

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 23, 2011
REGULAR BOARD MEETING
CLOSED SESSION – 6:00 p.m. – 7:00 p.m.

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

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

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

Notice to the Audience on Public Comment

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

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

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

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

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

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

- 1.1 Call to Order
- 1.2 Public comments on closed session agenda.

2.0 CLOSED SESSION (AND AFTER REGULAR SESSION IF NECESSARY)

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

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

- 3.1 Pledge of Allegiance
- 3.2 Welcome by Board President
Trustees Leslie De Rose, Kim De Serpa, Doug Keegan, Sandra Nichols, Karen Osmundson, Jeff Ursino, and President Willie Yahiro.
- 3.3 Student Recognition
 - *Edwin Escamilla, Adult Education*
 - *Claudia Villalta-Mejia, Lakeview Middle School*
 - *Marisol Serrato, Pajaro Middle School*
 - *Rodrigo Flores-Sanchez, Rolling Hills Middle School*

4.0 ACTION ON CLOSED SESSION

5.0 APPROVAL OF THE AGENDA

6.0 APPROVAL OF MINUTES

- a) March 9, 2011*
- b) March 16, 2011, Study Session, Migrant & Seasonal Head Start*

7.0 HIGH SCHOOL STUDENTS BOARD REPRESENTATIVES REPORT

8.0 VISITOR NON-AGENDA ITEMS

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

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

10.0 CONSENT AGENDA

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

- 10.1 Purchase Orders March 3 - 16, 2011.
The PO's will be available in the Superintendent's Office.
- 10.2 Warrants March 3 - 16, 2011.
The warrants will be available in the Superintendent's Office.
- 10.3 Approve with Gratitude Contributions/Participation for *On the Same Page* Event from the following: Mr. Paul Fleischman, author, Mr. George Ow/Ow Properties, La Manzana Community Resources, and Lt. David McCartney.
- 10.4 Approve SELPA's Annual Service and Budget Plan for 2010-11.
- 10.5 Approve Math CAHSEE Passage Waiver for Student #10-11-18, Renaissance High School.
- 10.6 Approve English Language Arts CAHSEE Passage Waiver for Student #10-11-19, Aptos High School.
- 10.7 Approve Math CAHSEE Passage Waiver for Student #10-11-20, Aptos High School.
- 10.8 Approve 2009-2010 School Accountability Report Card (SARC).
- 10.9 Approve Local Education Agency (LEA) Plan Update.
- 10.10 Approve Consulting Services Agreement with Total Compensation Systems, Inc. for GASB45 – Other Pose Employee Benefits Actuarial Report.
- 10.11 Approve Reimbursement Agreement Between Pajaro Valley Unified School District and the Santa Cruz County Superintendent of Schools.

The administration recommends approval of the Consent Agenda.

11.0 DEFERRED CONSENT ITEMS

12.0 REPORT AND DISCUSSION ITEMS

- 12.1 Report and discussion on Charter Schools.
Report by Charter School Principals. 20 min.
- 12.2 Report and discussion on School Partnerships.
Report by Murry Schekman, Assistant Superintendent. 10 min.

13.0 REPORT, DISCUSSION AND POSSIBLE ACTION ITEMS

- 13.1 Report, discussion and possible action to Approve Options for Board Role in Migrant and Seasonal Head Start Program Governance.
Report by Carole Clarke, Director, Migrant & Seasonal Head Start. 5 min.
- 13.2 Report, discussion and possible action to Approve Resolution #10-11-24, Ceiba School Facility Agreement for 2011/12.
Report by Brett McFadden, CBO.

- 13.3 Report, discussion and possible action to Approve Calendar for 2011-12. First Reading.
Report by Albert Roman, Assistant Superintendent, Human Resources. 5 min.
- 13.4 Report, discussion and possible action to approve Revision to Board Policy 1312.3, Uniform Complaint Procedures.
Report by Albert Roman, Assistant Superintendent, Human Resources. 2 min.
- 13.5 Report, discussion and possible action to approve Uniform Complaint Procedures Brochure.
Report by Albert Roman, Assistant Superintendent, Human Resources. 2 min.
- 13.6 Report, discussion and possible action to approve Williams Complaint Classroom Notices.
Report by Albert Roman, Assistant Superintendent, Human Resources. 2 min.
- 13.7 Report, discussion and possible action to approve Williams Complaint Procedure Forms.
Report by Albert Roman, Assistant Superintendent, Human Resources. 2 min.

14.0 GOVERNING BOARD AND SUPERINTENDENT COMMENTS/REPORTS

15.0 UPCOMING BOARD MEETINGS/REMAINING BOARD MEETINGS FOR 2011

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
April	<ul style="list-style-type: none"> ▪ 13 ▪ 27 	▪
May	<ul style="list-style-type: none"> ▪ 11 ▪ 25 	▪ Approve 3 rd Interim Report
June	<ul style="list-style-type: none"> ▪ 8 ▪ 22 	▪ 10-11 Budget Adoption
July	▪	▪ No Meetings Scheduled
August	<ul style="list-style-type: none"> ▪ 10 ▪ 24 	
September	<ul style="list-style-type: none"> ▪ 14 ▪ 28 	▪ Unaudited Actuals
October	<ul style="list-style-type: none"> ▪ 12 ▪ 26 	
November	▪ 16	▪
December	▪ 7 Annual Organization Mtg.	▪ Approve 1 st Interim Report

16.0 ADJOURNMENT

PAJARO VALLEY UNIFIED SCHOOL DISTRICT
CLOSED SESSION AGENDA
March 23, 2011

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

New Hires – Probationary	
3	Behavior Technicians
New Substitutes	
	Substitutes
New Hires	
1	TOSA
1	Assistant Teacher
Rehires	
	None
Promotions	
1	Office Manager, HS
New Hires Probationary	
	None
Administrative Appointments	
1	Interim Principal
2	Program Directors
Transfers	
	None
Extra Pay Assignments	
	None
Extra Period Assignments	
	None
Leaves of Absence	
1	Cafeteria Manager I
1	Workers Compensation Coordinator
1	Adaptive PE Specialist
1	AT/01
1	Counselor
3	Elementary Teachers
6	Secondary Teachers
1	Pre School Teacher

2	School Psychologists
4	Speech/Language Specialists
1	Speech Pathologist
1	Speech Therapist
Retirements	
	None
Resignations/Terminations	
2	Secondary Teachers
Supplemental Service Agreements	
1	Secondary Teacher
Miscellaneous Actions	
3	Account Technicians
1	Behavior Technician
2	Instructional Assistants II
Separations From Service	
1	Cafeteria Assistant
1	Cafeteria Manager I
After School Program	
	None
Limited Term – Projects	
2	Instructional Assistants – General
1	Parent Education Specialist
1	Office Assistant III
1	Site Computer Support Technician
Limited Term – Substitute	
	None
Exempt	
8	Student Helpers
Provisional	
	None



March 9, 2011
REGULAR BOARD MEETING
UNADOPTED MINUTES
CLOSED SESSION – 6:00 p.m. – 7:00 p.m.
PUBLIC SESSION – 7:00 p.m.
DISTRICT OFFICE
BOARDROOM
292 Green Valley Road
Watsonville, CA 95076

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

1.1 Call to Order

Trustee Ursino called the meeting of the Board to order at 6:00 pm at 292 Green Valley Road, Watsonville, CA.

1.2 Public comments on closed session agenda.

Julie Locatelli, parent, spoke to her son’s expulsion case noting that her son made a wrong choice to be popular but that she is still trying to understand exactly what happened.

2.0 CLOSED SESSION (AND AFTER REGULAR SESSION IF NECESSARY)

2.1 Public Employee Appointment/Employment, Government Code Section 54957

- a. Certificated Employees
- b. Classified Employees

New Hires – Probationary	
	None
New Substitutes	
21	Substitutes
New Hires	
2	Secondary Teachers
Rehires	
	None
Promotions	
	None
New Hires Probationary	
	None
Administrative Appointments	
	None
Transfers	
	None
Extra Pay Assignments	
15	Coaches

Extra Period Assignments	
	None
Leaves of Absence	
2	<i>Counselor</i>
1	District Office Coordinator
1	English Learner Specialist
19	Elementary Teachers
1	FCCH Coordinator
1	Inclusion Specialist
1	RSP
8	Secondary Teacher
1	Teachers Assistant
1	<i>Bus Driver</i>
18	<i>Teachers</i>
Retirements	
1	Elementary Teacher
2	<i>Secondary Teacher</i>
Resignations/Terminations	
5	<i>Secondary Teachers</i>
1	Elementary Teacher
Supplemental Service Agreements	
9	Elementary Teachers
1	Secondary Teacher
1	Technology Support
1	PAR Consultant
Miscellaneous Actions	
	None
Separations From Service	
1	Cafeteria Assistant
1	Instructional Assistant I – Special Education
After School Program	
	None
Limited Term – Projects	
8	Behavior Technician
8	Enrichment Specialists
14	Instructional Assistants – General

1	Instructional Assistants II – Special Education
13	Instructional Assistants – Migrant Children Center
1	Library Media Technician
7	Office Assistants II
1	Office Assistant III
1	Testing Specialist
Limited Term – Substitute	
1	Cafeteria Assistant
1	Health Services Assistant
3	Instructional Assistant – Migrant Children Center
1	Instructional Assistant I – Special Education
1	Office Assistant II
2	Office Managers
1	Workers Comp Coordinator
Exempt	
7	Childcare
1	PUPILS
1	Spectra Artist
9	Student Helpers
1	Yard Duty
Provisional	
	None

- 2.2 **Public Employee Discipline/Dismissal/Release/Leaves**
 - a. **Resolution #10-11-23 Non-Reelection of certain certificated personnel.**
- 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 Litigation**
- 2.6 **Pending Litigation**
- 2.7 **Anticipated Litigation**
- 2.8 **Real Property Negotiations**
- 2.9 **16 Expulsions**

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

President Yahiro called the meeting of the Board in public to order at 7:10 pm.

3.1 **Pledge of Allegiance**

Trustee Ursino led the Board in the Pledge of Allegiance.

3.2 **Welcome by Board President**

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

Superintendent Baker spoke about her positive experience with the Breakfast in the Classroom program. She explained the program and noted that it has received two proclamations, one from Sam Farr and another from Luis Alejo and Bill Monning. She also noted that the Migrant Education program has introduced swim lessons.

3.3 **Breck & Young Financial - Teacher of the Month Award**

- *Christal Alderton, Radcliff Elementary School*

- *Jennifer Nathan, MacQuiddy Elementary School*

Christal Alderton will be honored at a future meeting.

Tom Hiltz, principal at MacQuiddy, introduced Jennifer Nathan and spoke of her abilities with students. He commended her for her work with her peers as well.

Jacob Young spoke about the intent of the award and the process for selection of recipients.

3.4 **Breck & Young Financial – Classified Employee of the Month Award**

- *Gracie Perez, Cafeteria Assistant, Amesti Elementary School (February)*

- *Mitch Novak, Communication Technician, Technology Department (March)*

Nicole Meschi, Food Services Director, and Dorma Baker commented on why Gracie Perez was recognized. They noted that she makes it a point to learn each child's name at the school and is collaborative with all staff and students.

Tim Landeck, Technology Director, noted that Mitch Novak was a great teammate and that he was always willing to help and learn. His peers appreciate his work.

4.0 **ACTION ON CLOSED SESSION**

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

a. **Certificated Employees**

Trustee Nichols moved to approve the Certificated Employee report as presented with the addition of two resignations (teachers), 1 retirement (teacher), and 18 leaves of absences (teachers). Trustee De Rose seconded the motion. The motion passed 6/0/1 (Keegan absent).

b. **Classified Employees (see attached)**

Trustee Nichols moved to approve the Classified Employee report as presented with the addition of 2 leaves of absences (1 custodian II and 1 bus driver). Trustee De Rose seconded the motion. The motion passed 6/0/1 (Keegan absent).

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

a. **Resolution #10-11-23 Non-Reelection of certain certificated personnel.**

Trustee Nichols reported that the board voted 6/0/1 (Keegan absent) to approve resolution 10-11-23.

2.9 **16 Expulsions**

Action on Expulsions:

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

10-11-055

Trustee Nichols seconded the motion. The motion passed 6/0/1 (Keegan absent).

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

10-11-060

Trustee Nichols seconded the motion. The motion passed 6/0/1 (Keegan absent).

Trustee Osmundson moved to approve the Administrative Panel recommendation for the following expulsion case:

10-11-062

Trustee Nichols seconded the motion. The motion passed 6/0/1 (Keegan absent).

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

10-11-069

Trustee Nichols seconded the motion. The motion passed 6/0/1 (Keegan absent).

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

10-11-075

Trustee Nichols seconded the motion. The motion passed 5/1/1 (De Serpa dissented; Keegan absent).

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

10-11-077

Trustee Nichols seconded the motion. The motion passed 6/0/1 (Keegan absent).

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

10-11-078

Trustee Nichols seconded the motion. The motion passed 6/0/1 (Keegan absent).

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

10-11-081

Trustee Nichols seconded the motion. The motion passed 6/0/1 (Keegan absent).

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

10-11-082

Trustee Nichols seconded the motion. The motion passed 6/0/1 (Keegan absent).

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

10-11-085

Trustee Nichols seconded the motion. The motion passed 5/1/1 (De Rose dissented; Keegan absent).

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

10-11-087

Trustee Nichols seconded the motion. The motion passed 6/0/1 (Keegan absent).

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

10-11-088

Trustee Nichols seconded the motion. The motion passed 5/1/1 (De Rose dissented; Keegan absent).

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

10-11-089

Trustee Nichols seconded the motion. The motion passed 5/1/1 (De Rose dissented; Keegan absent).

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

10-11-090

Trustee Nichols seconded the motion. The motion passed 6/0/1 (Keegan absent).

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

10-11-091

Trustee Nichols seconded the motion. The motion passed 6/0/1 (Keegan absent).

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

10-11-092

Trustee Nichols seconded the motion. The motion passed 5/1/1 (De Rose dissented; Keegan absent).

5.0 APPROVAL OF THE AGENDA

Dorma Baker noted that item 14.7 should not be on the agenda as it was a closed session item. Trustee De Rose moved to approve the agenda with the deletion of item 14.7. Trustee Nichols seconded the motion. The motion passed 6/0/1 (Keegan absent).

