: Our Communities, Harcourt Achieve; Reflections: Making A Nation, Harcourt Achieve	Yes	0%

#### X. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

		Average		
Level	Total	Supplemental/ Restricted	Basic/ Unrestricted	Teacher Salary
School Site	\$6,925.34	\$3,268.92	\$3,656.42	\$56,522.7
District			\$3,364	\$56,296
Percent Difference: School Site and District			8.7	0.4
State			\$5,537	\$68,841
Percent Difference: School Site and State			-38.1	-17.9

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at http://www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: http://www.ed-data.org.

#### Types of Services Funded (Fiscal Year 2012-13)

This section provides specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

The federal and state government provide funds that benefit certain categories of students, including those who qualify for free and reduced lunch (low-income students), English Learners, and students who are struggling with reading. At Freedom School these funds pay for instructional assistants who work with individual and small groups of students in the classroom. This funding also pays for teachers to work with their students before and after school, and it pays for substitutes so teachers can analyze student data, plan together, and share their best strategies for helping students succeed.

Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$31,628	\$40,933
Mid-Range Teacher Salary	\$54,285	\$65,087
Highest Teacher Salary	\$74,530	\$84,436
Average Principal Salary (Elementary)	\$92,845	\$106,715
Average Principal Salary (Middle)	\$98,873	\$111,205
Average Principal Salary (High)	\$100,995	\$120,506
Superintendent Salary	\$180,000	\$207,812
Percent of Budget for Teacher Salaries	32.3%	39.8%
Percent of Budget for Administrative Salaries	6.4%	5.1%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

# XI. Instructional Planning and Scheduling

#### **Professional Development**

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance, and data reporting, etc.)?

Our school and the district offer numerous training opportunities throughout the year. Staff members have regular opportunities for both training and collaboration. All teachers attend one day of staff training before school begins in the fall and two days of staff training during the school year. Students in grades 1-5 are dismissed at 12:45 p.m. on most Wednesdays to allow time for teachers to work together, both within and across grade levels. We have one staff meeting per month, from 3:15 p.m. to 5:15 p.m. We use this time for collaboration that will directly and positively affect student achievement. All teachers new to the district receive additional support and training.

We provide training according to what teachers believe they need to better serve their students. This year, our emphasis is on English Language Development (ELD), since more than 76 percent of our students are learning English as a second language.

# E. A. Hall Middle School School Accountability Report Card Reported Using Data from the 2012-13 School Year

**Published During 2013-14** 

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at http://www.cde.ca.gov/ta/ac/sa/.
- For additional information about the school, parents and community members should contact the school principal or the district
  office.

#### I. Data and Access

#### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

#### Internet Access

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

#### Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012–13 Academic Performance Index Reports Information Guide located on the CDE API Web page at http://www.cde.ca.gov/ta/ac/ap/.

#### II. About This School

#### Contact Information (School Year 2013-14)

	7. (concentral 2020 24)		
School Contact Inf	School Contact Information		
School Name	E. A. Hall Middle School		
Street	201 Brewington Ave.		
City, State, Zip	Watsonville, CA 95076		
Phone Number	(831) 728-6270		
Principal	Olga de Santa Anna		
E-mail Address	Olga_deSantaAnna@PVUSD.net		
CDS Code	44-69799-6049688		

District Contact Information		
District Name	Pajaro Valley Unified School District	
Phone Number	(831) 786-2100	
Web Site	www.pvusd.net	
Superintendent	Dorma Baker	
E-mail Address	dorma_baker@pvusd.net	

#### School Description and Mission Statement (School Year 2012-13)

This section provides information about the school, its programs and its goals.

The students, staff, families, and community of Edward A. Hall (EAH) Middle School are committed to working together to create a safe and caring environment where students are engaged in learning. All students have access to a rigorous and meaningful curriculum that emphasizes reading, writing, and mathematics. We are dedicated to giving our students the social, academic, and study skills they need to succeed at all levels of education and to become responsible, productive, and participatory members of the community. We have hired a parent liaison who is training parents as leaders in conjunction with our GEAR-UP (Gaining Early Awareness and Readiness for Undergraduate Programs) parents center. We have hired a socio-emotional counselor /guidance teacher who works along with the part-time academic counselor and the parent liaison and GEAR-UP staff to provide monthly parenting classes. We have established a Discipline Matrix that supports our Anti-Bullying program and ensures that students are treated fairly. We have a caring and loving school with one of the least amount of suspensions.

#### Opportunities for Parental Involvement (School Year 2012-13)

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

At E.A. Hall Middle School, we actively support our parent advisory councils such as School Site Council (SSC), English Learner Advisory Committee (ELAC) and the Migrant Parents group. We hold traditional Back-to-School Night, Open House, seasonal music/drama programs, talent show, and a wide variety of sports programs. A loyal group of parents is involved in the SSC, which actively supports the school, plans, approves budgets, and helps in the design and approval of the school plan. We offer parents many opportunities for growth by offering an array of courses that help them them with communication and parenting skills, as well as, offering computer literacy skills,how to access the Accelerated Reader Program, SchoolLoop and email. We have a Parent Volunteer Center is run by a parent liaison and a cadre of parent leaders. They work in conjunction with the GEAR-UP program and the socio-emotional counselor, and the academic counselor, to provide workshops and to direct parents to the necessary resources they may need.

For more information about becoming involved at the school, please contact Olga de Santa Anna at (831) 728-6270.

#### III. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- California Standards Tests (CSTs), which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- California Modified Assessment (CMA), an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- California Alternate Performance Assessment (CAPA), includes ELA and mathematics in grades two through eleven, and science
  for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities
  prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at http://star.cde.ca.gov.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)										
	School			District			State				
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13		
English-Language Arts	26	31	27	39	42	40	54	56	55		
Mathematics	25	19	26	39	39	38	49	50	50		
Science	32	33	55	47	50	50	57	60	59		
History-Social Science	13	20	19	35	37	38	48	49	49		

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

Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent or	f Students Scoring	at Proficient	or Advanced
Group	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	40	38	50	38
All Student at the School	27	26	56	19
Male	23	26	65	22
Female	32	25	48	17
Black or African American				
American Indian or Alaska Native	1-300			
Asian				
Filipino				
Hispanic or Latino	28	25	57	19
Native Hawaiian/Pacific Islander				
White	36	45		
Two or More Races				
Socioeconomically Disadvantaged	28	26	57	20
English Learners	9	13	24	3
Students with Disabilities	25	25		
Students Receiving Migrant Education Services	21	27	53	16

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

## California Physical Fitness Test Results (School Year 2012-13)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT Web page at http://www.cde.ca.gov/ta/tg/pf/.

Grade	Perce	Percent of Students Meeting Fitness Standards							
Level	Four of Six Standards	Five of Six Standards	Six of Six Standards						
7	14.4	19.8	11.2						

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

# **IV. Accountability**

#### **Academic Performance Index**

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API Web page at http://www.cde.ca.gov/ta/ac/ap/.

#### Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API** rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2010	2011	2012
Statewide	2	1	1
Similar Schools	7	3	2

Academic Performance Index Growth by Student Group - Three-Year Comparison

Group		Actual API Change	
Group	2010-11	2011-12	2012-13
All Students at the School	-32	16	18
Black or African American			32. 3. 3. 3. 3. 3. 3. 3. 3. 3. 3. 3. 3. 3.
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-33	18	17
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	-27	16	20
English Learners	-31	11	6
Students with Disabilities	36	-24	-14

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

#### Academic Performance Index Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API at the school, LEA, and state level.

	2013 Growth API									
Group	Sch	ool	Dist	rict	State					
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API				
All Students at the School	526	685	14,166	724	4,655,989	790				
Black or African American	0		66	767	296,463	708				
American Indian or Alaska Native	0		27	777	30,394	743				
Asian	1		137	849	406,527	906				
Filipino	2		138	785	121,054	867				
Hispanic or Latino	512	683	11,211	690	2,438,951	744				
Native Hawaiian/Pacific Islander	0		25	864	25,351	774				
White	11	793	2,492	863	1,200,127	853				
Two or More Races	0		69	677	125,025	824				
Socioeconomically Disadvantaged	499	685	10,672	689	2,774,640	743				
English Learners	369	639	7,854	653	1,482,316	721				
Students with Disabilities	84	571	1,810	591	527,476	615				

#### **Adequate Yearly Progress**

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at http://www.cde.ca.gov/ta/ac/ay/.

#### Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	Yes	No
Met Graduation Rate (if applicable)	N/A	Yes

## Federal Intervention Program (School Year 2013-14)

Schools and 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 (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations Web page: http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Indicator	School	District
Program Improvement Status	In Pl	In PI
First Year of Program Improvement	2000-2001	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement		23
Percent of Schools Currently in Program Improvement		95.8

# **V. School Climate**

Student Enrollment by Grade Level (School Year 2012-13)

Grade Level	Number of Students
Grade 6	199
Grade 7	193
Grade 8	168
Total Enrollment	560

Student Enrollment by Group (School Year 2012-13)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollmen	
Black or African American	0.0	White	2.1	
American Indian or Alaska Native	0.0	Two or More Races	0.0	
Asian	0.2	Socioeconomically Disadvantaged	93.9	
Filipino	0.4	English Learners	75.5	
Hispanic or Latino	97.3	Students with Disabilities	13.8	
Native Hawaiian/Pacific Islander	0.0			

Average Class Size and Class Size Distribution (Elementary)

		201	0-11			2011-12				2012-13			
Grade	Avg.	Numb	er of Class	rooms	Avg.	Numb	er of Classi	rooms	Avg.	Number of Classrooms			
Level	Class Size	1-20	21-32	33+	Class Size	1-20	21-32	33+	Class Size	1-20	21-32	33+	
к													
1	7,000			000									
2													
3										8			
4													
5													
6									22	21	11	16	
Other										12/2			

Note: Number of classes indicates how many classes fall into each size category (a range of total students per class).

Average Class Size and Class Size Distribution (Secondary)

Subject		2010-11					2011-12				2012-13			
	Avg. Num		Number of Classrooms		Avg.	Avg. Number of Classrooms		Avg.	Number of Classrooms					
	Class Size	1-22	23-32	33+	Class Size	1-22	23-32	33+	Class Size	1-22	23-32	33+		
English	19.1	15	3	0	25.6	1	19	0	34		1	7		
Mathematics	22.4	6	10	0	25.4	1	12	0	30		6	3		
Science	23.6	2	12	0	25.1	1	13	0	32		6	4		
Social Science	24.1	2	12	0	24	4	12	0	30	1	7	4		

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

#### School Safety Plan (School Year 2012-13)

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

Our Safe School Plan includes two components: people and programs, and the physical environment. Our administration, School Site Council (SSC), and District Assistant Superintendent review the plan annually at the beginning of the year.

We nurture and direct students' values through assemblies and recognition programs. Our closed 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 an excellent discipline system which includes a specific Anti-Bullying Program where students are encouraged to Stand Up and Speak Out. Our Discipline Matrix reflects a school-wide process addressing various levels of possible discipline actions, the steps depending on the severity of the behavior, as well as who is responsible for over site of each step. The Matrix has given greater control of less severe disciplinary actions to our teaching staff who are the ones that have often developed the closest relationships to the students. Our Dress Code Policy allows our students to establish a greater sense of pride by encouraging individuality without sacrificing safety the of all.

Staff, parent volunteers, and campus security monitor the school grounds 30 minutes before and after school, as well as at all breaks and again at lunchtime. Teachers and admin regularly review the rules for safe, responsible behavior in school and on the playground. We have been working toward having a more secure campus that will be fully fenced. Visitors must enter the school through the main door and sign in at the office, where they receive a visitor pass. The side gates are open after and before school. Our campus is clean and safe, reflecting pride in our community and ourselves. We nurture and direct students' values through student assemblies and recognition programs.

Suspensions and Expulsions

D		School			District	
Rate	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions	30.35	19.86	18.43	20.1	12.44	10.81
Expulsions	1.23	1.22	0.38	0.65	0.45	0.43

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

#### VI. School Facilities

# School Facility Conditions and Planned Improvements (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- Description of any needed maintenance to ensure good repair

#### **Buildings**

The oldest buildings in the Pajaro Valley Unified School District were built in the early 1900s. 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.

A new gymnasium was built in 2012. Bathrooms were renovated and the stage floor in the auditorium still needs to be refinished. The blacktop was resurfaced and basketball courts were replaced. It is our hope to sell the existing lockers and use the proceeds to have the inside of the school painted.

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 Facilities Inspection Tool used for the assessment on the Web site of the OPSC.

#### Library

Each of the schools in our district has a library/media program. Staffed by a library/media technician, 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.