6.0 APPROVAL OF MINUTES

a) Minutes: February 23, 2011

Trustee Nichols moved to approve the minutes for February 23, 2011. Trustee Osmundson seconded the motion. The motion passed 6/0/1 (Keegan absent).

7.0 HIGH SCHOOL STUDENTS BOARD REPRESENTATIVES REPORT

Sarah Danel and Arryn Ashworth of Aptos High School reported on their school events, activities and sports.

Board President closes regular Board meeting and opens Public Hearing.

President Yahiro closed the regular meeting and opened the public hearing.

8.0 PUBLIC HEARING: PETITION FOR PAJARO PREPARATORY ACADEMY 10 min.

8.1 Report by Mitch Barlas, Lead Petitioner

Mitch Barlas reported on the mission statement for the proposed charter. He spoke of the merits of the charter and about the population it seeks to serve. The uniqueness of the charter is that it will have a bilingual approach to teaching and it will focus on college and career preparation. The school would be an independent charter and serve kindergarten through 8th grade and the expected capacity by year seven is of 480 students. The proposal also notes that the school would follow a financially self-sustained business model and that facilities would be sought by the petitioners. He reported on their financial contingency plans, on student and teacher recruitment processes, and on transportation.

8.2 Public comment

The following spoke in support of the proposed charter: Lupe Macias, marriage and family therapist; Dr. Ann Lopez, Director, Center for Farm Worker; Elijah Gregory, teacher; and Chris Edwards, who read a letter from Arturo Sandoval, migrant worker.

Jack Carroll, speaking for PVFT, spoke of his concerns about personnel issues, specifically on how teachers will be represented.

8.3 Board questions and comments

Board participated with comments and questions.

Board President closes Public Hearing and resumes Board meeting.

President Yahiro closed the public hearing and resumed regular board meeting.

9.0 VISITOR NON-AGENDA ITEMS

Ramiro Medrano, Gear Up program through UCSC, spoke of the Parent Academy, a program that informs parents about college, and brought forth concerns from parents that included food served at schools and fee for play in sports at school.

Marisa Vigil, parent leader, spoke of the concerns of parents regarding food choices for students.

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

Terry Eastman of PVAM, commented about the work of administrators and about the work of classified, teachers, and students do to make the education system work. She spoke of the proclamation that they received from L. Alejo and B. Monning on the Breakfast in the Classroom program. She mentioned that pink slips are being handed out to dedicated staff due to the budget. She also noted that this is the week of the administrator and commended administrators for the work they do.

Briton Carr, CSEA president, spoke of his concern for the high number of expulsions and wonders if the reason is the reduction of classified staff and the oversize classrooms. Another concern is with blue sheets; they should be made available to the public as soon as possible so the public has the opportunity to review.

Jack Carroll, PVFT chief negotiator, spoke about Breakfast in the Classroom and his concerns: teachers at Landmark, Starlight and HA Hyde have expressed some concern about the program, including the reduction of instructional minutes and how this may affect some schools that are already in program improvement. He noted that PVFT submitted an unfair practice charge to PVUSD for the lack of negotiating this program with the union.

11.0 CONSENT AGENDA

Trustee Nichols moved to approve the consent agenda, deferring item 11.3. Trustee De Rose seconded the motion. The motion passed 6/0/1 (Keegan absent).

11.1 Purchase Orders February 17 – March 2, 2011.

11.2 Warrants February 17 – March 2, 2011.

11.3 Approve Award Bids for Erate Funding Year 2011-12 for District Services.
This item was deferred.

12.0 DEFERRED CONSENT ITEMS

11.3 Approve Award Bids for Erate Funding Year 2011-12 for District Services.

Trustee Nichols asked for clarification on the contribution by the district. Tim Landeck, Director of Technology, explained that the contribution of the district would be approximately \$212,000.

Board participated with comments.

Trustee De Rose moved to approve this item. Trustee De Serpa seconded the motion. The motion passed 4/2/1 (Nichols, Ursino dissented; Keegan absent).

13.0 REPORT AND DISCUSSION ITEMS

13.1 Report and discussion on School Facility and Fiscal Needs: Strategic Planning for Future Students.

Report by Brett McFadden, CBO.

Brett McFadden offered a brief background on facility development in PVUSD, including qualifying for State Facility Hardship Funds in 1999, Measure J in 2002, and using Certificates of Participation for specific projects. He noted that the last major project, the EA Hall gymnasium, funded through Measure J is due to be completed in May of this year. In reference to the Facility Master Plan, Brett noted that it has to be updated so that the district has the opportunity to apply and qualify for additional facility development funds. Brett reported on future facility needs, including deferred maintenance and modernization needs. Additional facility needs include: technology and its infrastructure; implementation of solar and other environmental upgrades. Brett commented on possible financing options for the district, including bonds and parcel tax.

Board participated with comments and questions.

14.0 REPORT, DISCUSSION AND POSSIBLE ACTION ITEMS

The board decided to address item 14.3 prior to item 14.1.

14.3 Report, discussion and possible action to Approve Resolution #10-11-19, Adult Education Week (March 14 - 18).

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

Albert Roman commended the adult education staff for their work at the school and for the services to the community.

Dr. Nancy Bilicich, director of Adult Education, commented about the dedication of staff to the charge of Adult Education. She noted that, while there are pink slips being distributed, there is also the need to celebrate and honor the staff. She introduced Councilmember Montesino to present a proclamation on behalf of the city.

Eduardo Montesino, city council member, presented a proclamation in recognition of the school's work.

Board participated with comments.

Public comments:

Jack Carroll, teacher, spoke about Adult Ed and the difficult budget decisions that have to be made.

Trustee De Rose moved to approve this resolution. Trustee Osmundson seconded the motion. The motion passed 6/0/1 (Keegan absent).

14.1 Report, discussion and possible action to Approve 2010-11 Second Interim Budget Report.

Report by Brett McFadden, CBO.

Brett McFadden explained that the second interim is part of fiscal accountability statutes. The report includes the fiscal certification of the district, a multi-year fiscal projection, mid-year variances in spending, and cash flow analysis. The 2010-11 second interim includes the following assumptions, which are based on worse-case scenarios as it has been advised by monitoring agencies: the Governor's proposal with the ongoing loss of \$350 per student (in the event the proposed tax extension does not pass), an allocation of all \$3.3 million in Federal Education Jobs Funds for 2011-12; step and column movement; benefits increase; and the current categorical flexibility. The multi-year projection includes ending balances of \$24.24 million in 2010-11, \$16.21 for 2011-12, and a negative \$-2.3 for 2012-13. The multi-year projection places the district in a qualified status certification. Brett commented on the next steps for the district, which are to develop two budgets, one based on state tax extensions failing and second on a successful measure; and to present a budget for adoption in June.

Board participated with comments.

Public comment:

Bill Beecher, community member, commented on budgets for special projects with federal, state and local grants and entitlements. He proposed better coordination between these funds and the rest of the budget.

Trustee De Rose moved to approve this item. Trustee Ursino seconded the motion. The motion passed 6/0/1 (Keegan absent).

**14.2 Report, discussion and possible action to Approve Resolution #10-11-18, School Administrator Week (March 6 – 12).
Report by Dorma Baker, Superintendent.**

Dorma Baker spoke of the work of administrators and how they have to be diverse in the role they play to support their departments and schools.

Trustee De Serpa moved to approve this item. Trustee Ursino seconded the motion. The motion passed 6/0/1 (Keegan absent).

**14.4 Report, discussion and possible action to Approve Resolution #10-11-20, Reduction and/or discontinuation of particular kinds of classified employee services.
Report by Dr. Albert Roman, Assistant Superintendent, Human Resources.**

Trustee Nichols moved to approve this item. Trustee De Rose seconded the motion. The motion passed 6/0/1 (Keegan absent).

**14.5 Report, discussion and possible action to Approve Resolution #10-11-21, Reduction or Discontinuation of Particular Kinds of Certificated Employee Services
Report by Dr. Albert Roman, Assistant Superintendent, Human Resources.**

Albert Roman explained that the blue sheet distributed includes a correction to the resolution, which should indicate only Exhibit A and not A and B.

Trustee Nichols moved to approve this item. Trustee De Rose seconded the motion. The motion passed 6/0/1 (Keegan absent).

**14.6 Report, discussion and possible action to Approve Resolution #10-11-22, Reassignment of Certificated Administrators.
Report by Dr. Albert Roman, Assistant Superintendent, Human Resources.**

Albert Roman explained that the resolution allows the flexibility the district needs to meet staffing needs.

Trustee De Rose moved to approve this item. Trustee Ursino seconded the motion. The motion passed 6/0/1 (Keegan absent).

~~**14.7 Report, discussion and possible action to Approve Non-Reelects.
Report by Dr. Albert Roman, Assistant Superintendent, Human Resources.**~~

15.0 GOVERNING BOARD AND SUPERINTENDENT COMMENTS/REPORTS

Trustee De Rose explained that many of the actions that had to be made were not easy. She noted that she was excited to see the positive publicity that has been in the newspapers.

Trustee Osmundson noted that she attended two events: the annual parent conference and the spaghetti fundraiser for the Japan sister city.

Ylida Noguera reported that the district was well represented in the spelling bee county competition and that a 4th grader from Mar Vista won the competition.

16.0 UPCOMING BOARD MEETINGS/REMAINING BOARD MEETINGS FOR 2011

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	▪ 16 ▪ 23	▪ Migrant Head Start Study Session
April	▪ 13 ▪ 27	▪
May	▪ 11 ▪ 25	▪ Approve 3 rd Interim Report
June	▪ 8 ▪ 22	▪ 10-11 Budget Adoption
July	▪	▪ No Meetings Scheduled
August	▪ 10 ▪ 24	
September	▪ 14 ▪ 28	▪ Unaudited Actuals
October	▪ 12 ▪ 26	
November	▪ 16	▪
December	▪ 7 Annual Organization Mtg.	▪ Approve 1 st Interim Report

17.0 ADJOURNMENT

There being no further business to discuss, the meeting of the Board was adjourned at 10:30 pm.

Dorma Baker, Superintendent



March 16, 2011
BOARD STUDY SESSION
MIGRANT AND SEASONAL HEAD START PROGRAM
UNADOPTED MINUTES
6:00 PM – 10:00 PM
DISTRICT OFFICE
BOARDROOM
292 Green Valley Road
Watsonville, CA 95076

1.0 OPENING CEREMONY – MEETING OF THE BOARD IN PUBLIC - 6:00 P.M.

President Yahiro called the study session to order at 6:03 pm at 292 Green Valley Road, Watsonville, CA.

1.1 Pledge of Allegiance

Murry Schekman, Assistant Superintendent, led the Board in the Pledge of Allegiance.

1.2 Welcome by Board President

Trustees Leslie De Rose, Doug Keegan, Sandra Nichols, Jeff Ursino, and President Willie Yahiro were present. Trustee Karen Osmundson arrived at 6:10 pm. Trustee Kim De Serpa arrived at 6:20 pm.

2.0 APPROVAL OF THE AGENDA

Trustee De Rose moved to approve the agenda. Trustee Keegan seconded the motion. The motion passed 5/0/2 (Osmundson, De Serpa absent).

3.0 STUDY SESSION: MIGRANT AND SEASONAL HEAD START PROGRAM

Carole Clarke, Director of Migrant and Seasonal Head Start, began the session by providing background on the program, which began as part of the “war on poverty”. The program focuses on the needs of migrant children, parents and community. Carole reviewed federal and compliance issues as well as the possible role of the Board in governance of the program.

Carole commented on the options for the Board to oversee the program. The options would be presented as an action item at the next regular meeting and the Board will have the opportunity to determine the most effective role the Board could have in the program.

4.0 ADJOURNMENT

There being no further business to address, the Board adjourned the study session at 8:20 pm.

Dorma Baker, Superintendent

PAJARO VALLEY UNIFIED SCHOOL DISTRICT



Board Agenda Backup

Item No: 10.3

Date:	March 23, 2011
Item:	Approve with Gratitude Contributions/Participation for <i>On the Same Page</i> Event from the following: Mr. Paul Fleischman, author, Mr. George Ow/Ow Properties, La Manzana Community Resources, and Lt. David McCartney.
Overview:	The Board acknowledges and recognizes the generosity of community members and businesses. Their commitment to education is evident through their contribution.
Recommendation:	Approve with gratitude the contributions from the listed individuals/organizations to this event.

Prepared By: Dorma Baker, Superintendent

Superintendent's Signature: Dorma Baker (A#)



Pájaro Valley Unified School District

Student Services

Child Welfare & Attendance, Extended Learning Programs, Healthy Start
"Focusing on the academic needs of the students in the Pajaro Valley Unified School District"

February 28, 2011

Mr. Paul Fleischman
P. O. Box 646
Aromas, CA 95004

Dear Mr. Fleischman,

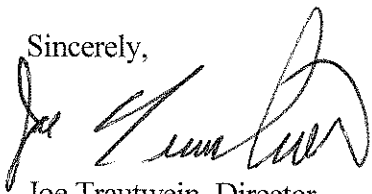
I'd like to thank you for your support of our 2011 On the Same Page reading event. This kind gesture of waiving any presentation fees brought the magic of SeedFolks to approximately 32 teachers, 1,500 students and 160 parents district-wide.

Teachers, students and teachers alike have expressed their immense gratitude and their personal stories of inspiration as they read and processed your award-winning piece of literature. I have heard of large plans to start community gardens and the initiation of community clean-ups and also of small plans such as just getting to know one's neighbor a little better. All this due to your amazing little book and its power to transform lives and touch our souls.

May we also congratulate you on your most recent recognition, U. S. author nominee for the prestigious international Hans Christian Anderson Award based on your lasting contributions to children's literature. We are so fortunate to have such an acclaimed and down to earth author living right in our community.

During these times of continuously diminishing school funding, we are grateful we can depend on our community friends and supporters such as you. Again, we thank you for your generosity, your wonderful gift of storytelling and the great presentation you most recently bestowed upon us at the Henry J. Mello for the Performing Arts. We look forward to many more of your inspiring works of literature in the future. Write on!