## School Facility Good Repair Status (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The Overall Rating

School Facility Good Repair Status (School Year 2013-14) Year and month in which data were collected: 2013-09-02					
System Inspected	Repair Status			Repair Needed and	
System inspected	Good	Fair	Poor	Action Taken or Planned	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]		
Interior: Interior Surfaces	[]	[X]	[]	Remodeling the school under Measure L Bond	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]		
Electrical: Electrical	[]	[X]	[]	Remodeling this area under the Measure L Bond	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]		
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]		
Structural: Structural Damage, Roofs	[X]	[]	[]		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]		

## **Overall Facility Rate**

Quarall Pating	Exemplary	Good	Fair	Poor
Overall Rating	[]	[X]	[]	[]

## VII. Teachers

#### **Teacher Credentials**

Teachers	School			District
Teathers	2010-11	2011-12	2012-13	2012-13
With Full Credential	35	35	31	1374
Without Full Credential	0	0	0	5
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	(2022)

#### **Teacher Misassignments and Vacant Teacher Positions**

Indicator	2011-12	2012-13	2013-14
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	2	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

#### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13)

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality Web page at www.cde.ca.gov/nclb/sr/tq/.

Location of Classes	Percent of Classes In Core Academic Subjects			
Location of classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers		
This School	98.5	1.5		
All Schools in District	98.2	1.9		
High-Poverty Schools in District	97.9	2.1		
Low-Poverty Schools in District	98.9	1.1		

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

## VIII. Support Staff

Academic Counselors and Other Support Staff (School Year 2012-13)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	.5	530
Counselor (Social/Behavioral or Career Development)	1.0	
Library Media Teacher (Librarian)		
Library Media Services Staff (Paraprofessional)	1.0	
Psychologist	.34	
Social Worker	1.0	
Nurse		
Speech/Language/Hearing Specialist	.34	
Resource Specialist	2.0	
Other		

Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

#### IX. Curriculum and Instructional Materials

#### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: 2012-2013

<sup>\*</sup> Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

#### Computer

We have a total of 230 computers on campus; 100 percent are connected to the Internet. Three computer labs include up to 70 computers that are available to teachers and students. All students take a computer class to learn the basics of keyboarding, word processing, and Internet research. We have four mobile labs composed of thirty laptops each.

#### **Textbooks**

We choose our textbooks from lists that have 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 2012-2013 school year and whether those textbooks covered the California Content Standards.

Teachers have been provided with their own non-fiction classroom library that is leveled to the needs of their students.

#### Curriculum

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).

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	A Legacy of Literature, Houghton Mifflin; National Geographic - "Inside" A,B,C,D,E, Hampton Brown; Language! 4th Edition, Sopris West; Carousel, Core & Enhanced, Ballard Tighe; Side by side, Levels 1,2,3 & 4, Pearson Longman	Yes	0%
Mathematics	Course 1, Curriculum Guided Programs (CGP); Course 2, Curriculum Guided Programs (CGP); Algebra 1, Curriculum Guided Programs (CGP); Math 8, UCLA Algebra Readiness	Yes	0%
Science Earth Science, Holt; Physical Science, Holt; Life Science, Holt		Yes	0%
History-Social Science	Ancient Civilizations, Prentice Hall; Medieval Times & Early Modern Times, Prentice Hall; America History of Our Nation, Prentice Hall	Yes	0%
Visual and Performing Arts	VAPA Standards		0%

#### X. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

		Average			
Level	Total	Supplemental/ Restricted	Basic/ Unrestricted	Teacher Salary	
School Site	\$7,350.93	\$4,338.07	\$3,012.85	\$52,779.21	
District			\$3,364	\$56,296	
Percent Difference: School Site and District			-10.4	-8.1	
State			\$5,537	\$68,841	
Percent Difference: School Site and State	***		-35.1	-28.7%	

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at http://www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: http://www.ed-data.org.

#### Types of Services Funded (Fiscal Year 2012-13)

This section provides specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

Edward A. Hall Middle School has an active student council that works closely with school clubs to raise monies for student activities. We have been in partnership with the Watsonville Rotary for eleven years. During that time the Rotary has contributed funds to help pay for new carpeting, flooring, several benches for students, picnic tables, chairs for the new gym, and hardware for classrooms. Our students are recognized throughout the school year by the Watsonville Rotary for their good attendance, reading achievement, and community involvement. The Watsonville Rotary Reading Buddies come and read with our students every Wednesday for an hour.

This year we implemented School Improvement Grant (SIG). This grant has provided: additional learning time for students, enrichment activities which will include visual and performing arts, digital media, purchase of a student anthology, nutrition classes, sportsmanship classes, and Health and Wellness Gardening Class and Advanced Olympic PE.

Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average for Districts In Same Category	
Beginning Teacher Salary	\$31,628	\$40,933	
Mid-Range Teacher Salary	\$54,285	\$65,087	
Highest Teacher Salary	\$74,530	\$84,436	
Average Principal Salary (Elementary)	\$92,845	\$106,715	
Average Principal Salary (Middle)	\$98,873	\$111,205	
Average Principal Salary (High)	\$100,995	\$120,506	
Superintendent Salary	\$180,000	\$207,812	
Percent of Budget for Teacher Salaries	32.3%	39.8%	
Percent of Budget for Administrative Salaries	6.4%	5.1%	

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

# XI. Instructional Planning and Scheduling

#### **Professional Development**

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance, and data reporting, etc.)?

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 content collaboration every Wednesday afternoon. This year teachers had 92 minutes twice a week to collaborate in grade-level teams and planned lessons together, as well as worked on cycle of inquiry process steps and formative assessments. Teachers were trained in Thinking Maps and 21st Century Classroom Management. The literacy coach spends a great deal of time training the staff in literacy skills and provides a model classroom for teachers to visit and learn in.

# Watsonville High School School Accountability Report Card Reported Using Data from the 2012-13 School Year

Published During 2013-14

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at http://www.cde.ca.gov/ta/ac/sa/.
- For additional information about the school, parents and community members should contact the school principal or the district office.

#### I. Data and Access

#### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

#### **Internet Access**

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

#### **Additional Information**

For further information regarding the data elements and terms used in the SARC see the 2012–13 Academic Performance Index Reports Information Guide located on the CDE API Web page at http://www.cde.ca.gov/ta/ac/ap/.

#### II. About This School

#### Contact Information (School Year 2013-14)

School Contact Info	School Contact Information			
School Name	Watsonville High School			
Street	250 E. Beach Street			
City, State, Zip	Watsonville, CA 95076			
Phone Number	(831) 728-6390			
Principal	Elaine Legorreta			
E-mail Address	Elaine_Legorreta@pvusd.net			
CDS Code	44-69799-4437901			

District Contact Inf	ormation
District Name	Pajaro Valley Unified School District
Phone Number	(831) 786-2100
Web Site	www.pvusd.net
Superintendent	Dorma Baker
E-mail Address	Dorma Baker@pvusd.net

#### School Description and Mission Statement (School Year 2012-13)

This section provides information about the school, its programs and its goals.

"The Watsonville High School community is committed to offering multiple paths for our students to graduate high school prepared to take advantage of rigorous academic and vocational opportunities."

Watsonville High School enjoys the support of the state of California via seven small learning grants which give students the opportunity to learn and experience different aspects of seven career sectors. Our academies -Business and Technology, Environmental Sciences and Natural Resources, Engineering and Technology, Health Careers, ECHO/Leadership, Mosaic for the Arts, and Video - each enjoy strong advisory committees which ensure connection to the real world of work as our students begin to imagine their futures. These academies also make our large campus more personal and help to promote good relationships among students and between students and their teachers. Our ninth graders are also clustered into a small learning community which focuses on skill development and adjustment to high school for success.

In addition to our small learning communities, WHS offers a full complement of Advanced Placement courses for all subject areas and a superior counseling department for students to achieve their post-high school dreams. 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. Our Parent Center is located in the center of campus for easy access and is open Monday through Thursday every week for quick questions, information on campus resources, and to provide computer access to families who wish to access School Loop to monitor their child's progress.

#### Opportunities for Parental Involvement (School Year 2012-13)

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

Parents helped develop our single plan for program quality and compliance. They also serve on our SSC and ELAC, which supports our academic and extracurricular programs. The SSC and ELAC were very involved in enhancing our school-wide testing environment, including reviewing API comparison data with WHS and five other high schools in our area. The SSC regularly organizes campus beautification days that involve 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 grade book program called School Loop three years ago and have seen a substantial increase in student and parent use of the program for school and classroom information.

Our Parent Center opened in fall 2011 and continues to grow in the parent community. A "Town Hall Meeting" is held monthly to discuss needs, opportunities, and requirements for students in the particular grade level and for WHS at large. Parent leaders have emerged from this group and the intent is for parents to direct the program themselves with support from the school. This plan was designed with parent input toward developing parent leadership.

A committee of community members work with our senior class to plan the sober grad night celebration. WHS continues to break the previous year's record of attendance for this event.

For more information on how parents and community members can volunteer at Watsonville High School, please contact our Community Liaison, Ms. Mariela delaTorre, at (831) 728-6390 ext. 6479.

#### **III. Student Performance**

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- California Standards Tests (CSTs), which include English-language arts (ELA) and mathematics in grades two through eleven;
   science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- California Modified Assessment (CMA), an alternate assessment that is based on modified achievement standards in ELA for
  grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five
  and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from
  achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- California Alternate Performance Assessment (CAPA), includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at http://star.cde.ca.gov.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

					The state of the s	roficient or state stand			
Subject		School			District			State	
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	29	35	34	39	42	40	54	56	55
Mathematics	11	13	11	39	39	38	49	50	50
Science	34	43	39	47	50	50	57	60	59
History-Social Science	26	29	29	35	37	38	48	49	49

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

Standardized Testing and Reporting Results by Student Group - Most Recent Year

	Percent of Students Scoring at Proficient or Advanced						
Group	English-Language Arts	Mathematics	Science	History-Social Science			
All Students in the LEA	40	38	50	38			
All Student at the School	34	11	40	29			
Male	29	12	40	31			
Female	39	11	39	26			
Black or African American							
American Indian or Alaska Native							
Asian							
Filipino	33			27			
Hispanic or Latino	32	10	37	27			
Native Hawaiian/Pacific Islander							
White	77	30	94	79			
Two or More Races							
Socioeconomically Disadvantaged	31	10	39	27			
English Learners	7	5	7	6			
Students with Disabilities	20	20	25	2			
Students Receiving Migrant Education Services	21	5	18	23			

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

#### California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB).

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at http://cahsee.cde.ca.gov/.

California High School Exit Examination Results for All Grade Ten Students - Three-Year Comparison

	Percent of Students Scoring at Proficient or Advanced								
Subject		School			District			State	
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	41	40	35	49	46	42	59	56	57
Mathematics	36	39	40	45	44	45	56	58	60

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

California High School Exit Examination Grade Ten Results by Student Group - Most Recent Year

	Engl	ish-Language	Arts	Mathematics		
Group	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	58	23	19	55	33	11
All Students at the School	65	19	15	60	30	10
Male	70	21	9	66	27	7
Female	60	18	22	54	34	12
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino	68	19	13	61	30	8
Native Hawaiian/Pacific Islander	Name of the latest section of the latest sec					
White	17	11	72	22	39	39
Two or More Races						THE STATE OF THE S
Socioeconomically Disadvantaged	68	19	13	62	30	8
English Learners	98	2	1	96	3	1
Students with Disabilities	98	2		91	9	
Students Receiving Migrant Education Services	89	7	4	83	13	4

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

#### California Physical Fitness Test Results (School Year 2012-13)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT Web page at http://www.cde.ca.gov/ta/tg/pf/.

Grade	Percent of Students Meeting Fitness Standards				
Level	Four of Six Standards	Five of Six Standards	Six of Six Standards		
7	3				
9	19.2	22.0	31.7		

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

# IV. Accountability

#### **Academic Performance Index**

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API Web page at http://www.cde.ca.gov/ta/ac/ap/.

#### Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2010	2011	2012
Statewide	3	2	I
Similar Schools	5	4	

### Academic Performance Index Growth by Student Group - Three-Year Comparison

	Actual API Change					
Group	2010-11	2011-12	2012-13			
All Students at the School	-8	25	-14			
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino	-9	24	-16			
Native Hawaiian/Pacific Islander						
White						
Two or More Races						
Socioeconomically Disadvantaged	-2	21	-13			
English Learners	-36	61	-47			
Students with Disabilities	-3	6	30			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

### Academic Performance Index Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API at the school, LEA, and state level.

	2013 Growth API							
Group	Sch	ool	Dist	rict	Sta	ite		
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API		
All Students at the School	1,395	675	14,166	724	4,655,989	790		
Black or African American	7		66	767	296,463	708		
American Indian or Alaska Native	1		27	777	30,394	743		
Asian	8		137	849	406,527	906		
Filipino	12	701	138	785	121,054	867		
Hispanic or Latino	1,320	667	11,211	690	2,438,951	744		
Native Hawaiian/Pacific Islander	0		25	864	25,351	774		
White	47	866	2,492	863	1,200,127	853		
Two or More Races	0		69	677	125,025	824		
Socioeconomically Disadvantaged	1,171	666	10,672	689	2,774,640	743		
English Learners	683	588	7,854	653	1,482,316	721		
Students with Disabilities	178	514	1,810	591	527,476	615		

#### **Adequate Yearly Progress**

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at http://www.cde.ca.gov/ta/ac/ay/.

#### Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	No	No
Met Graduation Rate (if applicable)	Yes	Yes

#### Federal Intervention Program (School Year 2013-14)

Schools and 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 (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations Web page: http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2008-2009	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement		23
Percent of Schools Currently in Program Improvement		95.8

# V. School Climate

Student Enrollment by Grade Level (School Year 2012-13)

Grade Level	Number of Students	
Grade 9	544	
Grade 10	535	
Grade 11	462	
Grade 12	456	
Total Enrollment	1,997	

Student Enrollment by Group (School Year 2012-13)

Group	Percent of Group		Percent of Total Enrollmen	
Black or African American	0.4	White	3.7	
American Indian or Alaska Native	0.2	Two or More Races	0.1	
Asian	0.5	Socioeconomically Disadvantaged	82.8	
Filipino	0.9	English Learners	48.9	
Hispanic or Latino	94.3	Students with Disabilities	12.1	
Native Hawaiian/Pacific Islander	0.0	2.		

Average Class Size and Class Size Distribution (Secondary)

		201	0-11			2011-12			2012-13			
Subject	Avg.	g. Number of Classrooms		ber of Classrooms		Numb	er of Class	srooms	Avg.	Number of Classrooms		
	Class Size	1-22	23-32	33+	Class Size	1-22	23-32	33+	Class Size	1-22	23-32	33+
English	28.9	7	45	13	27.7	12	27	22	26	11	28	29
Mathematics	27.4	15	27	17	28.9	5	35	18	28	12	35	17
Science	30	4	35	14	30	1	30	20	29	8	36	14
Social Science	28.8	5	34	7	30.4	3	22	14	28	7	22	12

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

### School Safety Plan (School Year 2012-13)

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

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. The cornerstone of safety on campus is consistent communication and maintaining close positive relationships with students. Respect from adults to students translates to respect across campus.

Staff provides supervision before and after school. We also conduct quarterly fire, earthquake, intruder/lockdown, and shelter-in-place drills. We have an annual review of our safety plan by a consultant for Pajaro Valley Prevention and Student Assistance and a retired police captain from Watsonville Police Department.

#### Suspensions and Expulsions

Rate	School		District			
Kate	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions	22.92	9.50	10.33	20.1	12.44	10.81
Expulsions	0.77	0.75	0.88	0.65	0.45	0.43

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

#### VI. School Facilities

#### School Facility Conditions and Planned Improvements (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- · Description of any needed maintenance to ensure good repair

Our school is in need of major remodeling and maintenance. Being the oldest campus in the district this is to be expected. Due to the passage of a school facilities bond in the fall of 2012, these repairs and upgrades will be completed over the next seven years. Science labs will be the first classrooms to be remodeled as they are not appropriate for the curriculum required currently. The Music and shop buildings are also in need of significant upgrades as they are significantly outdated physically. Walkways need attention to both the concrete pathways which have buckled in some areas and the roof coverings which show signs of rot. Our campus is also in need of electrical and internet upgrades to accommodate the large number of computers on campus. HVAC systems are part of the planned campus improvements.

Interior and exterior lighting are in need of upgrades. The exterior lighting is inadequate for evening events. Interior lighting is a constant effort to maintain due to the large number of rooms and the small custodial staff.

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 Facilities Inspection Tool used for the assessment on the Web site of the OPSC.

# School Facility Good Repair Status (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The Overall Rating

				pol Year <b>2013-14)</b> llected: 2013-06
	F	Repair Statu	us	Repair Needed and
System Inspected	Good	Fair	Poor	Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	
Interior: Interior Surfaces	[]	[X]	[]	Work orders have been placed in our system to resolve any deficiencies
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	
Electrical: Electrical	[X]	[]	[]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]	
<b>Safety:</b> Fire Safety, Hazardous Materials	[X]	[]	[]	
Structural: Structural Damage, Roofs	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]	

### **Overall Facility Rate**

Overell Betime	Exemplary	Good	Fair	Poor
Overall Rating	[]	[X]	[]	[]

#### VII. Teachers

#### **Teacher Credentials**

Teachers	School				
reactiers	2010-11	2011-12	2012-13	2012-13	
With Full Credential	93	90	95	1374	
Without Full Credential	0	0	3	5	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0		

#### **Teacher Misassignments and Vacant Teacher Positions**

Indicator	2011-12	2012-13	2013-14
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	1	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

#### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13)

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality Web page at www.cde.ca.gov/nclb/sr/tq/.

Location of Classes	Percent of Classes In Core Academic Subjects				
Location of classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers			
This School	95.8	4.2			
All Schools in District	98.2	1.9			
High-Poverty Schools in District	97.9	2.1			
Low-Poverty Schools in District	98.9	1.1			

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

# **VIII. Support Staff**

Academic Counselors and Other Support Staff (School Year 2012-13)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor	
Academic Counselor	5	400	
Counselor (Social/Behavioral or Career Development)			
Library Media Teacher (Librarian)			
Library Media Services Staff (Paraprofessional)	1		
Psychologist	1.50		
Social Worker			
Nurse	.75		
Speech/Language/Hearing Specialist	.34		
Resource Specialist			
Other			

Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

<sup>\*</sup> Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### IX. Curriculum and Instructional Materials

# Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: 2012-2013

#### Computers

We have nine computer labs, six mini-labs, eight mobile computer labs, a computer lab in the library, and a lab with parent access in our parent center. All labs are used daily. Computers are used in every classroom for a variety of purposes: from teacher presentations of curriculum and the preparation of lesson plans to student presentations and research or writing. All computers include Microsoft Office, Internet Explorer, and Acrobat Reader, as well as specialized applications for specific school programs. Our computer labs are open all day. The library is open from 7:30 a.m. to 4:30 p.m. Our eight mobile labs are with teachers receiving special training on integrating technology into routine instruction. Every teacher has an iPad for instructional and professional use. Twenty classrooms have SMART Boards with the remaining classrooms to receive this type of technology over the next two years. Every classroom is equipped with a projection system and 75% of the classrooms have document cameras.

#### **Textbooks**

We choose our textbooks from lists that have 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 current school year and whether those textbooks covered the California Content Standards. Textbooks have not been purchased for seven years except where course content has changed (such as AP courses) or in areas with textbook shortages. PVUSD does ensure that every student has a textbook for every core class and all but a small fraction of the elective courses.

#### Library

Our school's library is staffed by one library/media technician. 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. With School Improvement Grant purchases our library is receiving approximately 8,000 new books for each of the next two years.

#### Curriculum

For more than seven 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 2011-2012 school year. Annually we add to our lab equipment in a continued effort to bring additional and more rigorous lab experiences to every level of science on campus.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy	
Reading/Language Arts  Holt Lit & Lang Arts, 3rd Crse, Grade 9, Holt Rinehart; Holt Lit & Lang Arts, 4th Crse, Grade 10, Holt Rinehart; Holt Lit & Lang Arts, 5th Crse, Grade 11, Holt Rinehart; Holt Lit and Lang Arts, 6th Crse, Grade 12, Holt Rinehart; Beloved - Toni Morrison, T		Yes	0%	
Mathematics	Algebra 1, McDougal Littell; Algebra and Trig. 3rd Ed., Pearson/Prentice Hall; Calculus, Graphical, Numerical, Algebraic 3rd. AP., Pearson/Prentice Hall; The Practice of Statistics - 3rd Edition, W.H. Freeman; Geometry, McDougal Littell	Yes	0%	
Science	Holt Biology new edition, Holt/Rinehart; Holt Science Spectrum Physical, Holt/Rinehart; Chemistry - Concepts & Apps. (10-12), Glencoe; Chemistry - Connections to our Changing; World (10-12), Prentice Hall; Physical Science, Holt; Marine Biology, Glencoe;	Yes	0%	
History-Social Science	Modern World History Text (10th), McDougal Littell; Psychology Text, Glencoe; The Americans Text (11th), Glencoe; Government Democracy in Action, Glencoe; Economics Concepts and Change, McDougal Littell; Essentials of Economics, McGraw Hill	Yes	0%	
Foreign Language	Discovering French 1, 2, 3; Avancemos 1,2; Spanish for Mastery 3; El espanol para nosotros; Galeria de Arte y Vida; Momentos cumbres de las literaturas		0%	
Health	Skills for Wellness		0%	
Science Laboratory Equipment (grades 9-12)	YES	Yes	0%	

# X. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

		Average			
Level	Total	Supplemental/ Restricted	Basic/ Unrestricted	Teacher Salary	
School Site	\$6,696.97	\$2,366.67	\$4,330.29	\$57,620.24	
District			\$3,364	\$56,296	
Percent Difference: School Site and District			28.7	2.4	
State			\$5,537	\$68,841	
Percent Difference: School Site and State			-27.2%	-23.3%	

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at http://www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: http://www.ed-data.org.

#### Types of Services Funded (Fiscal Year 2012-13)

This section provides specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

We have received California Partnership Academy Grants of \$61,000 each for our seven academies. Each academy has discretion over the use of these funds in alignment with grant requirements. The majority of the funds are spent on obtaining additional equipment targeted toward the academy's career focus and to support field trips to widen the work and world perspectives of our students.

Watsonville High School was awarded a \$1.873 million School Improvement Grant from the federal government's Race To The Top initiative. Nearly half of this money is being spent on increased learning time via summer school and after school programs since state grants have ended. Twenty-five percent is being spent on technology to update two computer labs and provide 21st century instructional technology such as SMART boards to many classrooms. The final twenty-five percent is used for teacher training and coaching. These funds have been severely limited in the last many years and WHS teachers are excited to be in the forefront of Common Core State Standards adoption and implementation through their training.

#### Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average for Districts In Same Category	
Beginning Teacher Salary	\$31,628	\$40,933	
Mid-Range Teacher Salary	\$54,285	\$65,087	
Highest Teacher Salary	\$74,530	\$84,436	
Average Principal Salary (Elementary)	\$92,845	\$106,715	
Average Principal Salary (Middle)	\$98,873	\$111,205	
Average Principal Salary (High)	\$100,995	\$120,506	
Superintendent Salary	\$180,000	\$207,812	
Percent of Budget for Teacher Salaries	32.3%	39.8%	
Percent of Budget for Administrative Salaries	6.4%	5.1%	

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

# XI. School Completion and Postsecondary Preparation

### Admission Requirements for California's Public Universities

#### **University of California**

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information Web page at http://www.universityofcalifornia.edu/admissions/.

#### California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are

historically served by a CSU campus in that region. For admission, application, and fee information see the CSU Web page at http://www.calstate.edu/admission/admission.shtml.

#### **Dropout Rate and Graduation Rate**

Indicator	Indiana.		School		District			State	
Indicator	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Dropout Rate	5.00	8.60	7.50	7.80	10.70	7.50	16.60	14.70	13.10
Graduation Rate	88.97	86.64	86.53	85.53	81.58	85.88	80.53	77.14	78.73

#### **Completion of High School Graduation Requirements**

This table displays, by student group, the number of students who were a part of the school's most recent graduating class for which CDE has available data and meet all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

		Graduating Class of 2012			
Group	School	District	State		
All Students	337	1,088	418,598		
Black or African American	3	5	28,078		
American Indian or Alaska Native		1	3,123		
Asian	1	14	41,700		
Filipino	2	12	12,745		
Hispanic or Latino	308	811	193,516		
Native Hawaiian/Pacific Islander		1	2,585		
White	22	242	127,801		
Two or More Races		1	6,790		
Socioeconomically Disadvantaged	37	219	217,915		
English Learners	110	288	93,297		
Students with Disabilities	20	86	31,683		

### Career Technical Education Programs (School Year 2012-13)

This section provides information about Career Technical Education (CTE) programs including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- · How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- · State the primary representative of the district's CTE advisory committee and the industries represented on the committee

Watsonville High School offers a variety of Career Technical Education courses for students through our academies. Our counselors and teachers help students determine their post-high school and career goals via interest assessments, and career research. Freshmen students select an academy career pathway which allows them to explore a career avenue such as health careers, agriculture/environmental science, business, computer technology, social service, engineering, or art. Academy courses and activities broaden the perspective for students who have a limited view of the work world and bring out possibilities they may never have considered. Students may move into another academy if their interests change.

Twenty-five Regional Occupations Programs courses and eight PVUSD courses are directly tied to these academies. 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. Strong advisory boards bring community members and industry partners to the school to advise on the trends in industry and to support mentorships and internships for our students.

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 accompanying table shows the percentage of our students who enrolled in a CTE course at any time during the school year.

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 and via the course catalog published on the school website. Information about career technical education policy is available on the CDE Web site.

Our school program focuses on college preparation for all students to allow for the widest choices upon graduation. Seventy-five percent of our students attend college after graduation - a full twenty percent above the state average.

Career Technical Education Participation (School Year 2012-13)

Measure	CTE Program Participation
Number of pupils participating in CTE	750
% of pupils completing a CTE program and earning a high school diploma	74%
% of CTE courses sequenced/articulated between the school/institutions of postsecondary education	20%

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2012-13 Students Enrolled in Courses Required for UC/CSU Admission	53.7
2011-12 Graduates Who Completed All Courses Required for UC/CSU Admission	40.9

Advanced Placement Courses (School Year 2011-12)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		
English	2	
Fine and Performing Arts		
Foreign Language	2	
Mathematics	4	
Science	4	
Social Science	3	
All courses	15	3.4

<sup>\*</sup> Where there are student course enrollments.