Sincerely,



Joe Trautwein, Director

mtr

cc: PVUSD Trustees
Dorma Baker, Superintendent
Teresa Rodriguez, Family Literacy Project

Joe Trautwein, Director
(831) 786-2100 ext. 2835
Joe_Trautwein@pvusd.net



Pájaro Valley Unified School District

Student Services

Child Welfare & Attendance, Extended Learning Programs, Healthy Start
"Focusing on the academic needs of the students in the Pajaro Valley Unified School District"

February 28, 2011

Mr. George Ow Jr.
c/o Ow Properties
2857 Mission Street
Santa Cruz, CA 95060-5756

Dear Mr. Ow,

On behalf of the many students, teachers, and families that your generosity has touched, I'd like to thank you for your support of our 2011 On the Same Page reading event. Your very generous donation of \$3,000.00 towards the purchase of books helped bring the magic of SeedFolks by local author Paul Fleischman to approximately 32 teachers, 1,500 students and 160 parents district-wide.

Once again, teachers, students and teachers alike have expressed their immense gratitude and their personal stories of inspiration as they read and processed this award-winning piece of literature. I have heard of large plans to start community gardens, initiate community clean-up crews and small plans such as just getting to know one's neighbor a little better.

Fortunately, during these times of continuously diminishing school funding, we can depend on our community friends and supporters such as you. We thank you for your great vision and foresight in bringing this idea of a community reading event to life for us all. We look forward to collaborating with you in the future.

Sincerely,

Joe Trautwein, Director

mtr

cc: PVUSD Trustees
Dorma Baker, Superintendent
Teresa Rodriguez, Family Literacy Project

Joe Trautwein, Director
(831) 786-2100 ext. 2835
Joe_Trautwein@pvusd.net



Pájaro Valley Unified School District

Student Services

Child Welfare & Attendance, Extended Learning Programs, Healthy Start
"Focusing on the academic needs of the students in the Pajaro Valley Unified School District"

February 28, 2011

Ms. Celia Organista, Director
La Manzana Community Resources
521 Main Street, Suite Y
Watsonville, CA 95076

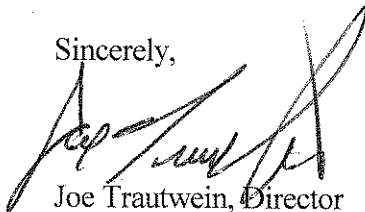
Dear Ms. Organista,

I would like to thank you for your support of our 2011 On the Same Page reading event featuring SeedFolks/Semillas by prize winning local author Paul Fleischman. We greatly appreciate your willingness to offer a parent book club on site. The provision of a qualified staff member for facilitation, a comfortable meeting space and participant recruitment all made our job a little easier. I understand that Saul Ramos, your book club facilitator, is very skilled and has a wonderful way of guiding participating parents through the curriculum. Please thank him for me.

As a result of this year's book selection, several parents have shared their personal stories of inspiration. I have heard of large plans to start community gardens, initiate community clean-up crews and of small plans such as just getting to know one's neighbor a little better or simple gestures such as smiling during our daily encounters.

Fortunately, during these times of continuously diminishing school funding, we can depend on our community friends and supporters such as you. We look forward to collaborating with you in the future.

Sincerely,



Joe Trautwein, Director

mtr

cc: PVUSD Trustees
Dorma Baker, Superintendent
Teresa Rodriguez, Family Literacy Project

Joe Trautwein, Director
(831) 786-2100 ext. 2835
Joe_Trautwein@pvusd.net



Pájaro Valley Unified School District

Student Services

Child Welfare & Attendance, Extended Learning Programs, Healthy Start
"Focusing on the academic needs of the students in the Pajaro Valley Unified School District"

February 28, 2011

Lt. David McCartney
Support Services Division
Watsonville Police Department
215 Union Street
Watsonville, CA 95076

Dear Lt. McCartney,

I'd like to thank you for your support of our 2011 On the Same Page author presentation. Your provision of monitoring services by the Watsonville Police Cadets at the Henry J. Mello Center for the Performing Arts on February 17, 2011 was very much appreciated. The cadets were very personable, professional and provided us with the needed law enforcement environment to control a potentially large crowd of students from several of our local middle and high schools.

During these times of continuously diminishing school funding, we can depend on our community friends and supporters such as you. Thank you again.

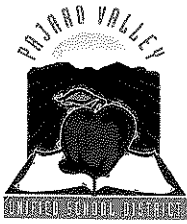
Sincerely,

Joe Trautwein, Director

mtr

cc: PVUSD Trustees
Dorma Baker, Superintendent
Teresa Rodriguez, Family Literacy Project

Joe Trautwein, Director
(831) 786-2100 ext. 2835
Joe_Trautwein@pvusd.net



Board Agenda Backup

Item No: 10.4

Date: March 23, 2011

Item: SELPA Annual Service and Budget Plan, 2010-11

Overview: The California State Department of Education requires that each Special Education Local Plan Area (SELPA) includes in its Local Plan annual reports of the SELPA-Wide Special Education Services and Budget which are referred to as service and budget plans. These reports are to be approved by the governing board following a public hearing and then submitted as part of the SELPA Plan. All of information reported in the annual budget plan is reflected in other budget documents that the Board has already approved.

Recommendation: Approve


Budget Considerations:

Funding Source:

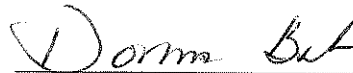
Budgeted: Yes: No:

Amount:

Prepared By:


Ray Houser, Director of SELPA

Superintendent's Signature:



NOTICE OF PUBLIC HEARING

The Pajaro Valley Unified School District SELPA hereby gives notice that a Public Hearing will held as follows:

TOPIC OF HEARING:

Final review and adoption of the SELPA-wide Annual Service Delivery Plan and the SELPA-wide Annual Budget Plan for 2010-2011

Note: The California State Department of Education has recently informed all of the SELPAs in the state that they need to conduct a public hearing on their 2010-2011 Annual Budget and Service Plans, adopt them and submit them to the Department prior to March 31, 2011. This public hearing enables the Pajaro Valley Unified School District SELPA to comply with that instruction.

Copies of the plans are available for inspection at the Pajaro Valley Unified School District SELPA Office.

At the conclusion of the Public Hearing, the PVUSD Board of trustees will adopt the plans.

DATE: **March 23, 2011**

TIME: **5:30 – 6:30 P.M.**

Location: **Pajaro Valley Unified School District Office**
SELPA Conference Room 1
294 Green Valley Rd.
Watsonville, CA 95076

FOR ADDITIONAL INFORMATION CONTACT:

Pajaro Valley Unified School District SELPA Office
(831) 786-2130

**CERTIFICATION OF PARTICIPATION, COMPATIBILITY,
AND COMPLIANCE ASSURANCES**

SED-LP-1

1. Check one, as applicable: **Single District** **Multiple District** **District/County**

CDS Code / SELPA Code 4411	SELPA Name Pajaro Valley Unified School District	Application Date March 23, 2011
SELPA Address 294 Green Valley Road	SELPA City Watsonville CA	SELPA Zip 95076
Name SELPA Director (Print) Allen Ray Houser	SELPA Director's Telephone Number (831) 786-2130	

2. CERTIFICATION BY AGENCY DESIGNATED AS ADMINISTRATIVE AND FISCAL AGENCY FOR THIS PROGRAM (Responsible Local Agency (RLA) or Administrative Unit (AU))

RLA/AU Name Pajaro Valley Unified School District	Name/Title of RLA Superintendent (Type) Dorma Baker	Telephone Number (831) 786-2100
RLA/AU Street Address 294 Green Valley Road	RLA/AU City Watsonville CA	RLA/AU Zip 95076
Date of Governing Board Approval March 23, 2011		

3. CERTIFICATION OF ASSURANCES

I certify that this plan has been adopted by the appropriate local board(s) (district/county) and is the basis for the operation and administration of special education programs; and that the agency(ies) herein represented will meet all applicable requirements of state and federal laws, regulations and state policies and procedures, including compliance with the Individuals with Disabilities Education Act, 20 USC 1400 et.seq, and implementing regulations under 34 CFR, Parts 300 and 303, 29 USC 705 (20), 794-794b, the Federal Rehabilitation Act of 1973, as amended, and the provisions of the California Education Code (EC), Part 30 and Chapter 3, Division 1 of Title V of the California Code of Regulations.

Signature of RLA Superintendent _____

Date _____

4. CERTIFICATION OF COMPATIBILITY BY THE COUNTY SUPERINTENDENT OF SCHOOLS

Pursuant to *Education Code* Section 56140, this plan ensures that all individuals with exceptional needs residing within the county, including those enrolled in alternative education programs, including but not limited to, alternative schools, charter schools, opportunity schools and classes, community day schools operated by school districts, community schools operated by the county office of education, and juvenile court schools, will have access to appropriate special education programs and related services.

County Office Name Santa Cruz County Office of Education	Name of County Superintendent or Authorized Representative Mary Hart	Title <i>Associate Sup. Business</i>
Street Address 400 Encinal St	Signature of County Superintendent or Authorized Representative <i>Mary Hart</i>	Date <i>2/24/11</i>
City Santa Cruz CA	Zip 95060	Telephone Number (831) 786-2130

5. CERTIFICATION OF COMMUNITY ADVISORY COMMITTEE

(See attached)

FOR DEPARTMENT OF EDUCATION USE ONLY

Recommended for Approval by the Superintendent of Public Instruction:

Date: _____ By: _____ Date of Approval: _____

CERTIFICATION OF ANNUAL BUDGET PLAN
FISCAL YEAR: 2010-2011

1. Check one, as applicable:
 Single District **Multiple District** **District/County**

CDS Code / SELPA Code 4411	SELPA Name Pajaro Valley Unified School District	Application Date March 23, 2011
SELPA Address 294 Green Valley Road	SELPA City Watsonville CA	SELPA Zip 95076
Name SELPA Director (Print) Allen Ray Houser		SELPA Director's Telephone Number (831) 786-2130

2. **CERTIFICATION BY AGENCY DESIGNATED AS ADMINISTRATIVE AND FISCAL AGENCY FOR THIS PROGRAM (Responsible Local Agency (RLA) or Administrative Unit (AU))**

RLA/AU Name Pajaro Valley School District	Name/Title of RLA Superintendent (Type) Dorma Baker	Telephone Number (831) 786-2130
RLA/AU Street Address 294 Green Valley Road	RLA/AU City Watsonville	RLA/AU Zip 95076
Date of Governing Board Approval March 23, 2011		

Certification of Approval of Annual Budget Plan pursuant to Education Code Section 56205(b).

I certify that the Annual Budget Plan was developed according to the SELPA's local plan governance and policy making process. Notice of this public hearing was posted in each school within the SELPA at least 15 days prior to the hearing.

The Annual Budget Plan was presented for Public Hearing on _____.

Adopted this 23rd day of _____, 2011.

Yeas: _____ Nays: _____

Signed: Dorma Baker
 RLA / AU Superintendent

ANNUAL BUDGET PLAN
FISCAL YEAR: 2010-2011

The Annual Budget Plan shall identify expected expenditures for all items required by this part as listed below. The SACS Codes provide source information from the LEA(s) reporting.

	Reference/Label	Instructions	Totals
A	Funds received in accordance with Chapter 7.2 (commencing with Section 56836). (Special Education Program Funding)	SACS Resource Code 6500 (State), 3300-3499 (Federal) 6515-6535 (Gen Fund)	29,214,097
B	Administrative costs of the plan.	SACS Goal Code 5001 Function 2100	592,148
C	Special Education services to pupils with severe disabilities (1) and low incidence disabilities (2).	SACS Goal Code 5710	544,758
		SACS Goal Code 5730	1,456,800
		SACS Goal Code 5750	5,420,573
D	Special education services to pupils with non-severe disabilities .	SACS Goal Code 5770	27,606,660
E	Supplemental aids and services to meet the individual needs of pupils placed in regular education classrooms and environments.	Any SACS Goal Code with SACS Function Code 1130 ¹	3,778,770
F	Regionalized operations and services, and direct instructional support by program specialists in accordance with Article 6 (commencing with Section 56836.23) of Chapter 7.2. (SELPA Program Specialists Funding)	SACS Goal Code 5050	76,811
		SACS Goal Code 5060	312,842
G	The use of property taxes allocated to the special education local plan area pursuant to Section 2572.	Statement is included in Local Plan	

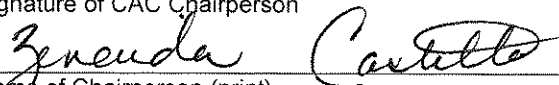
¹ Function Activity Classification can be located at:
<http://www.cde.ca.gov/be/ag/ag/yr08/mar08item24a6.doc>

FOR CALIFORNIA DEPARTMENT OF EDUCATION USE ONLY

Received by the Superintendent of Public Instruction: Date: _____ By: _____

**CERTIFICATION OF PARTICIPATION, COMPATIBILITY,
AND COMPLIANCE ASSURANCES**

SED-LP-2

COMMUNITY ADVISORY COMMITTEE (CAC) CERTIFICATION		
CAC signature and verification:	YES	NO
I certify :		
1. that the Community Advisory Committee (CAC) has advised the policy and administrative agency during the development of the local plan pursuant to <i>Education Code (EC)</i> Section 56194;	X	
2. that to ensure adequate and effective participation and communication pursuant to <i>EC</i> 56195.9, parent members of the CAC, or parents selected by the CAC, participated in the development and update of the plan for special education;	X	
3. that the plan has been reviewed by the CAC and that the committee had at least 30 days to conduct this review prior to submission of the plan to the Superintendent pursuant to <i>EC</i> 56205 (b)(6);	X	
4. that the CAC has reviewed any revisions made to the local plan as a result of recommendations or requirements from the California Department of Education.	X	
CERTIFICATION OF COMMUNITY ADVISORY COMMITTEE		
Signature of CAC Chairperson 	Date 2/17/11	
Name of Chairperson (print) Zenaida Castillo <i>Zenaida Castillo</i>	Telephone Number (831)786-2130	

If you checked [] NO for any of the above certifications, you may submit specific information, in writing, as to why you did not certify that the SELPA met the requirement. (Attach separate sheet, if necessary.) The Department will take this into consideration in its review of this local plan application.

CALIFORNIA SPECIAL EDUCATION MANAGEMENT INFORMATION SYSTEM (CASEMIS)

SERVICE DESCRIPTIONS

California Department of Education
Form ASP-01a (rev 10/08)

SELPA Pajaro Valley Unified School District

Special Education Division

CASEMIS Code	SPECIAL EDUCATION SERVICE CATEGORY DESCRIPTIONS	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement)
210	Family training, counseling, and home visits(ages 0-2 only): This service includes: services provided by social workers, psychologists, or other qualified personnel to assist the family in understanding the special needs of the child and enhancing the child's development. Note: Services provided by specialists (such as medical services, nursing services, occupational therapy, and physical therapy) for a specific function should be coded under the appropriate service category, even if the services were delivered in the home.	X			34 CFR sections 300.34 (c)(3), 300.226
220	Medical services (for evaluation only) (ages 0-2 only): Services provided by a licensed physician to determine a child's developmental status and need for early intervention services.	X			34 CFR sections 300.34 (c)(3), 300.226
230	Nutrition services (ages 0-2 only): These services include conducting assessments in: nutritional history and dietary intake; anthropometric, biochemical, and clinical variables; feeding skills and feeding problems; and food habits and food preferences.	X			34 CFR sections 300.34 (c)(3), 300.226
240	Service coordination (ages 0-2 only)	X			34 CFR sections 300.34 (c)(3), 300.226
250	Special instruction (ages 0-2 only): Special instruction includes: the design of learning environments and activities that promote the child's acquisition of skills in a variety of developmental areas, including cognitive processes and social interaction; curriculum planning, including the planned interaction of personnel, materials, and time and space, that leads to achieving the outcomes in the child's IFSP, providing families with information, skills, and support related to enhancing the skill development of the child; and working with the child to enhance the child's development.	X			34 CFR sections 300.34 (c)(3), 300.226

Services will be provided in the school of attendance unless otherwise determined by the IEP team.

An Annual Service Location Report based on these codes will be generated using CASEMIS and available at the district office by March 31.

CALIFORNIA SPECIAL EDUCATION MANAGEMENT INFORMATION SYSTEM (CASEMIS)

SERVICE DESCRIPTIONS

California Department of Education
Form ASP-01a (rev 10/08)

SELPA Pajaro Valley Unified School District

Special Education Division

CASEMIS Code	SPECIAL EDUCATION SERVICE CATEGORY DESCRIPTIONS	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement)
260	Special education aide in regular development class, childcare center or family childcare home (ages 0-2 only)	X			34 CFR sections 300.34 (c)(3), 300.226
270	Respite care services (ages 0-2 only): Through the IFSP process, short-term care given in-home or out-of-home, which temporarily relieves families of the ongoing responsibility for specialized care for child with a disability (Note: only for infants and toddlers from birth through 2, but under 3.)	X			34 CFR sections 300.34 (c)(3), 300.226
330	Specialized academic instruction: Adapting, as appropriate to the needs of the child with a disability the content, methodology, or delivery of instruction to ensure access of the child to the general curriculum, so that he or she can meet the educational standards within the jurisdiction of the public agency that apply to all children.	X			34 CFR section 300.39(b)(3)
340	Intensive individual instruction: IEP Team determination that student requires additional support for all or part of the day to meet his or her IEP	X			30 EC section 56364
350	Individual and small group instruction: Instruction delivered one-to-one or in a small group as specified in an IEP enabling the individual(s) to participate effectively in the total school program	X			5 CCR section 3051; 30 EC section 56441.2

Services will be provided in the school of attendance unless otherwise determined by the IEP team.

An Annual Service Location Report based on these codes will be generated using CASEMIS and available at the district office by March 31.

CALIFORNIA SPECIAL EDUCATION MANAGEMENT INFORMATION SYSTEM (CASEMIS)

SERVICE DESCRIPTIONS

California Department of Education
Form ASP-01a (rev 10/08)

SELPA Pajaro Valley Unified School District

Special Education Division

CASEMIS Code	SPECIAL EDUCATION SERVICE CATEGORY DESCRIPTIONS	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement)
415	<p>Language and speech: Language and speech services provide remedial intervention for eligible individuals with difficulty understanding or using spoken language. The difficulty may result from problems with articulation (excluding abnormal swallowing patterns, if that is the sole assessed disability); abnormal voice quality, pitch, or loudness; fluency; hearing loss; or the acquisition, comprehension, expression of spoken language. Language deficits or speech patterns resulting from unfamiliarity with the English language and from environmental, economic or cultural factors are not included. Services include; specialized instruction and services; monitoring, reviewing, and consultation. They may be direct or indirect including the use of a speech consultant.</p>	X			<p><i>5 CCR section 3051.1; 30 EC section 56363; 34 CFR sections 300.34 (c)(15), 300.8 (c)(11)</i></p>
425	<p>Adapted physical education: Direct physical education services provided by an adapted physical education specialist to pupils who have needs that cannot be adequately satisfied in other physical education programs as indicated by assessment and evaluation of motor skills performance and other areas of need. It may include individually designed developmental activities, games, sports and rhythms, for strength development and fitness, suited to the capabilities, limitations, and interests of individual students with disabilities who may not safely, successfully or meaningfully engage in unrestricted participation in the vigorous activities of the general or modified physical</p>	X			<p><i>5 CCR section 3051.5; 30 EC section 56363; 34 CFR sections 300.108, 300.39 (b)(2)</i></p>
435	<p>Health and nursing – specialized physical health care services: Specialized physical health care services means those health services prescribed by the child’s licensed physician and surgeon, requiring medically related training of the individual who performs the services and which are necessary during the school day to enable the child to attend school (5 CCR Section 3051.12(b)). Specialized physical health care services include but are not limited to suctioning, oxygen administration, catheterization, nebulizer treatments, insulin administration and glucose testing.</p>	X			<p><i>5 CCR section 3051.12; 30 EC section 56363; 34 CFR section 300.107; CEC section 49423.5(d)</i></p>

Services will be provided in the school of attendance unless otherwise determined by the IEP team.

An Annual Service Location Report based on these codes will be generated using CASEMIS and available at the district office by March 31.

CALIFORNIA SPECIAL EDUCATION MANAGEMENT INFORMATION SYSTEM (CASEMIS)

SERVICE DESCRIPTIONS

California Department of Education
Form ASP-01a (rev 10/08)

SELPA

Pajaro Valley Unified School District

Special Education Division

CASEMIS Code	SPECIAL EDUCATION SERVICE CATEGORY DESCRIPTIONS	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement)
436	<p>Health and nursing – other services: This includes services that are provided to individuals with exceptional needs by a qualified individual pursuant to an IEP when a student has health problems which require nursing intervention beyond basic school health services. Services include managing the health problem, consulting with staff, group and individual counseling, making appropriate referrals and maintaining communication with agencies and health care providers. These services do not include any physician-supervised or specialized health care service. IEP-required health and nursing services are expected to supplement the regular health services program.</p>	X			<p>5 CCR section 3051.12; 30 EC section 56363; 34 CFR section 300.107</p>
445	<p>Assistive technology services: Any specialized training or technical support for the incorporation of assistive devices, adapted computer technology or specialized media with the educational programs to improve access for students. The term includes a functional analysis of the student's needs for assistive technology; selecting, designing, fitting, customizing, or repairing appropriate devices; coordinating services with assistive technology devices; training or technical assistance for students with a disability, the student's family, individuals providing education or rehabilitation services, and employers.</p>	X			<p>5 CCR section 3051.16; 30 EC section 56363; 34 CFR sections 300.6, 300.105</p>

Services will be provided in the school of attendance unless otherwise determined by the IEP team.

An Annual Service Location Report based on these codes will be generated using CASEMIS and available at the district office by March 31.

CALIFORNIA SPECIAL EDUCATION MANAGEMENT INFORMATION SYSTEM (CASEMIS)

SERVICE DESCRIPTIONS

California Department of Education
Form ASP-01a (rev 10/08)

SELPA Pajaro Valley Unified School District

Special Education Division

CASEMIS Code	SPECIAL EDUCATION SERVICE CATEGORY DESCRIPTIONS	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement)
450	<p>Occupational therapy: Occupational Therapy (OT) includes services to improve student's educational performance, postural stability, self-help abilities, sensory processing and organization, environmental adaptation and use of assistive devices, motor planning and coordination, visual perception and integration, social and play abilities, and fine motor abilities. Both direct and indirect services may be provided within the classroom, other educational settings or the home; in a group or on an individual basis; and may include therapeutic techniques to develop abilities; adaptations to the student's environment or curriculum; and consultation and collaboration with other staff and parents. Services are provided, pursuant to an IEP, by a qualified occupational therapist registered with the American Occupational Therapy Certification Board.</p>	X			<p><i>5 CCR section 3051.6; 30 EC section 56363; 34 CFR section 300.34 (c)(6)</i></p>
460	<p>Physical therapy: These services are provided, pursuant to an IEP, by a registered physical therapist, or physical therapist assistant, when assessment shows a discrepancy between gross motor performance and other educational skills. Physical therapy includes, but is not limited to, motor control and coordination, posture and balance, self-help, functional mobility, accessibility and use of assistive devices. Services may be provided within the classroom, other educational settings or in the home; and may occur in groups or individually. These services may include adaptations to the student's environment and curriculum, selected therapeutic techniques and activities, and consultation and collaborative interventions with staff and parents.</p>	X			<p><i>5 CCR section 3051.6; 30 EC section 56363; 34 CFR section 300.34 (c)(9); B&PC Chapter 5.7 section 2600 - 2696; GC-Interagency Agreement Chapter 26.5 section 7575(a)(2)</i></p>
510	<p>Individual counseling: One-to-one counseling, provided by a qualified individual pursuant to an IEP. Counseling may focus on aspects, such as educational, career, personal; or be with parents or staff members on learning problems or guidance programs for students. Individual counseling is expected to supplement the regular guidance and counseling program.</p>	X			<p><i>5 CCR section 3051.9; 34 CFR section 300.34(c)(2)</i></p>

Services will be provided in the school of attendance unless otherwise determined by the IEP team.

An Annual Service Location Report based on these codes will be generated using CASEMIS and available at the district office by March 31.

CALIFORNIA SPECIAL EDUCATION MANAGEMENT INFORMATION SYSTEM (CASEMIS)

SERVICE DESCRIPTIONS

California Department of Education
Form ASP-01a (rev 10/08)

SELPA Pajaro Valley Unified School District

Special Education Division

CASEMIS Code	SPECIAL EDUCATION SERVICE CATEGORY DESCRIPTIONS	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement)
515	<p>Counseling and guidance: Counseling in a group setting, provided by a qualified individual pursuant to an IEP. Group counseling is typically social skills development, but may focus on aspects, such as educational, career, personal; or be with parents or staff members on learning problems or guidance programs for students. IEP-required group counseling is expected to supplement the regular guidance and counseling program.</p> <p>Guidance services include interpersonal, intrapersonal or family interventions, performed in an individual or group setting by a qualified individual pursuant to an IEP. Specific programs include social skills development, self-esteem building, parent training, and assistance to special education students supervised by staff credentialed to serve special education students. These services are expected to supplement the regular guidance and counseling</p>	X			<p align="center"><i>34 CFR sections 300.24.(b)(2), 300.306; 5 CCR section 3051.9</i></p>
520	<p>Parent counseling: Individual or group counseling provided by a qualified individual pursuant to an IEP to assist the parent(s) of special education students in better understanding and meeting their child's needs; may include parenting skills or other pertinent issues. IEP-required parent counseling is expected to supplement the regular guidance and counseling program.</p>	X			<p align="center"><i>5 CCR section 3051.11; 34 CFR section 300.34(c)(8)</i></p>
525	<p>Social work services: Social Work services, provided pursuant to an IEP by a qualified individual, includes, but are not limited to, preparing a social or developmental history of a child with a disability; group and individual counseling with the child and family; working with those problems in a child's living situation (home, school, and community) that affect the child's adjustment in school; and mobilizing school and community resources to enable the child to learn as effectively as possible in his or her educational program. Social work services are expected to supplement the regular guidance and counseling</p>	X			<p align="center"><i>5 CCR section 3051.13; 34 CFR section 300.34(c)(14)</i></p>

Services will be provided in the school of attendance unless otherwise determined by the IEP team.

An Annual Service Location Report based on these codes will be generated using CASEMIS and available at the district office by March 31.

CALIFORNIA SPECIAL EDUCATION MANAGEMENT INFORMATION SYSTEM (CASEMIS)

SERVICE DESCRIPTIONS

California Department of Education
Form ASP-01a (rev 10/08)

SELPA Pajaro Valley Unified School District

Special Education Division

CASEMIS Code	SPECIAL EDUCATION SERVICE CATEGORY DESCRIPTIONS	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement)
530	Psychological services: These services, provided by a credentialed or licensed psychologist pursuant to an IEP, include interpreting assessment results to parents and staff in implementing the IEP; obtaining and interpreting information about child behavior and conditions related to learning; planning programs of individual and group counseling and guidance services for children and parents. These services may include consulting with other staff in planning school programs to meet the special needs of children as indicated in the IEP. IEP-required psychological services are expected to supplement the regular guidance and counseling program.	X			5 CCR section 3051.10; 34 CFR section 300.34 (c)(10)
535	Behavior intervention services: A systematic implementation of procedures designed to promote lasting, positive changes in the student's behavior resulting in greater access to a variety of community settings, social contacts, public events, and placement in the least restrictive environment.	X			5 CCR section 3001(d); 34 CFR section 300.34 (c)(10)
540	Day treatment services: Structured education, training and support services to address the student's mental health needs.	X			Health & Safety Code, Div.2, Chap.3, Article 1, section 1502(a)
545	Residential treatment services: A 24-hour out-of-home placement that provides intensive therapeutic services to support the educational program.	X			Welfare and Institutions Code, Part 2, Chapter 2.5, Art. 1, section 5671
610	Specialized services for low incidence disabilities: Low incidence services are defined as those provided to the student population of orthopedically impaired (OI), visually impaired (VI), deaf, hard of hearing (HH), or deaf-blind (DB). Typically, services are provided in education settings by an itinerant teacher or the itinerant teacher/specialist. Consultation is provided to the teacher, staff and parents as needed. These services must be clearly written in the student's IEP, including frequency and duration of the services to the	X			5 CCR sections 3051.16, 3051.18; 34 CFR section 300.34