# XII. Instructional Planning and Scheduling

#### **Professional Development**

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance, and data reporting, etc.)?

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 College Board, and those offered in other areas which align with our school focus and their teaching discipline. All teachers new to our district receive additional support and training through the New Teachers Project.

The school-wide instructional goals are guaranteed curriculum, authentic college-prep literacy, effective lessons, and authentic parent conversation and school ownership. These goals were chosen after analysis of California Standards Test (CST), California High School Exit Examination (CAHSEE), and California English Language Development Test (CELDT) data revealed a gap between students at the basic level and the proficient level on the CST. Digging deeper revealed the consistent weakness was academic language. As a result we set the three goals to build up that deficit.

The professional development focus is critical reading, writing, and thinking. School Improvement Grant funds provide for intensive teacher learning done both on- and off-campus to learn and develop additional strategies for developing advanced level abilities in our students. This is the focus of the upcoming Common Core Standards and essential in the modern world where communication skills have become paramount. Every teacher is required to participate in 22.5 hours of professional development as part of the School Improvement Grant.

Staff members meet in data teams every Wednesday to study student progress data and plan next steps. Over the past two years, WHS focused on active engagement and further development of differentiated instructional strategies during meeting times. In addition to course level support, the site administration team and district support staff work with the teams to strengthen their skills in data analysis, assessment writing, and team dynamics. Analytical reading, questioning and writing are measured in these data teams to monitor student growth in the Common Core skill areas. Accelerated Reader has been added to our English courses (9-11) while the reading time has been designated during Advisory.





# PAJARO VALLEY UNIFIED SCHOOL DISTRICT

# Board Agenda Backup

Item No: 11.1

Date:

March 12, 2014

Item:

Approval of the 2013-14 Second Interim Budget Report.

Overview:

Staff requests the board's approval of the 2013-14 Second Interim Budget Report with a positive fiscal certification. The report and its multi-year projections reflect the state's new Local Control Funding Formula (LCFF). Corresponding funding projections are based on the governor's January budget proposal using the FCMAT/BASC Calculator.

Completion of the second interim report, and subsequent submission to the Santa Cruz County Office of Education (COE), is required by state law. It is part of the state's annual fiscal review process for all school districts. All California school districts must adhere to a standardized budget development and review process each fiscal year. The COE is charged by the state as the district's fiscal oversight agency. The COE will review the second interim report and issue an official certification.

As required by law, the report reflects major budget activity in the General Fund from July 1 to January 31 of the fiscal year. Other major funds are also outlined, but certification is determined according to the health of the General Fund. The report includes an updated multi-year projection (MYP) and required Standards and Criteria. The Standards and Criteria Report is required by the state and used to determine the district's fiscal certification and development of its multi-year projections. District staff has also included an updated variance report outlining changes in revenues and expenditures up to January 31.

# Projections and assumptions

The district's MYP indicates a projected positive fund balance over the course of the three year projection. The MYP has been updated to reflect the state's LCFF funding formula based on assumptions included in the governor's January budget proposal and the FCMAT/BASC Calculator. The chart below provides a summary of the district's Second Interim MYP.



	2013-14	2014-15	2015-16
Beginning Balance	47.14	23.91	20.02
Revenues	183.63	188.95	198.84
Expenditures	206.86	192.84	192.93
Increase/Decrease	(23.23)	(3.89)	5.91
Ending Balance	23.91	20.02	25.93
Revolving Cash/Rest.Bal	3.85	4.35	4.85
3% Reserve	6.21	5.79	5.79
Unapprop Reserve	13.85	9.88	15.29

The second interim report includes the following fiscal assumptions:

- Projected LCFF funding based on governor's January budget proposal using the FCMAT/ BASC Calculator
- Projected LCFF funding and staffing for continued implementation of K-3 Class Size Reduction – one grade span per year at 24:1, first grade implemented this year
- Negotiated seven percent salary increase for all CSEA and PVFT members and management effective July 1 (includes corresponding adjustment to supplemental salary and stipends for certificated employees)
- Projected eight percent annual increase to employee health and welfare benefits – reduced from ten percent to reflect anticipated savings from implementation of the new SISC employee health plan
- Step and column movement according to negotiated employee union contracts
- Termination of 2008-09 SERP plan for classified employees in 2014-15
- Termination of 2009-10 SERP plan for certificated and management employees in 2015-16
- Continued funding of 2011-12 SERP plan until 2016-17
- Termination of state QEIA and federal SIG funding in 2015-16
- Termination of the Porter Building lease in 2015-16
- Increase from one percent to three percent set aside for Routine Restricted Maintenance in 2015-16 per state law
- \$2 million loan to Ceiba Charter School per Proposition 39 facility use settlement agreement only reflected in 2013-14, amount paid back over ten years per agreement



# Dynamic conditions

As anticipated, 2013-14 is a transition year. All school districts are implementing the LCFF and developing their Local Control Accountability Plans (LCAP). The magnitude and difficulty of this change is analogous to remodeling an airplane while in flight. As such, the district's budget tracking and reporting will be subject to change during this period of transition. Implementation of the district's LCAP will also impact future MYPs and budgetary assumptions.

Finally, staff warns of possible budgetary impacts associated with unfunded liabilities in the State Teachers Retirement System (STRS) and the Public Employees Retirement System (PERS). Both systems are experiencing significant unfunded liabilities. State lawmakers have warned local agencies of possible increases to their employer paid contributions to these retirement systems. Discussions in Sacramento indicate the district could face an increase of ten percent or more to its annual contributions for each of these funds beginning in 2015-16. Staff is watching this matter closely and will provide additional information to the board as it develops the district's 2014-15 budget.

Recommendation:

Review and approve the district's 2013-14 Second Interim Budget Report as submitted.

Prepared By:

Brett W. McFadden, Chief Business Officer

Helen Bellonzi, Director of Finance

Superintendent's Signature:

Dorm Bol

NOTICE OF CRITERIA AND STANDARDS REVIEW. This interistate-adopted Criteria and Standards. (Pursuant to Education C	
Signed:	Date:
District Superintendent or Designee	
NOTICE OF INTERIM REVIEW. All action shall be taken on this meeting of the governing board.	s report during a regular or authorized special
To the County Superintendent of Schools:  This interim report and certification of financial condition are of the school district. (Pursuant to EC Section 42131)	e hereby filed by the governing board
Meeting Date: March 12, 2014	
CERTIFICATION OF FINANCIAL CONDITION	President of the Governing Board
X POSITIVE CERTIFICATION As President of the Governing Board of this school district will meet its financial obligations for the current fit	
As President of the Governing Board of this school district may not meet its financial obligations for the curre	
NEGATIVE CERTIFICATION As President of the Governing Board of this school distridistrict will be unable to meet its financial obligations for subsequent fiscal year.	
Contact person for additional information on the interim rep	port:
Name: Helen Bellonzi	Telephone: 831-786-2304
Title: Director of Finance	E-mail: helen_bellonzi@pvusd.net

# Criteria and Standards Review Summary

The following summary is automatically completed based on data provided in the Criteria and Standards Review form (Form 01CSI). Criteria and standards that are "Not Met," and supplemental information and additional fiscal indicators that are "Yes," may indicate areas of potential concern, which could affect the interim report certification, and should be carefully reviewed.

CRITE	RIA AND STANDARDS		Met	Not Met
1	Average Daily Attendance	Funded ADA for any of the current or two subsequent fiscal years has not changed by more than two percent since first interim.	х	

RITE	RIA AND STANDARDS (conf	tinued)	Met	Not Met
2	Enrollment	Projected enrollment for any of the current or two subsequent fiscal years has not changed by more than two percent since first interim.	х	
3	ADA to Enrollment	Projected second period (P-2) ADA to enrollment ratio for the current and two subsequent fiscal years is consistent with historical ratios.		Х
4	LCFF/Revenue Limit	Projected revenue limit for any of the current or two subsequent fiscal years has not changed by more than two percent since first interim.		Х
5	Salaries and Benefits	Projected ratio of total unrestricted salaries and benefits to total unrestricted general fund expenditures has not changed by more than the standard for the current and two subsequent fiscal years.	х	
6a	Other Revenues	Projected operating revenues (federal, other state, other local) for the current and two subsequent fiscal years have not changed by more than five percent since first interim.	х	
6b	Other Expenditures	Projected operating expenditures (books and supplies, services and other expenditures) for the current and two subsequent fiscal years have not changed by more than five percent since first interim.		х
7a	Deferred Maintenance	AB 97 (Chapter 47, Statutes of 2013) eliminated the Deferred Maintenance program under the Local Control Funding Formula. This section has been inactivated.		
7b	Ongoing and Major Maintenance Account	If applicable, changes occurring since first interim meet the required contribution to the ongoing and major maintenance account (i.e., restricted maintenance account).	х	
8	Deficit Spending	Unrestricted deficit spending, if any, has not exceeded the standard in any of the current or two subsequent fiscal years.		Х
9a	Fund Balance	Projected general fund balance will be positive at the end of the current and two subsequent fiscal years.	х	
9b	Cash Balance	Projected general fund cash balance will be positive at the end of the current fiscal year.	х	20000
10	Reserves	Available reserves (e.g., reserve for economic uncertainties, unassigned/unappropriated amounts) meet minimum requirements for the current and two subsequent fiscal years.	х	

	EMENTAL INFORMATION	The state of the s	No	Yes
S1	Contingent Liabilities	Have any known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) occurred since first interim that may impact the budget?	x	
S2	Using One-time Revenues to Fund Ongoing Expenditures	Are there ongoing general fund expenditures funded with one-time revenues that have changed since first interim by more than five percent?	х	
S3	Temporary Interfund Borrowings	Are there projected temporary borrowings between funds?	Х	1
S4	Contingent Revenues	Are any projected revenues for any of the current or two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?	x	
S5	Contributions	Have contributions from unrestricted to restricted resources, or transfers to or from the general fund to cover operating deficits, changed since first interim by more than \$20,000 and more than 5% for any of the current or two subsequent fiscal years?		X

	EMENTAL INFORMATION (co		No	Yes
S6	Long-term Commitments	Does the district have long-term (multiyear) commitments or debt agreements?		Х
		<ul> <li>If yes, have annual payments for the current or two subsequent fiscal years increased over prior year's (2012-13) annual payment?</li> </ul>	13	x
		<ul> <li>If yes, will funding sources used to pay long-term commitments decrease or expire prior to the end of the commitment period, or are they one-time sources?</li> </ul>	х	
S7a	Postemployment Benefits Other than Pensions	Does the district provide postemployment benefits other than pensions (OPEB)?		х
		<ul> <li>If yes, have there been changes since first interim in OPEB liabilities?</li> </ul>	х	
S7b	Other Self-insurance Benefits	Does the district operate any self-insurance programs (e.g., workers' compensation)?		х
		<ul> <li>If yes, have there been changes since first interim in self- insurance liabilities?</li> </ul>	х	
S8	Status of Labor Agreements	As of second interim projections, are salary and benefit negotiations still unsettled for:  Certificated? (Section S8A, Line 1b)		
		Classified? (Section S8B, Line 1b)	X	
		Management/supervisor/confidential? (Section S8C, Line 1b)	X	
S8	Labor Agreement Budget Revisions	For negotiations settled since first interim, per Government Code Section 3547.5(c), are budget revisions still needed to meet the costs of the collective bargaining agreement(s) for:		
		<ul> <li>Certificated? (Section S8A, Line 3)</li> </ul>	x	
		<ul> <li>Classified? (Section S8B, Line 3)</li> </ul>	n/a	
S9	Status of Other Funds	Are any funds other than the general fund projected to have a negative fund balance at the end of the current fiscal year?	х	

DDIT	IONAL FISCAL INDICATORS		No	Yes
A1	Negative Cash Flow	Do cash flow projections show that the district will end the current fiscal year with a negative cash balance in the general fund?	х	
A2	Independent Position Control	Is personnel position control independent from the payroll system?		х
А3	Declining Enrollment	Is enrollment decreasing in both the prior and current fiscal years?	х	
A4	New Charter Schools Impacting District Enrollment	Are any new charter schools operating in district boundaries that are impacting the district's enrollment, either in the prior or current fiscal year?	х	
A5	Salary Increases Exceed COLA	Has the district entered into a bargaining agreement where any of the current or subsequent fiscal years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?		х
A6	Uncapped Health Benefits	Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?		х
A7	Independent Financial System	Is the district's financial system independent from the county office system?	х	
A8	Fiscal Distress Reports	Does the district have any reports that indicate fiscal distress? If yes, provide copies to the COE, pursuant to EC 42127.6(a).	х	
A9	Change of CBO or Superintendent	Have there been personnel changes in the superintendent or chief business official (CBO) positions within the last 12 months?	Х	

Pajaro Valley Unified School District GENERAL FUND SUMMARY

FISCAL YEAR 2013-2014 13/14 2nd Interim

Includes LCFF Estimate for General Revenue and 1.57% COLA on State Categorical, 10% HW increase, Step and Column, adjusted ADA for Ceiba College Prep Acad

riep Acau	General Unrestr	Lottery	TOTAL UNRESTRICTED	Transportation	Special Ed	Federal and State Grants/	Restricted Maintenance	Community Day School	Bond Endowments	TOTAL REST	Total General
		1100		7230/7240	6500/6510	Entitlements	8150	2430	06		
INCOME											
Revenue Limit	100,952,432		100,952,432		4,292,641			212,510		4,505,151	105,457,583
Federal Sources	7,000		7,000			29,568,137				29,568,137	29,575,137
Other State Revenues	16,491,323	2,404,332	18,895,655	2,637,857	12,537,828	11,646,255				26,821,940	45,717,595
Other Local Revenues	428,936		428,936	100,000		2,280,525			18,700	2,399,225	2,828,161
TOTAL REVENUES	117,879,691	2,404,332	120,284,023	2,737,857	16,830,469	43,494,917	0	212,510	18,700	63,294,453	183,578,476
EXPENDITURES								0.10.010		01015000	
Certificated Salaries	51,739,136	1,387,942	53,127,078		8,844,251	14,854,284		313,618	32,847	24,045,000	77,172,078
Classified Salaries	11,980,994	142,698		3,616,816	5,792,724	5,837,919	1,619,669	101,047	15,453	16,983,628	29,107,320
Employee Benefits	31,590,887	599,716		2,820,870	9,670,988	8,757,761	1,227,355	235,150	18,338	22,730,462	54,921,065
Books and Supplies	1,861,023	291,990		880,000	779,990	9,878,716	671,325	17,664	1,117,069	13,344,764	15,497,777
Services, Other Operating Expenses	7,498,778	1,140,377	8,639,155	(540,671)	4,200,280	7,502,350	1,530,563	76,268	4,751,812	17,520,602	26,159,757
Capital Outlay	60,550		60,550	13,000	10,800	58,867			336,200	418,867	479,417
Other Outgo	2,420,519		2,420,519							0	2,420,519
Direct Support/Indirect Costs	(2,327,596)		(2,327,596)	ANTONIO TERUTO	683,690	952,045	107,330			1,743,065	(584,531)
Other Uses	92,368		92,368	155,633						155,633	248,001
TOTAL EXPENDITURES	104,916,659	3,562,723	108,479,382	6,945,648	29,982,723	47,841,942	5,156,242	743,747	6,271,719	96,942,021	205,421,403
INTERFUND TRANSFERS											
Transfers In	50,000		50,000							0	50,000
Transfers Out	(1,442,006)		(1,442,006)							0	(1,442,006)
Other Financing Sources	Variation (action)		0							0	0
Contributions	(23,624,059)		(23,624,059)	4,207,791	12,327,729	1,401,060	5,156,242	531,237		23,624,059	0
TOTAL TRANSFERS	(25,016,065)	0		4,207,791	12,327,729	1,401,060	5,156,242	531,237	0	23,624,059	(1,392,006)
									ani		
Net Incr(Decr) in Fund Balance	(12,053,033)	(1,158,391)	(13,211,424)	0	(824,525)	(2,945,965)	0	0	(6,253,019)	(10,023,509)	(23,234,933)
FUND BALANCE						A RYL ST					
Beginning Fund Balance	35,591,110	1,489,342	37,080,452	0	824,525	2,977,636	(0)	(0)	6,253,019	10,055,180	47,135,632
Components of Fund Balance:					300000000000000000000000000000000000000						
Audit Adjustment			0							0	0
Revolving Cash	55,000	0	55,000	0	0	0	0	0	0	0	55,000
Cash with Fiscal Agent	65,000	0		0	0	0	0	0	0	0	65,000
Stores	193,113	0	193,113	0	0	0	0	0	0	0	193,113
3% Required Reserve	6,205,902	0	6,205,902	0	0	0	0	0	0	0	6,205,902
Cash w/Fiscal Agent	0	0	0	0	0	0	0	0	0	0	0
Restricted Fund Balance	3,500,373	0	3,500,373	0	0	31,671	(0)	0	0	31,671	3,532,043
Unappropriated Fund Balance	13,518,689	330,951	13,849,640	0	0	0	0	0	0	0	13,849,640
Ending Fund Balance	23,538,077	330,951	23,869,028	0	0	31,671	(0)	(0)	0	31,671	23,900,699

Pajaro Valley Unified School District GENERAL FUND SUMMARY FISCAL YEAR 2013-2014

13/14 2nd Interim

Includes LCFF Estimate for General Revenue and 1.57% COLA on State Categorical, 10% HW increase, Step and Column, adjusted ADA for Ceiba College Prep Acad

Prep Acad								200		
	Charter	Adult	Child	Food	Def	General Oblig	Capitol	Self	Retiree	Trust
	School	Education	Dev	Serv	Maint	Bond	Fac	Ins	Benefit	Scholarship
	09	11	12	13	14	21	25	67	71	73
INCOME										
Revenue Limit	9,731,956									
Federal Sources		211,733	7,288,270	7,976,116						
Other State Revenues	1,098,252	40,000	3,000,084	630,000	0					
Other Local Revenues	122,030	539,164	550,166	756,000	8,500	232,000	597,510	41,064,992	3,925,892	100,000
TOTAL REVENUES	10,952,238	790,897	10,838,520	9,362,116	8,500	232,000	597,510	41,064,992	3,925,892	100,000
EXPENDITURES										
Certificated Salaries	5,023,988	1,013,347	2,765,318							
Classified Salaries	5,023,988	338.663	1.370.637	2,307,030		14,333		127,603		
	2,638,439	692,100	2,468,871			14,333				
Employee Benefits	2,638,439			2,734,493				78,527		
Books and Supplies		152,193	1,384,764	4,285,896	4 000 000	17,615	445.004	40 000 000	0.005.000	400.000
Services, Other Operating Expenses	2,842,334	210,956	2,552,904	45,923	1,962,000	5,578,985	415,224	40,808,862	3,925,892	100,000
Capital Outlay Other Outgo			19,051		140,000	64,424,716	155,520			
	1,479	40.400	207.570	254 000						
Direct Support/Indirect Costs		40,483	287,570	254,999						
Other Uses	12 772 407	2 447 742	10.040.115	0.000.044	2 402 000	70.045.000	570 744	14 04 4 000	0.005.000	100.000
TOTAL EXPENDITURES	13,772,497	2,447,742	10,849,115	9,628,341	2,102,000	70,045,898	570,744	41,014,992	3,925,892	100,000
INTERFUND TRANSFERS					0					
Transfers In	277,679	1,164,327	0	0	0					
Transfers Out		0		0	0	0	0	(50,000)	0	0
Other Financing Sources	0	0	0	0	0	0	0	0	0	0
Contributions		0	0	0	0	0		0	0	0
TOTAL TRANSFERS	277,679	1,164,327	0	0	0	0	0	(50,000)	0	0
Net Incr(Decr) in Fund Balance	(2,542,580)	(492,518)	(10,595)	(266,225)	(2,093,500)	(69,813,898)	26,766	0	0	0
FUND BALANCE										
Beginning Fund Balance	2,542,580	504,925	11,297	3,193,279	2,355,487	69,813,898	1,186,489	13,443,207	3,528,030	1,927,841
Components of Fund Balance:		2000								100 Processor P. (2000 2000)
Audit Adjustment								0		
Revolving Cash	0	0	0	0	0	0	0	0	0	0
Cash with Fiscal Agent	0	0	0	0	0	0	0	0	0	0
Stores	0	0	0	156,312	0	0	0	0	0	0
3% Required Reserve	0	0	0	0	0	0	0	0	0	0
Cash w/Fiscal Agent	0	0	0	Ō	0	0	0	0	2,297,356	0
Restricted Fund Balance	0	Ō	0	0	0	0	0	0	2,237,330	0
Unappropriated Fund Balance	0	12,407	702	2,770,742	261,987	ő	1,213,255	13,443,207	1,230,674	1,927,841
Ending Fund Balance	0	12,407	702	2,927,054	261,987	0	1,213,255	13,443,207	3,528,030	1,927,841

Pajaro Valley Unified School District GENERAL FUND SUMMARY FISCAL YEAR 2014-2015

14/15 Budget at 13/14 2nd Interim

Includes LCFF Estimate for General Revenue and 0.86% COLA on State Categorical, 8% HW increase, Step and Column, adjusted ADA for Ceiba College Prep Acad

		General	Lottery	TOTAL	Transportation	Special	Federal and	Restricted	Community	Bond	TOTAL REST	Total
		Unrestr		UNRESTRICTED		Ed	State Grants/			Endowments	TOTALIKEOT	General
							Entitlements					55115141
			1100		7230/7240	6500/6510		8150	2430	06		
INCOME												
Revenue Limit	8010-8099	119,957,895		119,957,895		4,346,995			215,334	0	4,562,329	124,520,224
Federal Sources	8100-8299	7,000		7,000			23,990,813				23,990,813	23,997,813
Other State Revenues	8300-8599	13,469,126	2,399,124	15,868,250	2,637,857	12,552,739	7,212,503				22,403,099	38,271,349
Other Local Revenues	8600-8699	430,025		430,025	100,000		1,580,775			0	1,680,775	2,110,800
TOTAL REVENUES		133,864,046	2,399,124	136,263,170	2,737,857	16,899,734	32,784,091	0	215,334	0	52,637,016	188,900,186
EVENDITUES												
EXPENDITURES	1000 1000	50 100 170										
Certificated Salaries	1000-1999	56,422,473	1,155,815	57,578,288		9,002,668	11,423,906		318,393		20,744,967	78,323,255
Classified Salaries	2000-2999	12,460,727	140,698	12,601,425	3,392,694	5,891,385	5,329,813	1,649,791	101,167		16,364,850	28,966,275
Employee Benefits	3000-3999	35,269,653	496,550	35,766,203	2,966,532	10,253,692	8,017,333	1,293,839	248,918		22,780,314	58,546,517
Books and Supplies	4000-4999	1,884,164	295,690	2,179,854	880,000	183,894	2,872,280	671,325	17,664		4,625,163	6,805,017
Services, Other Operating Exper		8,165,641	441,512	8,607,153	(292,209)	3,984,026	4,384,083	1,530,563	76,268		9,682,731	18,289,884
Capital Outlay	6000-6999			0			55,067				55,067	55,067
Other Outgo	7100-7299	492,958		492,958							0	492,958
Direct Support/Indirect Costs	7300-7399	(2,103,730)		(2,103,730)		708,068	701,609	121,622			1,531,299	(572,431)
Other Uses	74xx	92,368		92,368	155,633						155,633	248,001
TOTAL EXPENDITURES		112,684,254	2,530,265	115,214,519	7,102,650	30,023,733	32,784,091	5,267,140	762,410	0	The same of the sa	191,154,543
							39					
INTERFUND TRANSFERS												
Transfers In	8910-8929	50,000		50,000							0	50,000
Transfers Out	7610-7629	(1,689,438)		(1,689,438)							0	(1,689,438)
Other Financing Sources	8930-8979			0							0	0
Contributions	8980-8999	(23,303,008)		(23,303,008)	4,364,793	13,123,999	0	5,267,140	547,076		23,303,008	0
TOTAL TRANSFERS		(24,942,446)	0	(24,942,446)	4,364,793	13,123,999	0	5,267,140	547,076	0		(1,639,438)
								,				(1,000,100)
Net Incr(Decr) in Fund Balance	9	(3,762,654)	(131,141)	(3,893,795)	0	0	0	0	0	0	0	(3,893,795)
FUND BALANCE												
Beginning Fund Balance		23,538,077	330,951	23,869,028	0	0	31,671	(0)	/61	//-	04.071	00
Components of Fund Balance:		20,000,011	000,001	20,000,020	- 0	U	31,077	(0)	(0)	0	31,671	23,900,699
Audit Adjustment				0								
Revolving Cash		55.000	0	55.000	0	0	•			2	0	0
Cash with Fiscal Agent		65,000	U			0	0	0	0	0	0	55,000
Stores		193,113	0	65,000	0	0	0	0	0	0	0	65,000
3% Required Reserve			0	193,113	0	0	0	0	0	0	0	193,113
Cash w/Fiscal Agent		5,785,319	0	5,785,319	0	0	0	0	0	0	0	5,785,319
Restricted Fund Balance		4 000 074		0	0	0		0	0	0	0	0
		4,000,374	0	4,000,374	0	0	31,671	(0)	0	0	31,671	4,032,044
Unappropriated Fund Balance Ending Fund Balance		9,676,617	199,810	9,876,427	0	0	0	0	0	0	0	9,876,427
Linding Fully Dalatice		19,775,423	199,810	19,975,233	0	0	31,671	(0)	(0)	0	31,671	20,006,904

Pajaro Valley Unified School District GENERAL FUND SUMMARY FISCAL YEAR 2014-2015 14/15 Budget at 13/14 2nd Interim

Includes LCFF Estimate for General Revenue and 0.86% COLA on State Categorical, 8% HW increase, Step and Column, adjusted ADA for Ceiba College Prep Acad