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Special Education Division

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710	Specialized deaf and hard of hearing services: These services include speech therapy, speech reading, auditory training and/or instruction in the student's mode of communication. Rehabilitative and educational services; adapting curricula, methods, and the learning environment; and special consultation to students, parents, teachers, and other school personnel may also be included.	X			5 CCR sections 3051.16, 3051.18; 34 CFR section 300.34
715	Interpreter services: Sign language interpretation of spoken language to individuals, whose communication is normally sign language, by a qualified sign language interpreter. This includes conveying information through the sign system of the student or consumer and tutoring students regarding class content through the sign system of the student.	X			5 CCR section 3051.16; 34 CFR section 300.34 (c)(4)
720	Audiological services: These services include measurements of acuity, monitoring amplification, and Frequency Modulation system use. Consultation services with teachers, parents or speech pathologists must be identified in the IEP as to reason, frequency and duration of contact; infrequent contact is considered assistance and would not be included.	X			5 CCR section 3051.2; 34 CFR section 300.34 (c)(1)
725	Specialized vision services: This is a broad category of services provided to students with visual impairments. It includes assessment of functional vision; curriculum modifications necessary to meet the student's educational needs -- including Braille, large type, aural media; instruction in areas of need; concept development and academic skills; communication skills (including alternative modes of reading and writing); social, emotional, career, vocational, and independent living skills. It may include coordination of other personnel providing services to the students (such as transcribers, readers, counselors, orientation & mobility specialists, career/vocational staff, and others) and collaboration with the student's classroom teacher.	X			5 CCR section 3030(d); 30 EC section 56364.1

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CALIFORNIA SPECIAL EDUCATION MANAGEMENT INFORMATION SYSTEM (CASEMIS)

SERVICE DESCRIPTIONS

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SELPA Pajaro Valley Unified School District

Special Education Division

CASEMIS Code	SPECIAL EDUCATION SERVICE CATEGORY DESCRIPTIONS	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement)
730	Orientation and mobility: Students with identified visual impairments are trained in body awareness and to understand how to move. Students are trained to develop skills to enable them to travel safely and independently around the school and in the community. It may include consultation services to parents regarding their children requiring such services according to an IEP.	X			5 CCR section 3051.3; 30 EC section 56363; 34 CFR section 300.34 (c)(7)
735	Braille transcription: Any transcription services to convert materials from print to Braille. It may include textbooks, tests, worksheets, or anything necessary for instruction. The transcriber should be qualified in English Braille as well as Nemeth Code (mathematics) and be certified by appropriate agency.	X			5 CCR section 3051.16; 30 EC section 56363; 34 CFR section 300.8 (c)(13)
740	Specialized orthopedic services: Specially designed instruction related to the unique needs of students with orthopedic disabilities, including specialized materials and equipment.	X			5 CCR sections 3030(e), 3051.16; 30 EC section 56363; 34 CFR section 300.8 (c)(8)
745	Reading Services	X			5 CCR section 3051.16
750	Note taking services: Any specialized assistance given to the student for the purpose of taking notes when the student is unable to do so independently. This may include, but is not limited to, copies of notes taken by another student, transcription of tape-recorded information from a class, or aide designated to take notes. This does not include instruction in the process of learning how to take notes.	X			5 CCR section 3051.16
755	Transcription Services Any transcription service to convert materials from print to a mode of communication suitable for the student. This may also include dictation services as it may pertain to textbooks, tests, worksheets, or anything necessary for instruction.	X			5 CCR section 3051.16

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CALIFORNIA SPECIAL EDUCATION MANAGEMENT INFORMATION SYSTEM (CASEMIS)

SERVICE DESCRIPTIONS

California Department of Education
Form ASP-01a (rev 10/08)

SELPA Pajaro Valley Unified School District

Special Education Division

CASEMIS Code	SPECIAL EDUCATION SERVICE CATEGORY DESCRIPTIONS	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement)
760	Recreation services, includes therapeutic recreation: therapeutic recreation and specialized instructional programs designed to assist pupils to become as independent as possible in leisure activities, and when possible and appropriate, facilitate the pupil's integration into general recreation programs.	X			<i>5 CCR section 3051.15; 34 CFR section 300.34 (c)(11)</i>
820	College Awareness College awareness is the result of acts that promote and increase student learning about higher education opportunities, information and options that are available including, but not limited to career planning, course prerequisites, admission eligibility and financial aid.	X			<i>34 CFR sections 300.39 (b)(5), 300.43</i>
830	Vocational assessment, counseling, guidance, and career assessment: Organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment and may include provision for work experience, job coaching, development and/or placement, and situational assessment. This includes career counseling to assist student in assessing his/her aptitudes, abilities, and interests in order to make realistic career decisions.	X			<i>5 CCR section 3051.14; 34 CFR sections 300.39 (b)(5), 300.43</i>
840	Career awareness: Transition services include a provision for in paragraph (1)(c)(vi), self-advocacy, career planning, and career guidance. This comment also emphasized the need for coordination between this provision and the Perkins Act to ensure that students with disabilities in middle schools will be able to access vocational education funds.	X			<i>5 CCR section 3051.14; 34 CFR sections 300.39 (b)(5), 300.43</i>
850	Work experience education: Work experience education means organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career requiring other than a baccalaureate or advanced degree.	X			<i>5 CCR section 3051.14; 34 CFR sections 300.39 (b)(5), 300.43</i>

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CALIFORNIA SPECIAL EDUCATION MANAGEMENT INFORMATION SYSTEM (CASEMIS)

SERVICE DESCRIPTIONS

California Department of Education
Form ASP-01a (rev 10/08)

SELPA Pajaro Valley Unified School District

Special Education Division

CASEMIS Code	SPECIAL EDUCATION SERVICE CATEGORY DESCRIPTIONS	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement)
855	Job Coaching Job coaching is a service that provides assistance and guidance to an employee who may be experiencing difficulty with one or more aspects of the daily job tasks and functions. The service is provided by a job coach who is highly successful, skilled and trained on the job who can determine how the employee that is experiencing difficulty learns best and formulate a training plan to improve job performance.	X			<i>5 CCR section 3051.14; 34 CFR sections 300.39 (b)(5), 300.43</i>
860	Mentoring: Mentoring is a sustained coaching relationship between a student and teacher through on-going involvement and offers support, guidance, encouragement and assistance as the learner encounters challenges with respect to a particular area such as acquisition of job skills. Mentoring can be either formal as in planned, structured instruction or informal that occurs naturally through friendship, counseling and collegiality in a casual, unplanned	X			<i>5 CCR section 3051.14; 34 CFR sections 300.39 (b)(5), 300.43</i>
865	Agency linkages (referral and placement): Service coordination and case management that facilitates the linkage of individualized education programs under this part and individualized family service plans under part C with individualized service plans under multiple Federal and State programs, such as title I of the Rehabilitation Act of 1973 (vocational rehabilitation), title XIX of the Social Security Act (Medicaid), and title XVI of the Social Security Act (supplemental security income).	X			<i>30 EC section 56341.5 (f); 34 CFR section 300.344 (3)(b)</i>
870	Travel Training (includes mobility training)	X			<i>5 CCR section 3051.3; 34 CFR sections 300.39 (c)(7)</i>
890	Other transition services: These services may include program coordination, case management and meetings, and crafting linkages between schools and between schools and post-secondary agencies.	X			

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CALIFORNIA SPECIAL EDUCATION MANAGEMENT INFORMATION SYSTEM (CASEMIS)

SERVICE DESCRIPTIONS

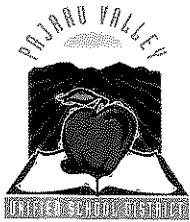
California Department of Education
Form ASP-01a (rev 10/08)

SELPA Pajaro Valley Unified School District

Special Education Division

CASEMIS Code	SPECIAL EDUCATION SERVICE CATEGORY DESCRIPTIONS	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement)
900	Other special education/related services: Any other specialized service required for a student with a disability to receive educational benefit.	X			

Services will be provided in the school of attendance unless otherwise determined by the IEP team.
An Annual Service Location Report based on these codes will be generated using CASEMIS and available at the district office by March 31.



Board Agenda Backup

Item No: 10.5

Date: March 23, 2011

Item: CAHSEE Passage Waiver
Math (RHS 10-11-18)

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

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

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

Recommendation: Approve

Budget Considerations: None

Funding Source:

Budgeted: Yes: No:

Amount: \$

Prepared By: Dee Deutschel, Program Director Special Services

Superintendent's Signature:

Dorma Baker (AA)

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Date: 12/21/2010

To The Parent/Guardian of

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: [Signature] Date: 12/21/2010

I request that my ^{son} _____ who was tested with a modification and earned the equivalent of a passing score one or more parts of the CAHSEE, be granted a waiver of this California graduation requirement.

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

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

Signature of P [Signature]

Date: 12/21/2010

FOR SITE USE ONLY

Date Received by Principal: 2/28/2011

Student Identification Number: 472492

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

Student's ID Number

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

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

1. *Has an individualized education program (IEP) adopted pursuant to the Individuals with Disabilities Education Act that specifies the use of the modification(s) on the exit examination, standardized testing, or classroom instruction and assessments. (Attach the section of the IEP that specifies the modifications.)*
 - a. *Describe the nature of the student's disability as identified on the IEP (please note if this will result in overt identification of the student).* **_____ has been assessed as exhibiting a Specific Learning Disability with an Auditory processing deficit in the area of short term memory and slow processing speed.**
 - b. *Describe any modification used on the English/language arts or math section of the exam (separate form must be filled out for each section).* **_____ used a calculator on the Math portion of the Exit Exam.**
 - c. *State the rationale for applying the modification(s) used to achieve an equivalent passing score on the CAHSEE for this student.* **_____ as struggled for years to remember his math facts but because of auditory short term memory deficits, he has not mastered them. With the addition of a calculator, he has been able to work and learn more complex problems in algebra and Geometry. In addition, the calculator helps him shorten the steps needed to solve a problem and, with his sequencing difficulties, it has helped him improve his math skills and processing time.**
 - d. *Describe the modification(s) that the student regularly uses in the classroom and on other assessments.* **_____ In all of his math classes, on homework and on tests, _____ uses a calculator, and has during his time at Renaissance.**
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: [Signature] Principal's Signature 2-25-11 Date

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

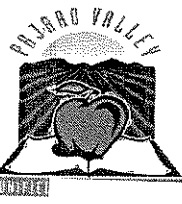
Pat Messer RSP Signature of Student's Special Education Teacher 2/22/2011 Date

Pat Messer, Resource Specialist
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.

Pat Messer Signature of Student's Academic Counselor 2/22/2011 Date

Patricia Messer, RHS
Printed Name of Student's Academic Counselor



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

Student _____

Date of Birth _____

IEP Meeting Date 02/18/10

SUPPLEMENTARY/SPECIALIZED SUPPORT

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

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

Description	Responsible Personnel/Agency	Location	Frequency/Intensity	Duration	Start/End Date*
					Start: End:
					Start: End:

* If a placement or service is ending, give reason

PARTICIPATION IN STATE AND DISTRICT-WIDE STANDARDIZED TESTING AND ASSESSMENT

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

- School Readiness (Preschool Only)
 DRDP-R DRDP Access Adaptations/Accommodations (specify) _____
- Language Arts: (Gr. 2-11) Grade Exempt CST **OR** CMA (Criteria Met) (Gr. 3 - 9)
 No accommodations or modifications Accommodations (specify below) Modifications (specify below)
 Accommodations:
 Modifications:
- Math: (Gr. 2-11) Grade Exempt CST **OR** CMA (Criteria Met) (Gr. 3 - 7, Algebra I - Gr. 7-11)
 No accommodations or modifications Accommodations (specify below) Modifications (specify below)
 Accommodations:
 Modifications:
- Science (Gr. 5 & 8 Gr. 9-11) Grade Exempt CST **OR** CMA (Criteria Met) (Gr. 5, 8 & 10)
 No accommodations or modifications Accommodations (specify below) Modifications (specify below)
 Accommodations:
 Modifications:
- History/Social Science* Grade Exempt CST
 No accommodations or modifications Accommodations (specify below) Modifications (specify below)
 Accommodations:
 Modifications:
- Writing (Gr. 7 only) Grade Exempt CST **OR** CMA (Criteria Met) (Gr. 7 only)
 No accommodations or modifications Accommodations (specify below) Modifications (specify below)
 Accommodations:
 Modifications:
- Life Skills Curriculum: CAPA Level 1 2 3 4 5
- Participation in CST/CMA not appropriate due to: _____
- Other State or District-Wide Assessment Accommodations/Modifications (specify) _____

* (Grade 8; Grade 11 for U.S. History; Grades 9 through 11 World History)

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) extended over 2 days each; use of calculator Grade Exempt (below grade 10, or Post Sec.)
 Accommodations (specify) Extra time, flexible setting 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 _____

IEP Meeting Date 02/18/10

INSTRUCTIONAL ACCOMMODATIONS

Area of Difficulty	Accommodation	Responsible Agency/Personnel	Start Date
Auditory Perception, Processing Speed	Extra Time: Assignments/Tests (2.0), Provide with Notes, Take Tests in Alternate Setting	District of Service/ Gen. Ed. Teacher, RS	02/18/2010
Auditory Memory, Processing Speed	Calculator, Spelling Checker, Tests in Short Segments	District of Service/ Gen. Ed. Teacher, RS	02/18/2010
Auditory Memory, Auditory Perception	Preferential Seating, Visual Models	District of Service/ Gen. Ed. Teacher, RS	02/18/2011

School Name/Address
Renaissance High School
 11 Spring Valley Road
 Watsonville, CA 95076
 Tel: 831-728-6344 Fax: 728-6419
 Counselor:

Date: **03/16/09**
 Date:
 Of: **2011**

Crs ID	Course Title	Mark	Ab	Credit	Crs ID	Course Title	Mark	Ab	Credit	Crs ID	Course Title	Mark	Ab	Credit
Watsonville High School Grd 09 12/2006					Summer School Grd 10 7/2009					Renaissance High School Grd 12 6/2010				
1740	English Elective	D		5.000	4610	N Adv PE	B		5.000	1740	English Elective	P		3.700
2998	Pre-Algebra	D-		5.000	Crd Att: 5.000 Cmp: 5.000 Total GPA: 3.00					2998	Math Elective	P		3.800
3610	P Integ Sci I	F			Summer School Grd 10 8/2009					3650	Science	P		1.000
3910	Health	C		5.000	4610	N Adv PE	B-		5.000	4610	N Adv PE	P		3.200
4610	N Adv PE	F			Crd Att: 5.000 Cmp: 5.000 Total GPA: 3.00					7110	P World Civ	P		2.900
6380	P Survey of Music	D		5.000	Renaissance High School Grd 12 10/2009					Crd Att: 14.600 Cmp: 14.600 Total GPA: 0.00				
9240	Advisory 9	P		0.500	1740	English Elective	P		1.200	WHS Extended Learning Grd 12 6/2010				
Crd Att: 30.500 Cmp: 20.500 Total GPA: 0.83					1740	English Elective	P		1.000	3110	Physical Science	B+		5.000
Watsonville High School Grd 09 6/2007					1740	English Elective	P		3.000	Crd Att: 5.000 Cmp: 5.000 Total GPA: 3.00				
5052	Computer Program	F			2998	Math Elective	P		1.500	WHS Summer School Grd 12 7/2010				
1740	English Elective	F			2998	Math Elective	P		3.700	4610	N Adv PE	B		5.000
3610	P Integ Sci I	F			3650	Science	P		3.000	4610	N Adv PE	C-		5.000
4610	N Adv PE	F			7210	P US History	P		3.200	Crd Att: 10.000 Cmp: 10.000 Total GPA: 2.50				
6380	P Survey of Music	F			9250	General Elective	P		2.000	Renaissance High School Grd 12 10/2010				
9240	Advisory 9	F			Crd Att: 18.600 Cmp: 18.600 Total GPA: 0.00					1740	English Elective	P		3.300
Crd Att: 20.500 Cmp: 0.000 Total GPA: 0.00					Renaissance High School Grd 12 12/2009					2410	P Algebra	P		4.800
Pajaro Valley High School Grd 10 12/2007					1740	English Elective	P		1.200	3010	Life Science	P		4.000
1740	English Elective	D-		1.250	1740	English Elective	P		1.500	7110	P World Civ	P		3.500
2410	P Algebra	F			2998	Math Elective	P		4.800	7210	P US History	P		3.000
3010	Integrated Science	D-		5.000	3650	Science	P		0.700	7310	P Federal Government	P		5.300
7110	P World Civ	F			3650	Science	P		3.000	Crd Att: 23.900 Cmp: 23.900 Total GPA: 0.00				
Crd Att: 16.250 Cmp: 6.250 Total GPA: 0.38					3650	Science	P		1.500	Renaissance High School Grd 12 12/2010				
Luna COE Grd 10 6/2008					7110	P World Civ	P		2.000	1740	English Elective	P		2.500
1740	English Elective	A		3.750	7210	P US History	P		3.000	2410	P Algebra	P		5.300
2998	Math Elective	A-		2.500	9250	General Elective	P		1.500	5910	App Arts Elect	P		3.600
3010	Life Science	A-		1.500	Crd Att: 19.200 Cmp: 19.200 Total GPA: 0.00					7110	P World Civ	P		0.400
3910	Health	C		1.000	WHS Extended Learning Grd 12 12/2009					7410	P Economics	P		5.400
Crd Att: 8.750 Cmp: 8.750 Total GPA: 3.77					3110	Physical Science	A		5.000	9250	Bank	P		2.000
Renaissance High School Grd 10 6/2009					Crd Att: 5.000 Cmp: 5.000 Total GPA: 4.00					Crd Att: 19.200 Cmp: 19.200 Total GPA: 0.00				
1070	ELD Elective	P		2.700	Renaissance High School Grd 12 3/2010					WHS Extended Learning Grd 12 12/2010				
1740	English Elective	P		1.500	1740	Homeroom	P		1.900	7110	P World Civ	A		5.000
1740	English Elective	P		5.900	1740	English Elective	P		4.300	Crd Att: 5.000 Cmp: 5.000 Total GPA: 4.00				
1740	English Elective	P		1.500	1740	English Elective	P		1.400					
2410	P Algebra	P		2.000	1740	English Elective	P		1.200					
5910	App Arts Elect	P		0.500	2998	Math Elective	P		4.900					
5910	App Arts Elect	P		2.000	3650	Science	P		2.100					
7110	P World Civ	P		1.000	6910	Fine Art Elective	P		2.900					
9270	Directed Study	P		1.700	9292	Ba Sk/HSEE/ELA	P		3.700					
Crd Att: 18.800 Cmp: 18.800 Total GPA: 0.00					Crd Att: 22.400 Cmp: 22.400 Total GPA: 0.00									

P = College Prep

H = Honors

GPA Calculations: A=4.0 B=3.0 C=2.0 D=1.0 F=0.0 P=Pass

Comments:

Polio	_____	_____	_____	_____	_____
DTP or DT/TD	_____	_____	_____	_____	_____
MMR	_____	_____	_____	_____	_____
Measles	_____	_____	_____	_____	_____
Mumps	_____	_____	_____	_____	_____
Rubella	_____	_____	_____	_____	_____
TB Test	_____	_____	_____	_____	_____

Date: 03/16/09
 Date:
 yr: 2011

School Name/Address
 Renaissance High School
 11 Spring Valley Road
 Watsonville, CA 95076
 Tel: 831-728-6344 Fax: 728-6419
 Counselor:

GPA Summary			
Academic GPA:	1.48		
Total GPA:	1.58		
CSU GPA:	2.49		
Credit Summary - High School			
Subject Area	Req	Cmp	Def
English	40.00	40.00	
Mathematics	20.00	20.00	
Biological Science	10.00	10.00	
Physical Science	10.00	10.00	
Health	5.00	5.00	
Fine Arts/Foreign Lang	10.00	7.90	2.10
Physical Education	20.00	20.00	
Applied Arts	10.00	6.10	3.90
World Civilization	10.00	10.00	
US History	10.00	9.20	0.80
Federal Government	5.00	5.00	
Economics	5.00	5.00	
Elective	45.00	37.70	7.30
Algebra	10.00	10.00	
Science	10.00	11.30	
-----Total Credits-----	220.000	207.200	14.10
Testing Information			
Proficiency Tests			
CA HSEE Math	Failed		03/17/10
CA HSEE ELA	Passed		03/16/10

P = College Prep

H = Honors

GPA Calculations: A=4.0 B=3.0 C=2.0 D=1.0 F=0.0 P=Pass

Transcript is unofficial unless signed by a school official

School
 Official's Signature

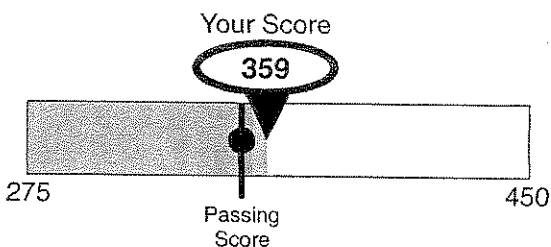
Date: 01/28/11

District: 69799 - Pajaro Valley Unified

County: 44 - Santa Cruz

Test Date: 03/16/2010

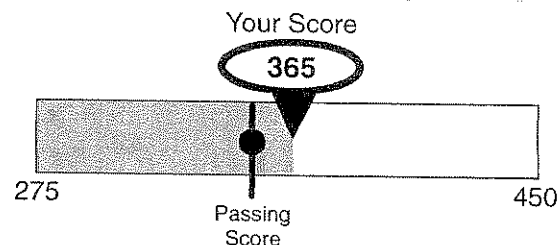
359 350 PASSED



Test Date: 03/16/2010

Total Score	Score Required to Pass	Status
365	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.



READING

Word Analysis	7	7
Reading Comprehension	18	16
Literary Response & Analysis	20	10

WRITING

Writing Strategies	12	8
Writing Conventions	15	10

Essay 2.0

Subject	Score	Grade
Probability & Statistics	13	8
Number Sense	17	10
Algebra & Functions	20	16
Measurement & Geometry	18	12
Algebra I	12	4



Board Agenda Backup

Item No: 10.6

Date: March 23, 2011

Item: CAHSEE Passage Waiver
English Language Arts (AHS 10-11-19)

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

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

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

Recommendation: Approve

Budget Considerations: None

Funding Source:

Budgeted: Yes: No:

Amount: \$

Prepared By: Dee Teutschel, Program Director Special Services

Superintendent's Signature: _____

Darlene Baker (AA)

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Date: February 1, 2011

To The Parent/Guardian of:

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: [Handwritten Signature] Date: 2/9/11

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

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

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

Signature of P [Blank Line] Date: 2/22/11

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

Student's Name

Student's ID Number

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

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

1. Has an individualized education program (IEP) adopted pursuant to the Individuals with Disabilities Education Act that specifies the use of the modification(s) on the exit examination, standardized testing, or classroom instruction and assessments. *(Attach the section of the IEP that specifies the modifications.)*
 - a. Describe the nature of the student's disability as identified on the IEP (please note if this will result in overt identification of the student. _____ disability is in the area of auditory processing and manifests itself in math fluency and language-based mathematical problems. She also has difficulty with reading fluency and decoding skills.
 - b. Describe any modification used on the English/language arts or _____ math section of the exam (separate form must be filled out for each section): use of calculator and test questions read aloud
 - c. State the rationale for applying the modification(s) used to achieve an equivalent passing score on the CAHSEE for this student. _____ disability is in the area of auditory processing and manifests itself in math fluency and language-based mathematical problems. She also has difficulty with reading fluency and decoding skills.
 - d. Describe the modification(s) that the student regularly uses in the classroom and on other assessments. use of calculator and test questions read aloud

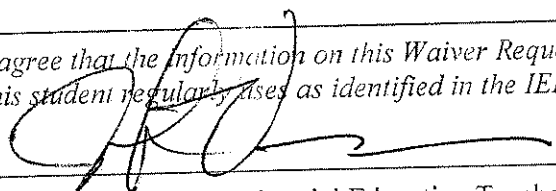
2. Has sufficient high school coursework either satisfactorily completed or in progress in the high school level curriculum sufficient to have attained the skills and knowledge otherwise needed to pass the CAHSEE. (*Attach transcripts showing coursework completed.*)

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

2/27/11
Date

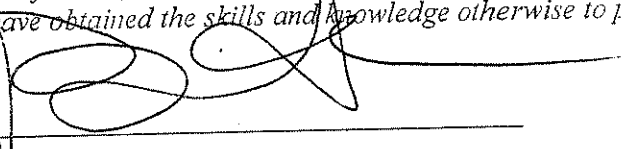
I agree that the information on this Waiver Request Sheet accurately describes the modifications that this student regularly uses as identified in the IEP.


Signature of Student's Special Education Teacher

4/26/11
Date

John Vernon
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.


Signature of Student's Academic Counselor

2/11/11
Date

Bryan Anderson
Printed Name of Student's Academic Counselor



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

Student _____

Date of Birth _____

IEP Meeting Date 12/09/10

SUPPLEMENTARY/SPECIALIZED SUPPORT

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

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

Description	Responsible Personnel/Agency	Location	Frequency/Intensity	Duration	Start/End Date*
					Start: End:
					Start: End:

* If a placement or service is ending, give reason _____

PARTICIPATION IN STATE AND DISTRICT-WIDE STANDARDIZED TESTING AND ASSESSMENT

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

School Readiness (Preschool Only)
 DRDP-R DRDP Access Adaptations/Accommodations (specify)

Language Arts: (Gr. 2-11) Grade Exempt CST **OR** CMA (Criteria Met) (Gr. 3 -11)
 No accommodations or modifications Accommodations (specify below) Modifications (specify below)
 Accommodations:
 Modifications:

Math: (Gr. 2-11) Grade Exempt CST **OR** CMA (Criteria Met) (Gr. 3-7; Algebra I: 7-11)
 CMA (Geometry, Grades 7-11) (Grades 8-11 effective 2011-2012 school year)
 No accommodations or modifications Accommodations (specify below) Modifications (specify below)
 Accommodations:
 Modifications: use of calculator

Science (Gr. 5 & 8 Gr. 9-11) Grade Exempt CST **OR** CMA (Criteria Met) (Gr. 5 , 8 & 10)
 No accommodations or modifications Accommodations (specify below) Modifications (specify below)
 Accommodations:
 Modifications:

History/Social Science* Grade Exempt CST *(Grade 8; Grade 11 for U.S. History; Grades 9 through 11 World History)
 No accommodations or modifications Accommodations (specify below) Modifications (specify below)
 Accommodations:
 Modifications:

Writing (Gr. 4 & 7 only) Grade Exempt CST **OR** CMA (Criteria Met) (Gr. 4 & 7 only)
 No accommodations or modifications Accommodations (specify below) Modifications (specify below)
 Accommodations:
 Modifications:

Life Skills Curriculum: CAPA Level 1 2 3 4 5
 Participation in CAT-6/CST not appropriate due to:

Other State or District-Wide Assessment Accommodations/Modifications (specify)

PROMOTION STANDARDS

Student is working towards a diploma and will be promoted based upon district curriculum standards without accommodations or with accommodations.

Student is working towards a certificate and will be promoted based upon alternative curriculum standards and/or substantial progress towards goals.