College Frep Acad		Charter	Adult	Child	Fand	D-6	0	0 11 1	0 11		
		School	Education	Dev	Food Serv	Def Maint	General Oblig Bond	Capitol Fac	Self	Retiree Benefit	Trust
		3011001	Education	Dev	Serv	Mairit	Bona	rac	Ins	Benefit	Scholarship
		09	11	12	13	14	21	25	67	71	73
INCOME											
Revenue Limit	8010-8099	9,876,961									
Federal Sources	8100-8299		211,733	7,270,665	8,025,150						
Other State Revenues	8300-8599	1,098,252	51,487	2,862,891	641,340						
Other Local Revenues	8600-8699	122,030	520,190	193,652	756,000	1,000	0	497,510	42,419,420	4,330,088	100,000
TOTAL REVENUES		11,097,243	783,410	10,327,208	9,422,490	1,000	0	497,510	42,419,420	4,330,088	100,000
EXPENDITURES											
Certificated Salaries	1000-1999	4,941,434	889,006	2,715,135							
Classified Salaries	2000-2999	663,161	340,845	1,376,577	2,132,279				129,316		
Employee Benefits	3000-3999	2,754,817	677,122	2,514,277	2,750,104				82,061		
Books and Supplies	4000-4999	496,596	94,819	1,109,267	4,189,242		0				
Services, Other Operating Expense	es 5000-5999	2,471,032	201,098	2,335,699	57,416	122,987	0	415,224	42,158,043	4,330,088	100,000
Capital Outlay	6000-6999					140,000	0	237,806			
Other Outgo	7100-7299										
Direct Support/Indirect Costs	7300-7399		40,161	276,253	256,017						
Other Uses	74xx	10 TPW I									
TOTAL EXPENDITURES		11,327,040	2,243,051	10,327,208	9,385,058	262,987	0	653,030	42,369,420	4,330,088	100,000
								320010000000000000000000000000000000000		Charles Control of the	2000-00
INTERFUND TRANSFERS											
Transfers In	8910-8929	229,797	1,459,641	0	0	0					
Transfers Out	7610-7629		0		0	0	0	0	(50,000)	0	0
Other Financing Sources	8930-8979	0	0	0	0	0	0	0	0	0	0
Contributions	8980-8999		0	0	0	0	0		0	0	0
TOTAL TRANSFERS		229,797	1,459,641	0	0	0	0	0	(50,000)	0	0
Net Incr(Decr) in Fund Balance		0	0	0	37,432	(261,987)	0	(155,520)	0	0	0
FUND BALANCE						*					310
Beginning Fund Balance		0	12,407	702	2,927,054	261,987	0	1,213,255	13,443,207	3,528,030	1,927,841
Components of Fund Balance:	15,000		12,707	102	2,521,054	201,307		1,213,233	13,443,207	3,320,030	1,921,841
Audit Adjustment									0		
Revolving Cash		0	0	0	0	0	0	0	U	•	2
Cash with Fiscal Agent		0	0	0	0	0	0	0	U	0	0
Stores		0	0	0	156,312	0	0	0	0	0	0
3% Required Reserve		0	0	0	130,312	0	0	0	0	0	0
Cash w/Fiscal Agent		U	J	U	U	0	0	0	0	S <del>7</del> 8	7.0
Restricted Fund Balance		0		0	0	0	0	0	0	2,297,356 0	0
Unappropriated Fund Balance		0	12,407	702	2,808,174	0	0	1,057,735	13,443,207	1,230,674	4 027 044
Ending Fund Balance		0	12,407	702	2,964,486	0	0				1,927,841
anding ruliu balance		0	12,407	102	2,304,400	U	0	1,057,735	13,443,207	3,528,030	1,927,841

Pajaro Valley Unified School District GENERAL FUND SUMMARY FISCAL YEAR 2014-2015 15/16 Budget at 13/14 2nd Interim

Includes LCFF Estimate for General Revenue and 2.12% COLA on State Categorical, 8% HW increase, Step and Column, adjusted ADA for Ceiba College Prep Acad

ADA for Celoa College Prep Acad	General	Lottery	TOTAL UNRESTRICTED	Transportation	Special Ed	Federal and State Grants/		Community	Bond Endowments	TOTAL REST	Total General
	Unrestr		UNKESTRICTED			Entitlements		100			General
		1100		7230/7240	6500/6510		8150	2430	06		
INCOME	100 511 010		100 544 040		4 444 004			040.047		1 000 171	400 444 547
Revenue Limit	133,511,046	0	133,511,046		4,414,624			218,847	0	4,633,471	138,144,517
Federal Sources	7,000		7,000		40.000.007	20,767,225				20,767,225	20,774,225
Other State Revenues	13,769,451	2,394,164	16,163,615	2,695,890	12,822,227	5,878,693				21,396,810	37,560,425
Other Local Revenues	597,824	0	597,824	100,000	17.000.051	1,610,066	0	010017	0	1,710,066	2,307,890
TOTAL REVENUES	147,885,321	2,394,164	150,279,485	2,795,890	17,236,851	28,255,984	0	218,847	0	48,507,572	198,787,057
EXPENDITURES											
Certificated Salaries	58,165,009	829,915	58,994,924		9,152,493	8,656,604		323,168		18,132,265	77,127,189
Classified Salaries	12,532,453	140,698	12,673,151	3,416,066	5,971,939	5,141,369	1,885,160	101,386		16,515,920	29,189,071
Employee Benefits	37,718,054	357,225	38,075,279	3,122,438	10,868,989	7,275,849	1,577,031	263,602		23,107,909	61,183,188
Books and Supplies	1,884,164	295,690	2,179,854	880,000	187,804	2,840,696	671,325	17,664		4,597,489	6,777,343
Services, Other Operating Expenses	7,286,362	468,387	7,754,749	(292,209)	3,986,340	3,713,167	1,530,563	76,268		9,014,129	16,768,878
Capital Outlay			0			55,067				55,067	55,067
Other Outgo	560,504		560,504							0	560,504
Direct Support/Indirect Costs	(1,985,335)		(1,985,335)		715,735	573,232	123,937			1,412,904	(572,431
Other Uses	0		0	155,633						155,633	155,633
TOTAL EXPENDITURES	116,161,211	2,091,915	118,253,126	7,281,928	30,883,300	28,255,984	5,788,016	782,088	0	72,991,316	191,244,442
INTERFUND TRANSFERS	50,000		50,000							0	50,000
Transfers In	50,000		50,000							0	(1,689,438
Transfers Out	(1,689,438)		(1,689,438)							0	(1,009,430
Other Financing Sources	(0.4.400.744)		0	4 400 000	40.040.440	0	F 700 040	563,241		24 492 744	0
Contributions	(24,483,744)		(24,483,744)	4,486,038	13,646,449	0	5,788,016 5,788,016	563,241	0	24,483,744 24,483,744	(1,639,438
TOTAL TRANSFERS	(26,123,182)	0	(26,123,182)	4,486,038	13,646,449	0	5,788,016	563,241	U	24,483,744	(1,039,438
Net Incr(Decr) in Fund Balance	5,600,928	302,249	5,903,177	0	0	0	0	0	0	0	5,903,177
FUND BALANCE		<u> </u>									40000
Beginning Fund Balance	19,775,423	199,810	19,975,233	0	0	31,671	(0)	(0)	0	31,671	20,006,904
Components of Fund Balance:		30 TO 100 100 100 100 100 100 100 100 100 100 100 100 100 100 100									
Audit Adjustment			0							0	0
Revolving Cash	55,000	0	55,000	0	0	0	0	0	0	0	55,000
Cash with Fiscal Agent	65,000		65,000	0	0	0	0	0	0	0	65,000
Stores	193,113	0	193,113	0	0	0	0	0	0	0	193,113
3% Required Reserve	5,788,016	0	5,788,016	0	0	0	0	0	0	0	5,788,016
Cash w/Fiscal Agent			0	0	0		0	0	0	0	0
Restricted Fund Balance	4,500,375	0	4,500,375	0	0	31,671	0	0	0	31,671	4,532,046
Unappropriated Fund Balance	14,774,847	502,059	15,276,906	0	0	0	0	0	0	0	15,276,906
Ending Fund Balance	25,376,351	502,059	25,878,410	0	0	31,671	0	(0)	0	31,671	25,910,081

Pajaro Valley Unified School District GENERAL FUND SUMMARY FISCAL YEAR 2014-2015 15/16 Budget at 13/14 2nd Interim

Includes LCFF Estimate for General Revenue and 2.12% COLA on State Categorical, 8% HW increase, Step and Column, adjusted ADA for Ceiba College Prep Acad

ADA for Ceiba College Prep Acad	Charter	Adult	Child	Food	Def	General Oblig	Capitol	Self	Retiree	Trust
	School	Education	Dev	Serv	Maint	Bond	Fac	Ins	Benefit	Scholarship
		Eddodion	500							
	09	11	12	13	14	21	25	67	71	73
INCOME										
Revenue Limit	10,074,989	110 000								
Federal Sources		211,733	7,270,665	8,025,150						
Other State Revenues	1,098,252	66,659	2,918,369	655,449						400.000
Other Local Revenues	122,030	520,190	193,652	756,000		0	497,510	45,737,272	4,775,198	100,000
TOTAL REVENUES	11,295,271	798,582	10,382,686	9,436,599		0 0	497,510	45,737,272	4,775,198	100,000
EXPENDITURES										
Certificated Salaries	5,044,160	885,228	2,690,277							
Classified Salaries	666,952	343,276	1,381,188	2,053,589				129,316		
Employee Benefits	2,933,501	688,235	2,577,263	2,855,899				85,260		
Books and Supplies	514,567	94,819	1,109,267	4,139,827		0				
Services, Other Operating Expenses	2,365,888	206,504	2,348,438	57,416		0 0	415,224	45,472,696	4,775,198	100,000
Capital Outlay	_,000,000					0	237,806			
Other Outgo										
Direct Support/Indirect Costs		40,161	276,253	256,017						
Other Uses			1000 100 to 100 to 100							
TOTAL EXPENDITURES	11,525,068	2,258,223	10,382,686	9,362,748	1500 20	0 0	653,030	45,687,272	4,775,198	100,000
INTERFUND TRANSFERS										
Transfers In	229,797	1,459,641	0	0		0				
Transfers Out		0		0		0 0	0	(50,000)	0	0
Other Financing Sources	0	0	0	0		0 0	0	0	0	0
Contributions		0	0	0		0 0		0	0	0
TOTAL TRANSFERS	229,797	1,459,641	0	0		0 0	0	(50,000)	0	0
Net Incr(Decr) in Fund Balance	0	0	0	73,851		0 0	(155,520)	0	0	0
FUND BALANCE										
Beginning Fund Balance	0	12,407	702	2,964,486		0 0	1,057,735	13,443,207	3,528,030	1,927,841
Components of Fund Balance:									·	
Audit Adjustment								0		
Revolving Cash	0	0	0	0		0 0	0	0	0	0
Cash with Fiscal Agent	0	0	0	0		0 0	0	0	0	0
Stores	0	0	0	156,312		0 0	0	0	0	0
3% Required Reserve	0	0	0	0		0 0	0	0	0	0
Cash w/Fiscal Agent						0 0	0	0	2,297,356	0
Restricted Fund Balance	0		0	0		0 0	0	0	0	0
Unappropriated Fund Balance	0	12,407	702	2,882,025		0 0	902,215	13,443,207	1,230,674	1,927,841
Ending Fund Balance	0	12,407	702	3,038,337		0 0	902,215	13,443,207	3,528,030	1,927,841

Ran: 3/6/2014 7:35 PM 2013-2014 2nd Interim Summaries 03-06-14 final.xlsx

1st Interim TOTAL

2nd Interim TOTAL

UNRESTRICTED

UNRESTRICTED

Variance

INCOME			In thousands	
				Adjustment to LCFF Revenues (transfer of EIA/
				and State Grants \$4.9 mil and increase for COE
Revenue Limit	95,306,218	100,952,432	5,646	program \$364k)
Federal Sources	7,000	7,000	0	
Other State Revenues	18,895,655	18,895,655	0	
Other Local Revenues	411,120	428,936	18	Increase in revenues for outside services
TOTAL REVENUES	114,619,993	120,284,023	5,664	
EXPENDITURES		70 F. T		
				Adjustments to Salaries based on enrollment a
Certificated Salaries	48,645,532	53,127,078	4,482	services and Certificated 7% Salary increase
				Transfer of EIA/LEP positions to LCFF Suppleme Extended Learning adjust to other funding (-\$4
Classified Salaries	12,114,328	12,123,692	9	budget transfers
Employee Benefits	30,981,539	32,190,603	1,209	Benefits associated with employee adjustment
Books and Supplies	2,126,129	2,153,013	27	Other adjustments under \$25k
				Extended Learning adjust to other funding (\$44
				agreement on new Solar projects (\$235) (split v
Services, Other Operating Expenses	8,347,945	8,639,155	291	Maintenance), other adjustments under \$25k
Capital Outlay	60,550	60,550	0	
Other Outgo	2,057,000	2,420,519	364	Amount due COE for COE reported ADA in SOS
				Indirect Costs are budgeted using all categorica
Direct Support/Indirect Costs	(2,334,069)	(2,327,596)	+	based on use of categorical funds.
Other Uses	92,368	92,368	0	
TOTAL EXPENDITURES	102,091,322	108,479,382	6,388	
			0	
INTERFUND TRANSFERS	50,000	50.000	0	-
Transfers In	50,000	50,000	0	
- ****	(040 310)	(1 442 000)	(404)	Change in transfer to Adult Ed contribution due
Transfers Out	(948,216)	(1,442,006)	(494)	requirement (\$420k), other adjustments under
Other Financing Sources	0	U	- 0	M& O Increase (\$602k), SE Increase (\$728k), Fe
Contributions	(20,852,487)	(23,624,059)	(2 772)	(EIA/LEP) increase (\$1.4 mil), CDS increase (\$14
TOTAL TRANSFERS	(21,750,703)	(25,016,065)		(CLA) CLI / IIICi ease (\$1.4 IIIII), CD3 IIICi ease (\$14
TOTAL TRANSPERS	(21,730,703)	(23,010,003)	0	
Net Incr(Decr) in Fund Balance	(9,222,032)	(13,211,424)		1
Net mor(Deer) in raina Balance	(5)222,652/	(10)111, 111	0	1
FUND BALANCE			0	1
Beginning Fund Balance	37,080,452	37,080,452	0	1
Components of Fund Balance:			0	1
Audit Adjustment	0	0	0	1
Revolving Cash	55,000	55,000	0	1
Stores	193,113	193,113	0	]
3% Required Reserve	5,719,731	6,205,902	486	
Cash w/Fiscal Agent	65,000	65,000	0	]
Restricted Fund Balance	3,500,373	3,500,373	0	
Unappropriated Fund Balance	18,325,203	13,849,640	(4,476)	
Ending Fund Balance	27,858,420	23,869,028	(3,989)	

LEP funds from Federal DE Reported ADA in SOS

adjustments and needed nental Funding (\$78k), 47k), other miscellaneous nts 14k), Maintenance t with Restricted

S program cal funds. This is adjusted

ue to state funding er \$25k

Federal and State 14k)

Ending Fund Balance

1st Interim

2nd Interim

		Variance	
Transportation	Transportation		

7230/7240 7230/7240 INCOME In thousands Revenue Limit 0 0 **Federal Sources** Other State Revenues 2,637,857 2,637,857 0 100,000 100,000 0 Other Local Revenues TOTAL REVENUES 2,737,857 2,737,857 0 0 0 **EXPENDITURES** 0 0 Certificated Salaries Classified Salaries 3,604,372 3,616,816 12 2,827,850 2,820,870 (7) Employee Benefits Books and Supplies 880,000 880,000 0 Services, Other Operating Expenses (522,999) (540,671) (18) Capital Outlay 13,000 13 Other Outgo 0 0 Direct Support/Indirect Costs 155,633 Other Uses 155,633 0 TOTAL EXPENDITURES 6,944,856 6,945,648 1 0 INTERFUND TRANSFERS 0 Transfers In 0 Transfers Out 0 Other Financing Sources 0 4,206,999 Contributions 4,207,791 1 TOTAL TRANSFERS 4,206,999 4,207,791 1 0 Net Incr(Decr) in Fund Balance 0 0 0 0 **FUND BALANCE** 0 0 0 Beginning Fund Balance 0 Components of Fund Balance: 0 Audit Adjustment 0 Revolving Cash 0 0 0 0 0 0 Stores 3% Required Reserve 0 0 0 Cash w/Fiscal Agent 0 0 0 Restricted Fund Balance 0 0 0 Unappropriated Fund Balance 0 0 0

0

0

0

Increase in field trips

District cost for 2 new busses received through Monterey Bay Air B Pollution Control Agency

2nd Interim

	Variance
Special	Special
Ed	Ed

	6	5500/6510/6512	6500/6510/6512		
INCOME				In thousands	
Revenue Limit		4,292,641	4,292,641	0	
Federal Sources				0	
Other State Revenues		12,234,547	12,537,828	303	Additional Mental Health Funding
Other Local Revenues		0	0	0	Resilience of Model and Resilience of the granular of the decision of the Artist.
TOTAL REVENUES		16,527,188	16,830,469	303	
				0	
			AT ATTENDED BY THE SECOND SECOND	0	
EXPENDITURES				0	
	No. 10 144				
Certificated Salaries		8,286,668	8,844,251		Adjust to staffing for services and Certificated 7% Salary Increase
Classified Salaries		5,733,349	5,792,724	59	Increase 3.85 FTE due to enrollment and services required
Employee Benefits		9,605,270	9,670,988		Benefits updated for personnel
Books and Supplies		779,990	779,990	0	
					Increase in Mental Health services and other miscellaneous adjusts
Services, Other Operating Expenses		3,825,332	4,200,280		under \$25k
Capital Outlay		10,800	10,800	0	
Other Outgo				0	
Direct Support/Indirect Costs		709,853	683,690		Adjusted Indirect due to outside contracts
Other Uses			550000	0	
TOTAL EXPENDITURES		28,951,262	29,982,723	1,031	
324 331333				0	
INTERFUND TRANSFERS				0	
Transfers In				0	
Transfers Out				0	
Other Financing Sources				0	
		1 45050 Separation (45		0.0120000	Increase due to Certificated Salary Adjust and other miscellaneous
Contributions	-	11,599,549	12,327,729		adjusts.
TOTAL TRANSFERS		11,599,549	12,327,729	728	
				0	
Net Incr(Decr) in Fund Balance		(824,525)	(824,525)	0	
				0	
FUND BALANCE				0	
Beginning Fund Balance		824,525	824,525	0	ł
Components of Fund Balance:	-			0	
Audit Adjustment				0	
Revolving Cash		0	0	0	-
Stores		0	0	0	
3% Required Reserve		0	0	0	-
Cash w/Fiscal Agent		0	0	0	-
Restricted Fund Balance		0	0	0	-
Unappropriated Fund Balance		0	0	0	4
Ending Fund Balance		0	0	1 0	J

2nd Interim

	Variance
Federal and	Federal and
State Grants/	State Grants/
Entitlements	Entitlements

INCOME		177	In thousands
Revenue Limit			0
Federal Sources	29,221,213	29,568,137	347
Other State Revenues	12,901,892	11,646,255	(1,256)
Other Local Revenues	1,787,350	2,280,525	493
TOTAL REVENUES	43,910,455	43,494,917	(416)
			0
			0
EXPENDITURES			0
	15 255 104	44.054.204	(401)
Certificated Salaries	15,255,104	14,854,284	(401)
Classified Salaries	5,950,870	5,837,919	(113)
Employee Benefits	9,458,339	8,757,761	(701)
Books and Supplies	8,809,009	9,878,716	1,070
Services, Other Operating Expenses	5,950,163	7,502,350	1,552
Capital Outlay	56,436	58,867	2
Other Outgo			0
Direct Support/Indirect Costs	984,143	952,045	(32)
Other Uses			0
TOTAL EXPENDITURES	46,464,064	47,841,942	1,378
			0
INTERFUND TRANSFERS			0
Transfers In	0	0	0
Transfers Out			0
Other Financing Sources			0
Contributions	0	1,401,060	1,401
TOTAL TRANSFERS	0	1,401,060	1,401
			0
Net Incr(Decr) in Fund Balance	(2,553,609)	(2,945,965)	
			0
FUND BALANCE			0
Beginning Fund Balance	2,977,636	2,977,636	0
Components of Fund Balance:			0
Audit Adjustment		440	0
Revolving Cash	0	0	0
Stores	0	0	0
3% Required Reserve	0	0	0
Cash w/Fiscal Agent			0
Restricted Fund Balance	424,027	31,671	(392)
Unappropriated Fund Balance	0	0	0
Ending Fund Balance	424,027	31,671	(392)

Updated Grant Awards (Federal Special Ed \$433k, Title II \$3k, Title III -

Moved EIA/LEP funds to LCFF (-\$4.87 mil) and received Common Core Implementation Funds (\$3.62 mil)

Updated Grants to Awards or Donations Received

Grant Expenditures were set up to match the grant requirements and carryovers have been included. Certificated Salaries adjusted for 7% Salary Increase. Additional fund balance used.

Contribution to EIA/LEP for positions multi-funded with Title I

2nd Interim

Variance

			variance
	Restricted	Restricted	
	Maintenance	Maintenance	
	8150	8150	
INCOME			In thousands
Revenue Limit			0
Federal Sources			0
Other State Revenues			0
Other Local Revenues	0	0	0
TOTAL REVENUES	0	0	0
			0
EXPENDITURES	++		0
Certificated Salaries			0
Classified Salaries	1,655,026	1,619,669	(35
Employee Benefits	1,248,471	1,227,355	(21
Books and Supplies	671,325	671,325	0
Sooks and Supplies	0.1,525	072,323	-
Services, Other Operating Expenses	872,563	1,530,563	658
Capital Outlay	0	0	0
Other Outgo			0
Direct Support/Indirect Costs	107,330	107,330	0
Other Uses			0
TOTAL EXPENDITURES	4,554,715	5,156,242	602
INTERFUND TRANSFERS			0
Transfers In			0
Transfers Out			0
Other Financing Sources			0
Contributions	4,554,715	5,156,242	602
TOTAL TRANSFERS	4,554,715	5,156,242	602
			0
Net Incr(Decr) in Fund Balance	0	0	0
FUND BALANCE			0
Beginning Fund Balance	0	0	0
Components of Fund Balance:		U	0
			0
Audit Adjustment	0	0	0
Revolving Cash Stores	0		
3% Required Reserve	0	0	0
	0		
Cash w/Fiscal Agent Restricted Fund Balance	0	0	0
	0	0	0
Unappropriated Fund Balance			0
Ending Fund Balance	0	0	0

Salary and benefits adjusted based on individuals' placement

Maintenance agreement on new Solar projects (\$235) (split with Unrestricted Maintenance)

2nd Interim

	Varia
Community	Community
Day School	Day School

2430 2430 INCOME In thousands 212,510 212,510 0 Revenue Limit Federal Sources 0 0 Other State Revenues 0 Other Local Revenues TOTAL REVENUES 212,510 212,510 0 0 0 0 EXPENDITURES 301,595 Certificated Salaries 313,618 12 Adjusted for Certificated 7% Salary Increase 101,307 101,047 (0) Classified Salaries 233,063 235,150 **Employee Benefits** 2 17,664 0 17,664 **Books and Supplies** Services, Other Operating Expenses 0 76,268 76,268 0 Capital Outlay Other Outgo 0 0 Direct Support/Indirect Costs 0 Other Uses 743,747 TOTAL EXPENDITURES 729,897 14 0 INTERFUND TRANSFERS 0 0 Transfers In Transfers Out 0 0 Other Financing Sources 517,387 531,237 Contributions 14 517,387 531,237 14 TOTAL TRANSFERS 0 0 0 0 Net Incr(Decr) in Fund Balance 0 0 **FUND BALANCE** 0 0 0 Beginning Fund Balance 0 Components of Fund Balance: 0 Audit Adjustment 0 0 0 Revolving Cash 0 0 0 Stores 3% Required Reserve 0 0 0 0 0 0 Cash w/Fiscal Agent 0 0 0 Restricted Fund Balance 0 Unappropriated Fund Balance 0 0 **Ending Fund Balance** 0 0 0





# PAJARO VALLEY UNIFIED SCHOOL DISTRICT

# Board Agenda Backup

Item No: 11.2

Date:

March 12, 2014

Item:

Broadcasting / taping of board meetings

Overview: At its February 6 meeting, staff provided the board with an analysis and funding estimate for broadcasting and taping board meetings. Staff's presentation and corresponding analysis is attached.

> The board tabled the matter until the March 12 meeting instructing staff to further investigate the following:

- Other alternatives and/or venues for broadcasting, taping, internet streaming of board meetings
- Community TV's business, contractual, and political practices as they pertain to providing broadcasting and taping services to public agencies.

Staff completed this additional analysis and will report subsequent findings for possible board action on this matter.

Recommendation:

Direct staff accordingly on this matter.

### **Budget Considerations:**

Funding Source: General Fund

Budgeted: Yes:

No: X

Amount: \$7,100 one-time costs, Approx \$9,000 annually

Prepared By:

Brett W. McFadden, Chief Business Officer Tim Landeck, Director of Technology Services

Superintendent's Signature:



# PAJARO VALLEY UNIFIED SCHOOL DISTRICT



# Board Agenda Backup

Item No: 11.3

Date:	March 12, 2014
Item:	Approve Resolution #13-14-14 Acknowledging March 12-14, 2014 as Adult Education Week.
Overview:	Through the attached resolution, PVUSD wishes to recognize the importance of adult education.
Recommendation:	Approve resolution #13-14-14

Prepared By: Dorma Baker, Superintendent

Superintendent's Signature:

Dovam Box



# PAJARO VALLEY UNIFIED SCHOOL DISTRICT RESOLUTION #13-14-14

In Support of Designating March 12, 2014 As Adult Education Day

WHEREAS, that from March 10, 2014 through March 14, 2014, the State of California will observe Adult Education Week,

The Pajaro Valley Unified School District Board of Education acknowledges that for 86 years, Watsonville/Aptos Adult Education continuously serves the changing economic and cultural needs of a vigorous, expanding Pajaro Valley Unified School District community; and

WHEREAS Watsonville/Aptos Adult Education provides instruction to those in our community who need English as a Second Language and Citizenship courses; and

WHEREAS Watsonville/Aptos Adult Education, recognizing that to break the cycle of illiteracy we must focus on educating parents, provides programs in Family Literacy; and

WHEREAS Watsonville/Aptos Adult Education is a primary community resource for the teaching and instruction of adult literacy; and

WHEREAS Watsonville/Aptos Adult Education provides a way for adults to complete high school studies in their own time and pace; and

WHEREAS Watsonville/Aptos Adult Education provides programs especially designed for our older adult and disabled population; and

WHEREAS Watsonville/Aptos Adult Education provides career and technical training for adults seeking career changes or enhancements; and

WHEREAS Watsonville/Aptos Adult Education provides instruction for parents and families, ranging from pre-birth classes through a wide spectrum of parent education and family literacy courses; and

WHEREAS, Watsonville/Aptos Adult Education provides for the unique needs of individuals in a diverse population by offering a wide range of community education classes;

NOW, THEREFORE, BE IT RESOLVED that the Board of Education of the Pajaro Valley Unified School District does hereby proclaim March 12, 2014, as: "ADULT EDUCATION DAY" in the Pajaro Valley Unified School District and salutes the administration, teachers and students of Watsonville/Aptos Adult Education and honors their efforts and accomplishments on this day.

PASSED AND ADOPTED this 12th day of March, 2014 in Watsonville, County of Santa Cruz, California.

Kim De Serpa President, Board of Trustees



# Board Agenda Backup

Item No: 11.4

DATE:	March 12, 2014
ITEMS:	Provisional Internship Permits
OVERVIEW:	Although the District practices aggressive efforts in teacher recruitment, shortages of appropriately credentialed teachers still exist in Special Education. In order for the District to employ a sufficient number, teachers must be hired on Provisional Internship Permits.
RECOMMENDATION:	It is recommended that the Board approve the appointment of these teachers on Provisional Internship Permits. Board approval is required by the Commission on Teacher Credentialing.
Budget Considerations:	:
	Funding Source:
	Budgeted: Yes: No:
	Amount: \$
Prepared By: Sharon	n B. Roddick
Superintendent's Signa	ture: Dorma Bas

# PAJARO VALLEY UNIFIED SCHOOL DISTRICT CERTIFICATED PERSONNEL

March 12, 2014

TO:

Members of the Governing Board

FROM:

Sharon Roddick, Assistant Superintendent, Human Resources

SUBJECT:

Personnel Action

The following appointments have been made for the 2013/2014 school year:

NAME Reid, Samantha<sup>1</sup> SITE/PROGRAM

SELPA

<u>POSITION</u>

EFF. DATES

**WAIVER TYPE** 

Mild/Moderate 02/01/14-07/30/14 P.I.P.

<sup>1</sup> Ms. Reid received her B.A. from CSU Stanislaus and is currently enrolled in the Internship Mild/Moderate Credential Program at CSUMB. She has been working and teaching in a special education classroom setting for the past seven years. She began as an instructional assistant/tutor, day-to-day substitute teacher and long-term substitute teacher. Ms. Reid has training in CELDT, LOVAS and Chrysalis programs developed for autistic students.



Email: credentials@ctc.ca.gov Website: www.ctc.ca.gov

# VERIFICATION OF REQUIREMENTS For the Provisional Internship Permit

This form must be completed by the employing agency and submitted with each application for a Provisional Internship Permit. Name of Applicant REID, SAMANTHA L. SSN XXX-XX Name of Employing Agency PAJARO VALLEY UNFIED SCHOOL DISTRICT County/District/CDS Code 44-69799 ☐ Multiple Subject ☐ Single Subject - Specify subject(s): ☑ Education Specialist - Specify specialty area(s): MILD/MODERATE By submitting this form, the employing agency named above verifies that items 1-6 have been completed. 1. A diligent search has been conducted for a suitable credentialed teacher or qualified intern teacher by the following methods and verification of such recruitment efforts is attached: **Required** recruitment methods (provide photocopies of all of the following): ☑ Distributed job announcements ☑ Contacted college or university placement centers Advertised on the Internet **Optional** recruitment methods (in addition to the required methods above): Advertised in professional journals ☐ Attended job fairs in California ☐ Attended recruitment out-of-state ☐ Contacted California teacher recruitment centers ☐ Advertised in local/national newspapers ☐ Other (explain) 2. The permit holder will be provided orientation, guidance and assistance during the valid period of the permit 3. Public notice of intent to employ the applicant in the identified position has been given and meets the

Public notice was presented as an action item on the governing board agenda and acted upon

(continued)

favorably. A copy of the agenda item is attached.

following criteria (check the box that applies):

Public School District



# PAJARO VALLEY UNIFIED SCHOOL DISTRICT



# Board Agenda Backup

Item No: 12.1

**Date:** March 12, 2014

Item: LCAP Process Update

Overview: The District is required to develop a Local Control Accountability Plan

with input from various stakeholders. At this time meetings have been held and input gathered as outlined in the timeline included. With one additional Town Hall meeting to complete, we are using both our site and district "auto-dialer" systems to notify parents of the upcoming meeting on

March 17<sup>th</sup>.

Recommendation:	
<b>Budget Considerations:</b>	
<b>Funding Source:</b>	
Budgeted:	Yes: No:
Amount:	<b>\$</b>
Prepared By:	
Superintendent's Signature	: Dorm Bal

# **PVUSD LCAP Process & Timeline**

(Updated December 19)

# November 2013

- LCAP development process and timeline presented to Board of Trustees (Nov. 13<sup>th</sup> & Dec. 11<sup>th</sup>)
- Initial training regarding LCFF & LCAP process for DLAC (Nov. 19th)
- Administrative committee meets for initial LCFF & LCAP training and beginning conversation. (Dec. 2nd)

Membership will consist of representatives from:

- -Principals (2 elementary, 1 middle school, 1 high school)
- -Human Resources
- -Cabinet
- -Educational Services
- -Student Services
- -Special Education
- -Migrant Education
- -Technology

# December 2013

- LCAP training & updates shared with site administration at December Principal meetings.
- Administrative Committee meets to provide input regarding guiding questions and planning for other group input. (Dec. 16<sup>th</sup>)
- Develop LCAP update for District Web Site for parents and for staff.
  - o Include links to other Web Sites & connections, Blog, etc.

# January 2014

- Teachers review and provide input on eight priority areas. (Jan. SBC Day)
- Principals to review LCFF/LCAP info for parents at local SSC meetings.

# February 2014

- Parent Committee reviews and provides input on eight State priority areas.
   Monday, (Feb. 24, 6:30 at PVHS)
  - Parent Committee will consist of the SSC president from each site, president of CAC, Foster Youth Representative.
- DELAC reviews and provides input on eight State priority areas. (Tuesday, Feb. 18<sup>th</sup>)
- Management meets to give input to 8 areas. (February 27<sup>th</sup>)

- Students (rep from each ASB) review and provide input on eight State priority areas. (Date TBD by Activity Director of each high school)
  - Work with Student Services to determine process for inclusion of expelled students that have transitioned back to the high school, Renaissance, & New School.

# March 2014

- Schedule 3 "town hall" meetings to gather input on the eight areas at AHS, WHS & PVHS:
  - o PVHS March 3rd
  - o AHS March 3<sup>rd</sup>
  - o WHS March 17th
- Bargaining Unit representatives review and provide input on eight State priority areas. (March 10th)
- Bring "Core Committee" together to work on draft of LCAP. Core Committee will include the following representative groups: teachers, administration, and sub group representatives.
  - o March 18<sup>th</sup>
  - o March 27<sup>th</sup>
  - o March 28th

# **April 2014**

- Public Hearing and Governing Board reviews draft plan and gives input regarding the plan and eight priority areas. (April 23)
- Core Committee meets to revise LCAP draft.

# May 2014

• Final approval by Governing Board (May 28<sup>th</sup>)

# **IMPLEMENTATION OF CCSS**

1

Knowing that PVUSD will be implementing the new Common Core State Standards, what recommendations do you have to Support all students' transition to the new standards? (Including English Learners, GATE, Foster youth, Low SES, advanced students and students with special needs)

English Learners, GATE, Foste	er youth, Low SES, advanced students and studen	ndards? (Including
	n order to Support their student with the new standards	
What do students need in order to	Succeed with the new standards?	\$ <i>?</i>
What con your school or the district	ct do to ensure that students succeed with the new sta	
•	state of the state	andards?
	The first areas of the contract of the contrac	
		5
	PARENTAL INVOLVEMENT	
Knowing that parent involveme parent that will allow you to be	ent is a critical factor to student success think abou an active member in your child's schooling.	ut what you need as a
<ul> <li>vvnat could vour school do</li> </ul>	to welcome parents and invite them to be active particip to promote/support parent leadership and decision-mail ening at a school that has active parent involvement?	Arrest and the second
¥		
	ACCESS TO COURSE OF STUDY	6
What are the most important cours you like to see offered at your school	ses, areas of study or programs offered at your school?	Which ones would
What should students study in eler high school, college)?	mentary (middle, high school) to help them prepare for	the next level (middle
What do you think is needed at sch Youth, Low SES, advanced studen study?	hools, to ensure that ALL students (including English Lents and students with special needs) have access to all	earners, GATE, Foster courses/areas of

# STUDENT ACHIEVEMENT

Knowing that all children are not equally prepared for school, what are your recommendations on <u>how to better meet the needs</u> of English Learners, GATE, Foster Youth, Low SES, advanced students and students with special needs?

- What do parents need in order to help their student be better prepared?
- What can your school or the District do better, to meet the needs of ALL students?
- What do students need to be better prepared?

# STUDENT ENGAGEMENT

3

Knowing that school attendance is a critical part of ensuring that all students are college and career ready, think about what is necessary for daily student attendance.

- What types of classroom activities motivate students to attend class daily?
- What extra-curricular activities motivate your child to attend school?
- What social activities motivate your child to attend school?
- What suggestions would you make to increase your child's motivation to go to school?

# SCHOOL CLIMATE

4

Knowing that it is important for ALL students to feel safe at school:

- What do you think is needed to make all schools a safer place?
- How can your school's discipline/behavior plan better promote a safe school environment where ALL students want to be?
- What services are needed at school to ensure safety?

# LCFF AND LCAP - FIND OUT WHAT THEY MEAN TO ME

# **Local Control and Accountability Plan (LCAP)**

Important new ways for parents to engage in decision making

# What is the Local Control and Accountability Plan (LCAP)?

The LCAP is a critical part of the new Local Control Funding Formula (LCFF).

Each school district must engage parents, educators, employees and the community to establish these plans. The plans will describe the school district's overall vision



for students, annual goals and specific actions the district will take to achieve the vision and goals.

The LCAPs must focus on eight areas identified as state priorities. The plans will also demonstrate how the district's budget will help achieve the goals, and assess each year how well the strategies in the plan were able to improve outcomes.

# What are the eight state priority areas that must be addressed in the plans?

There are eight areas for which school districts, with parent and community input, must establish goals and actions. This must be done both district-wide and for each school. The areas are:

- 1. Providing all students access to fully credentialed teachers, instructional materials that align with state standards, and safe facilities.
- Implementation of California's academic standards, including the Common Core State Standards in English language arts and math, Next Generation Science Standards, English language development, history social science, visual and performing arts, health education and physical education standards.
- **3.** Parent involvement and participation, so the local community is engaged in the decision-making process and the educational programs of students.
- **4.** Improving student achievement and outcomes along multiple measures, including test scores, English proficiency and college and career preparedness.
- **5.** Supporting student engagement, including whether students attend school or are chronically absent.
- **6.** Highlighting school climate and connectedness through a variety of factors, such as suspension and expulsion rates and other locally identified means.
- **7.** Ensuring all students have access to classes that prepare them for college and careers, regardless of what school they attend or where they live.
- **8.** Measuring other important student outcomes related to required areas of study, including physical education and the arts.

In addition to these eight areas, a district may also identify and incorporate in its plan goals related to its own local priorities.



# When will districts start developing these plans?

The State Board of Education is in the process of developing a template for school districts to use for their own local plans. This template will be finalized by March 2014.

Between March and June, school districts must engage their parents and communities and adopt their local plans. California State PTA encourages districts to utilize a broad and multi-channel approach to involve parents and school sites beginning now.

Ultimately, the plan must be reviewed by a parent advisory committee. If a district has 15 percent or more English learners, a separate parent committee must provide feedback in this area. The final plans must be approved by July 1.

The initial plan will cover three years, but must be updated annually by the district by July 1 of each following year.

# What can parents and PTAs do now?

The new LCFF and LCAPs provide a great opportunity for parents to engage in the decisions that impact their children and schools.

You can start now by thinking about the eight state priority areas and what you would like to see as goals for your school district and schools in each.

In addition, now is the time to communicate with school administrators and elected board members to help them establish an LCAP development and adoption process that ensures many ways for all parents and community members to participate and be heard.

Ask school and district administrators to schedule presentations and participate directly in conversations about the following:

- ► The programs and services currently being offered in the district, and their effectiveness in achieving student outcomes.
- ► Strategies, programs and services to improve student outcomes at your schools and for groups of students, and the resources needed.
- The district's current budget-building process, and how the district will be adapting its planning and budgeting processes to meet the new requirements of the LCFF and LCAP.