CALIFORNIA HIGH SCHOOL EXIT EXAMINATION (CAHSEE)

No accommodations or modifications Exempt due to eligibility for participation in CAPA
 Modifications (specify) use of calculator, text read aloud Grade Exempt (below grade 10)
 Accommodations (specify) alternate setting and extended time 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 _____

IEP Meeting Date 12/09/10

INSTRUCTIONAL ACCOMMODATIONS

Area of Difficulty	Accommodation	Responsible Agency/Personnel	Start Date
Processing Speed	Calculator, Directions Read Aloud, Extra Time: Assignments/Tests (1.5), Take Tests in Alternate Setting	District of Service/ Special Class	12/09/2010

ajaro Valley Unified School District

Aptos High School
"Home of the Mariners"

Date: 8/13/2008

ated:

Of: 2012

School Name/Address

Aptos High School
100 Mariner Way
Aptos, CA 95003

Tel: (831)688-6565 Fax: (831)688-6430

Counselor: Anderson, B

SSID:

Community Service Hours: 15

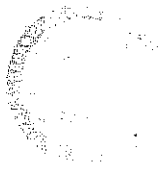
CrSID	Course Title	Mark	Credit	CrSID	Course Title	Mark	Credit	CrSID	Course Title	Mark	Credit
Aptos High School Grd 09 12/2008				CrSID Course Title Mark Credit							
6010	P Art 1	D+	5.000	CrSID Course Title Mark Credit							
5410	Beginning Foods	D	5.000	CrSID Course Title Mark Credit							
4510	N Beginning Physical Educ	D	5.000	CrSID Course Title Mark Credit							
8000	English 1 RSP	RD	0.000	CrSID Course Title Mark Credit							
3912	Health and Human Biolog	C	5.000	CrSID Course Title Mark Credit							
8020	Math 1 (RSP)	B	5.000	CrSID Course Title Mark Credit							
CrSID Course Title Mark Credit				CrSID Course Title Mark Credit							
Aptos High School Grd 09 6/2009				CrSID Course Title Mark Credit							
6010	P Art 1	C-	5.000	CrSID Course Title Mark Credit							
4510	N Beginning Physical Educ	D-	5.000	CrSID Course Title Mark Credit							
8412	Essential English (D) 9 A	A	5.000	CrSID Course Title Mark Credit							
3912	Health and Human Biolog	C	5.000	CrSID Course Title Mark Credit							
5032	Introduction to Compute	B+	5.000	CrSID Course Title Mark Credit							
8020	Math 1 (RSP)	B	5.000	CrSID Course Title Mark Credit							
CrSID Course Title Mark Credit				CrSID Course Title Mark Credit							
Aptos High School Grd 10 7/2009				CrSID Course Title Mark Credit							
SS1130	P ENGLISH 1	C+	5.000	CrSID Course Title Mark Credit							
CrSID Course Title Mark Credit				CrSID Course Title Mark Credit							
Aptos High School Grd 10 12/2009				CrSID Course Title Mark Credit							
8004	English 2 RSP	B+	5.000	CrSID Course Title Mark Credit							
8304	Learning Skills 2 (RSP)	A	5.000	CrSID Course Title Mark Credit							
3010	Life Science	B	5.000	CrSID Course Title Mark Credit							
8024	Math 2 RSP	A	5.000	CrSID Course Title Mark Credit							
8046	Reading Skills 1-A RSP	A	5.000	CrSID Course Title Mark Credit							
8048	Reading Skills 2-B RSP		0.000	CrSID Course Title Mark Credit							
7110	P World History	B-	5.000	CrSID Course Title Mark Credit							
CrSID Course Title Mark Credit				CrSID Course Title Mark Credit							
Aptos High School Grd 10 6/2010				CrSID Course Title Mark Credit							
8004	English 2 RSP	A	5.000	CrSID Course Title Mark Credit							
8304	Learning Skills 2 (RSP)	A-	5.000	CrSID Course Title Mark Credit							
3010	Life Science	B	5.000	CrSID Course Title Mark Credit							
8024	Math 2 RSP	A	5.000	CrSID Course Title Mark Credit							
8046	Reading Skills 1-A RSP	B	5.000	CrSID Course Title Mark Credit							
7110	P World History	B	5.000	CrSID Course Title Mark Credit							
CrSID Course Title Mark Credit				CrSID Course Title Mark Credit							
Watsonville High School Grd 7/2010				CrSID Course Title Mark Credit							
SS4610	N ADV. P.E. - 1st Sem	B-	5.000	CrSID Course Title Mark Credit							
Aptos High School Grd 11 12/2010				CrSID Course Title Mark Credit							
4550	N Advanced Physical Educa	C	5.000	CrSID Course Title Mark Credit							
2410	P Algebra 1	A	5.000	CrSID Course Title Mark Credit							
8008	English 3 (RSP)	A	5.000	CrSID Course Title Mark Credit							
8312	Learning Skills 11/12	A+	5.000	CrSID Course Title Mark Credit							
130	ROP Administration of J	C+	5.000	CrSID Course Title Mark Credit							
7210	P US History	B-	5.000	CrSID Course Title Mark Credit							

Placement P = College Prep N = Non-Academic R = Repeated Course
One GPA is provided per semester.

Polio	4/22/1994	6/24/1994	8/29/1994	11/5/1998
DTP	4/22/1994	6/24/1994	8/29/1994	6/16/1995 11/5/1998
MMR	3/14/1995	11/5/1998		
HEP B	4/22/1994	6/24/1994	11/29/1994	
Varicella	9/8/1997			

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

Date: 3/9/2011



California High School Exit Examination

Security Seal
See back for details

Report

District: 69799 - Pajaro Valley Unified

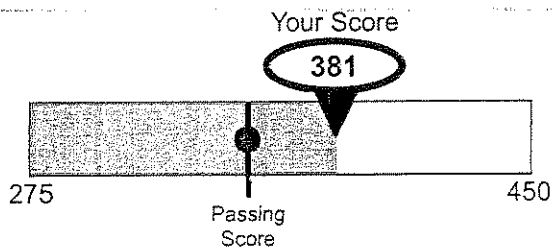
County: 44 - Santa Cruz

English Language Arts

Test Date: 11/09/2010

Score	381	350	MODIFIED
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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.

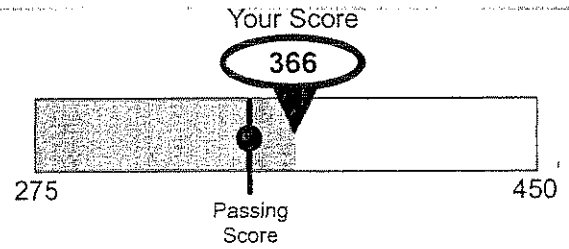


Math

Test Date: 11/10/2010

Score	366	350	MODIFIED
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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.



READING

Subtest	Score	Standard
Word Analysis	7	6
Reading Comprehension	18	13
Literary Response & Analysis	20	17

WRITING

Writing Strategies	12	8
Writing Conventions	15	14

Essay 2.5

Probability & Statistics

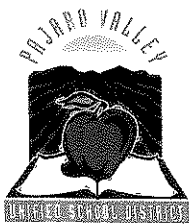
Subtest	Score	Standard
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Number Sense 17 9

Algebra & Functions 20 15

Measurement & Geometry 18 11

Algebra I 12 8



Board Agenda Backup

Item No: 10.7

Date: March 23, 2011

Item: CAHSEE Passage Waiver
Math (AHS 10-11-20)

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

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

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

Recommendation: Approve

Budget Considerations: None

Funding Source:

Budgeted: Yes: No:

Amount: \$

Prepared By: Dee Teutschel, Program Director Special Services

Superintendent's Signature: Dorinda Baker (HA)

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Date: February 1, 2011

To The Parent/Guardian of:

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: 2/9/11

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

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

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

Signature of Parent: _____ Date: 2/22/11

<p><u>FOR SITE USE ONLY</u></p> <p>Date Received by Principal: _____</p> <p>Student Identification Number: _____</p>

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: _____

Student's ID Number _____

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

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

1. Has an individualized education program (IEP) adopted pursuant to the Individuals with Disabilities Education Act that specifies the use of the modification(s) on the exit examination, standardized testing, or classroom instruction and assessments.
(Attach the section of the IEP that specifies the modifications.)
 - a. Describe the nature of the student's disability as identified on the IEP (please note if this will result in overt identification of the student). _____ disability is in the area of auditory processing and manifests itself in math fluency and language-based mathematical problems. She also has difficulty with reading fluency and decoding skills.
 - b. Describe any modification used on the English/language arts or math section of the exam (separate form must be filled out for each section): use of calculator and test questions read aloud
 - c. State the rationale for applying the modification(s) used to achieve an equivalent passing score on the CAHSEE for this student. _____ disability is in the area of auditory processing and manifests itself in math fluency and language-based mathematical problems. She also has difficulty with reading fluency and decoding skills.
 - d. Describe the modification(s) that the student regularly uses in the classroom and on other assessments. use of calculator and test questions read aloud

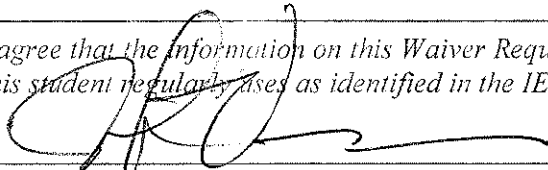
2. Has sufficient high school coursework either satisfactorily completed or in progress in the high school level curriculum sufficient to have attained the skills and knowledge otherwise needed to pass the CAHSEE. *(Attach transcripts showing coursework completed.)*

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

2/23/11
Date

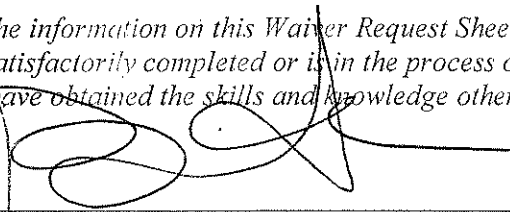
I agree that the information on this Waiver Request Sheet accurately describes the modifications that this student regularly uses as identified in the IEP.


Signature of Student's Special Education Teacher

1/26/11
Date

John Vernon
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.


Signature of Student's Academic Counselor

2/11/11
Date

Bryan Anderson
Printed Name of Student's Academic Counselor



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

Student _____

Date of Birth _____

IEP Meeting Date 12/09/10

SUPPLEMENTARY/SPECIALIZED SUPPORT

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

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

Description	Responsible Personnel/Agency	Location	Frequency/Intensity	Duration	Start/End Date*
					Start: End:
					Start: End:

* If a placement or service is ending, give reason _____

PARTICIPATION IN STATE AND DISTRICT-WIDE STANDARDIZED TESTING AND ASSESSMENT

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

School Readiness (Preschool Only)
 DRDP-R DRDP Access Adaptations/Accommodations (specify)

Language Arts: (Gr. 2-11) Grade Exempt CST **OR** CMA (Criteria Met) (Gr. 3 -11)
 No accommodations or modifications Accommodations (specify below) Modifications (specify below)
 Accommodations:
 Modifications:

Math: (Gr. 2-11) Grade Exempt CST **OR** CMA (Criteria Met) (Gr. 3-7; Algebra I: 7-11)
 CMA (Geometry, Grades 7-11) (Grades 8-11 effective 2011-2012 school year)
 No accommodations or modifications Accommodations (specify below) Modifications (specify below)
 Accommodations:
 Modifications: use of calculator

Science (Gr. 5 & 8 Gr. 9-11) Grade Exempt CST **OR** CMA (Criteria Met) (Gr. 5 , 8 & 10)
 No accommodations or modifications Accommodations (specify below) Modifications (specify below)
 Accommodations:
 Modifications:

History/Social Science* Grade Exempt CST *(Grade 8; Grade 11 for U.S. History; Grades 9 through 11 World History)
 No accommodations or modifications Accommodations (specify below) Modifications (specify below)
 Accommodations:
 Modifications:

Writing (Gr. 4 & 7 only) Grade Exempt CST **OR** CMA (Criteria Met) (Gr. 4 & 7 only)
 No accommodations or modifications Accommodations (specify below) Modifications (specify below)
 Accommodations:
 Modifications:

Life Skills Curriculum: CAPA Level 1 2 3 4 5
 Participation in CAT-6/CST not appropriate due to:

Other State or District-Wide Assessment Accommodations/Modifications (specify)

PROMOTION STANDARDS

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

CALIFORNIA HIGH SCHOOL EXIT EXAMINATION (CAHSEE)

No accommodations or modifications Exempt due to eligibility for participation in CAPA
 Modifications (specify) use of calculator, text read aloud Grade Exempt (below grade 10)
 Accommodations (specify) alternate setting and extended time 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 _____

IEP Meeting Date 12/09/10

INSTRUCTIONAL ACCOMMODATIONS

Area of Difficulty	Accommodation	Responsible Agency/Personnel	Start Date
Processing Speed	Calculator, Directions Read Aloud, Extra Time: Assignments/Tests (1.5), Take Tests in Alternate Setting	District of Service/ Special Class	12/09/2010

Pajaro Valley Unified School District

Aptos High School
"Home of the Mariners"

Registration Date: 8/13/2008

Graduated:

Class Of: 2012

School Name/Address

Aptos High School
100 Mariner Way
Aptos, CA 95003

Tel: (831)688-6565 Fax: (831)688-6430

Counselor: Anderson, B

SSID:

Community Service Hours: 15

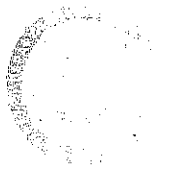
CrsID	Course Title	Mark	Credit	CrsID	Course Title	Mark	Credit	CrsID	Course Title	Mark	Credit																																																																										
Aptos High School Grd 09 12/2008				Crs Att: 30.000 Cmp: 30.000 Total GPA: 3.400																																																																																	
6010	P Art 1	D+	5.000	Work In Progress																																																																																	
5410	Beginning Foods	D	5.000																																																																																		
4510	N Beginning Physical Educ	D	5.000																																																																																		
8000	English 1 RSP	RD	0.000																																																																																		
3912	Health and Human Biolog	C	5.000	2410	P Algebra 1		0.000	Credit Summary - High School <table border="1"> <thead> <tr> <th>Subject Area</th> <th>Req</th> <th>Cmp</th> <th>Def</th> </tr> </thead> <tbody> <tr> <td>A English</td> <td>40.00</td> <td>25.00</td> <td>15.00</td> </tr> <tr> <td>B Math</td> <td>20.00</td> <td>20.00</td> <td></td> </tr> <tr> <td>C Biological Science</td> <td>10.00</td> <td>10.00</td> <td></td> </tr> <tr> <td>D Physical Science</td> <td>10.00</td> <td>0.00</td> <td>10.00</td> </tr> <tr> <td>E Health</td> <td>5.00</td> <td>0.00</td> <td>5.00</td> </tr> <tr> <td>F Fine Arts / Foreign L</td> <td>10.00</td> <td>10.00</td> <td></td> </tr> <tr> <td>G Physical Education</td> <td>20.00</td> <td>20.00</td> <td></td> </tr> <tr> <td>H Applied Arts</td> <td>10.00</td> <td>10.00</td> <td></td> </tr> <tr> <td>I World Civilization</td> <td>10.00</td> <td>10.00</td> <td></td> </tr> <tr> <td>J US History</td> <td>10.00</td> <td>5.00</td> <td>5.00</td> </tr> <tr> <td>K Federal Government</td> <td>5.00</td> <td>0.00</td> <td>5.00</td> </tr> <tr> <td>L Economics</td> <td>5.00</td> <td>0.00</td> <td>5.00</td> </tr> <tr> <td>M Electives</td> <td>45.00</td> <td>30.00</td> <td>15.00</td> </tr> <tr> <td>N Algebra</td> <td>10.00</td> <td>5.00</td> <td>5.00</td> </tr> <tr> <td>O Science</td> <td>10.00</td> <td>10.00</td> <td></td> </tr> <tr> <td colspan="2">---Total Credits---</td> <td>220.00</td> <td>155.00</td> <td>65.00</td> <td colspan="3"></td> <td colspan="2"></td> </tr> </tbody> </table>				Subject Area	Req	Cmp	Def	A English	40.00	25.00	15.00	B Math	20.00	20.00		C Biological Science	10.00	10.00		D Physical Science	10.00	0.00	10.00	E Health	5.00	0.00	5.00	F Fine Arts / Foreign L	10.00	10.00		G Physical Education	20.00	20.00		H Applied Arts	10.00	10.00		I World Civilization	10.00	10.00		J US History	10.00	5.00	5.00	K Federal Government	5.00	0.00	5.00	L Economics	5.00	0.00	5.00	M Electives	45.00	30.00	15.00	N Algebra	10.00	5.00	5.00	O Science	10.00	10.00		---Total Credits---		220.00	155.00	65.00					
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8020	Math 1 (RSP)	B	5.000																																																																																		
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6010	P Art 1	C-	5.000																																																																																		
4510	N Beginning Physical Educ	D-	5.000																																																																																		
8412	Essential English (D) 9	A	5.000																																																																																		
3912	Health and Human Biolog	C	5.000																																																																																		
5032	Introduction to Compute	B+	5.000																																																																																		
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Aptos High School Grd 10 12/2009																																																																																					
8004	English 2 RSP	B+	5.000																																																																																		
8304	Learning Skills 2 (RSP)	A	5.000																																																																																		
3010	Life Science	B	5.000																																																																																		
8024	Math 2 RSP	A	5.000																																																																																		
8046	Reading Skills 1-A RSP	A	5.000																																																																																		
8046	Reading Skills 2-B RSP		0.000																																																																																		
7110	P World History	B-	5.000																																																																																		
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554610	N ADV. P.E. - 1st Sem	B-	5.000																																																																																		
Aptos High School Grd 11 12/2010																																																																																					
4550	N Advanced Physical Educa	C	5.000																																																																																		
2410	P Algebra 1	A	5.000																																																																																		
8008	English 3 (RSP)	A	5.000																																																																																		
8312	Learning Skills 11/12	A+	5.000																																																																																		
130	ROP Administration of J	C+	5.000																																																																																		
7210	P US History	B-	5.000																																																																																		

Placement P = College Prep N = Non-Academic R = Repeated Course
One GPA is provided per semester.

Polio	4/22/1994	6/24/1994	8/29/1994	11/5/1998
DTP	4/22/1994	6/24/1994	8/29/1994	6/16/1995 11/5/1998
MMR	3/14/1995	11/5/1998		
HEP B	4/22/1994	6/24/1994	11/29/1994	
Varicella	9/8/1997			

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

Date: 3/9/2011



California High School Exit Examination

Security Code

See back for details

Report

District: 69799 - Pajaro Valley Unified

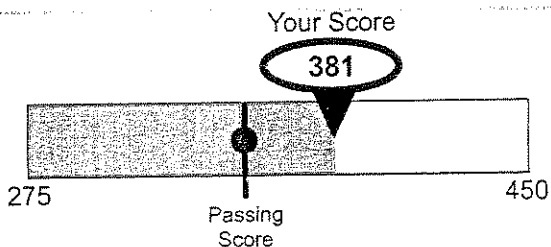
County: 44 - Santa Cruz

English Language Arts

Test Date: 11/09/2010

381 350 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.



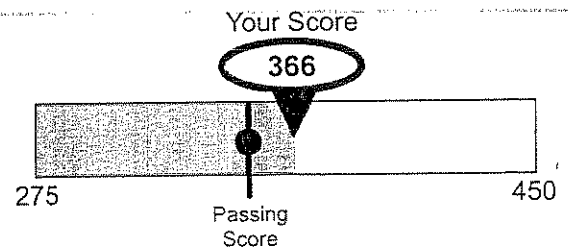
Section	Score	Standard
READING		
Word Analysis	7	6
Reading Comprehension	18	13
Literary Response & Analysis	20	17
WRITING		
Writing Strategies	12	8
Writing Conventions	15	14
Essay		2.5

Mathematics

Test Date: 11/10/2010

366 350 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.



Section	Score	Standard
Probability & Statistics	13	9
Number Sense	17	9
Algebra & Functions	20	15
Measurement & Geometry	18	11
Algebra I	12	8

* Each student receives a score for each section of the test. The average of these scores is the student's overall score. The average of these scores is the student's overall score. The average of these scores is the student's overall score.

PAJARO VALLEY UNIFIED SCHOOL DISTRICT



Board Agenda Backup

Item No: 10.8

Date: March 23, 2011

Item: 2009-2010 School Accountability Report Card (SARC)

Overview: Education Code Section 35256 states that governing boards are required to approve the publication of the School Accountability Report Card (SARC). At this time, we are sharing with you the SARC Spotlight on Performance Summary Sheets along with a sample high school SARC report. Each SARC report is an overview of the school site. In each report you will find the following information for each school:

- Principal's Message
- Measures of Progress
- Student Achievement
- Preparation for College and the Workforce (High School only)
- Students
- Climate for Learning
- Leadership, Teachers, and Staff
- Resources
- School Expenditures
- Adequacy of Key Resources
- Data Almanac

The School Accountability Report Cards are posted to the district school site website along with the summary sheets. Hard copies of the SARC Reports are kept in the Research, Evaluation, and Assessment office and are made available upon request per Education Code 35258.

Budget Considerations: N/A

Funding Source:

Budgeted: Yes: No:

Amount: \$

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

Superintendent's Signature:

Dorinda Baker (AW)

Amesti Elementary School

ADDRESS: 25 Amesti Road, Watsonville, CA 95076 **PHONE:** (831) 728-6250

PRINCIPAL: Erin Haley **GRADE RANGE:** K-5 **SCHEDULE:** Traditional

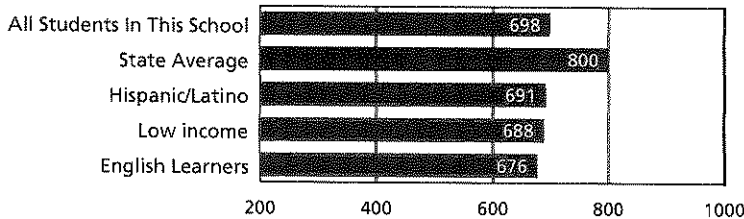
CALIFORNIA ACCOUNTABILITY

The state's education officials decide how schools are doing by looking at students' test scores. By combining the results of all tests, and measuring progress year to year, state officials calculate a number between 200 and 1,000 that becomes a school's Academic Performance Index.

Academic Performance Index	698
Growth attained from prior year	-2
Met schoolwide growth targets	No
Met growth targets for all groups of students	No

API, Spring 2010

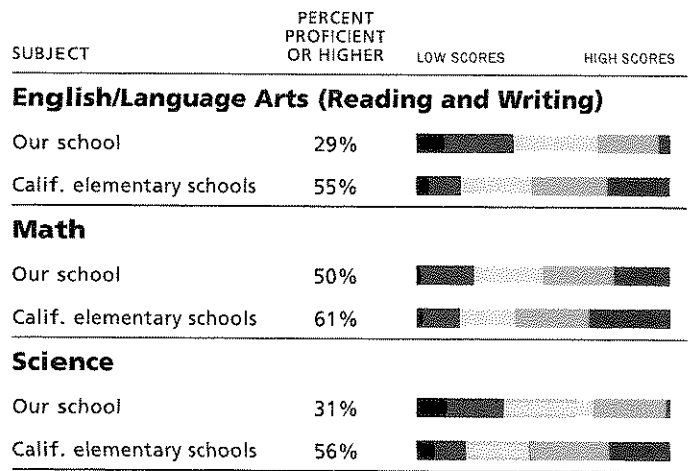
The API is California's way of rating schools. Using student test scores, the API places schools on a scale from 200 to 1000. Our school's API was 698, compared with 800 for the average elementary school (shown in gray below). The state expects schools to attain an API of 800 eventually. We also keep track of the APIs for each major subgroup of students in our school. Their APIs are shown in blue in the graph below.



California Standards Tests

This series of tests is based on what California students are expected to know and learn at each grade level. You'll find students' test scores summarized in five bands below. They range from the lowest scores on the left to the highest scores on the right. The top two bands—Proficient and Advanced—are expressed as a combined percentage. The scores for our students are compared with the scores of all students in California at the same grade level to help you see where we stand.

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):
 ■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED



SOURCE: The scores for the California Standards Tests are from the spring 2010 test cycle. State averages represent elementary schools only.

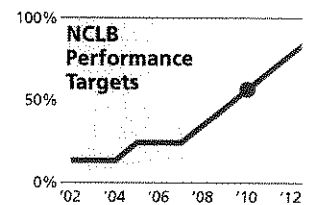
FEDERAL ACCOUNTABILITY

Following the law known as No Child Left Behind (NCLB), federal officials also interpret test scores to evaluate schools. Adequate Yearly Progress (AYP) is the federal measure of the percentage of students who have scored Proficient or higher on state standardized tests in math and English/language arts.

Made Adequate Yearly Progress (AYP) in English/language arts and math	No
Is the school on the Program Improvement (PI) list?	Yes
Number of AYP targets met	9
Number of AYP targets school was required to meet	17

SOURCE: API growth score and AYP from the 2010 test cycle. API and AYP current as of September 2010.

In order to meet the federal requirements of No Child Left Behind, schools are now expected to help more students score Proficient or higher on two tests: math and English/language arts. The dot on the graph to the right (55 to 58 percent) marks the percentage of students in a school that had to score Proficient or higher in 2010 for the school to make AYP. In addition, every significant subgroup of students (for example, English Learners) also had to meet this mark for the school to make AYP.



Please go to <http://www.pvUSD.net> for more information about this school, including our School Accountability Report Card, or visit us at the school office.



PUBLISHED BY SCHOOL WISE PRESS
www.schoolwisepress.com © 2010 by Publishing 20/20

Bradley Elementary School

ADDRESS: 321 Corralitos Road, Watsonville, CA 95076 **PHONE:** (831) 728-6366

PRINCIPAL: Kathy Arola **GRADE RANGE:** K-6 **SCHEDULE:** Traditional

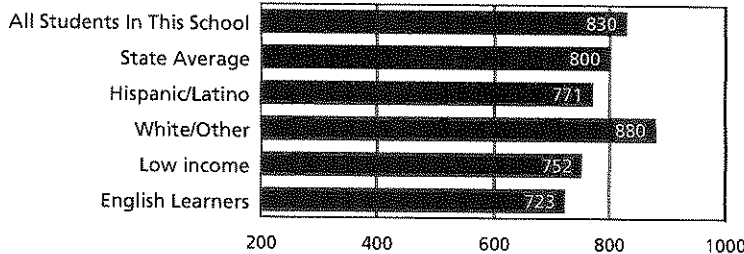
CALIFORNIA ACCOUNTABILITY

The state's education officials decide how schools are doing by looking at students' test scores. By combining the results of all tests, and measuring progress year to year, state officials calculate a number between 200 and 1,000 that becomes a school's Academic Performance Index.

Academic Performance Index	830
Growth attained from prior year	+13
Met schoolwide growth targets	Yes
Met growth targets for all groups of students	Yes

API, Spring 2010

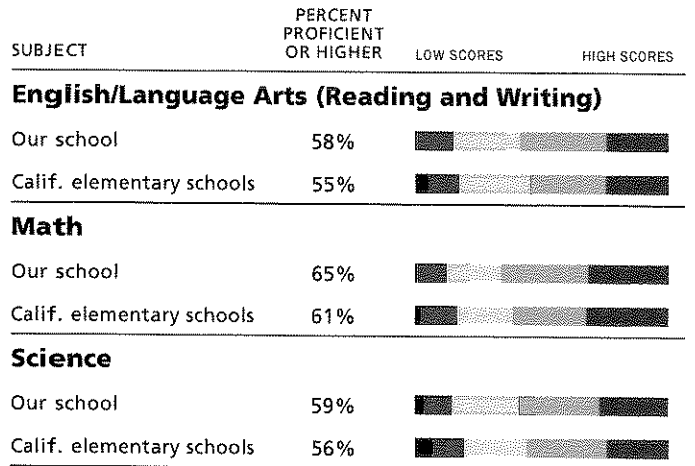
The API is California's way of rating schools. Using student test scores, the API places schools on a scale from 200 to 1000. Our school's API was 830, compared with 800 for the average elementary school (shown in gray below). The state expects schools to attain an API of 800 eventually. We also keep track of the APIs for each major subgroup of students in our school. Their APIs are shown in blue in the graph below.



California Standards Tests

This series of tests is based on what California students are expected to know and learn at each grade level. You'll find students' test scores summarized in five bands below. They range from the lowest scores on the left to the highest scores on the right. The top two bands—Proficient and Advanced—are expressed as a combined percentage. The scores for our students are compared with the scores of all students in California at the same grade level to help you see where we stand.

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):
 ■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED



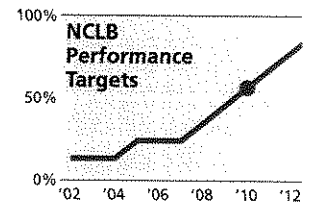
SOURCE: The scores for the California Standards Tests are from the spring 2010 test cycle. State averages represent elementary schools only.

FEDERAL ACCOUNTABILITY

Following the law known as No Child Left Behind (NCLB), federal officials also interpret test scores to evaluate schools. Adequate Yearly Progress (AYP) is the federal measure of the percentage of students who have scored Proficient or higher on state standardized tests in math and English/language arts.

Made Adequate Yearly Progress (AYP) in English/language arts and math	Yes
Is the school on the Program Improvement (PI) list?	No
Number of AYP targets met	21
Number of AYP targets school was required to meet	21

In order to meet the federal requirements of No Child Left Behind, schools are now expected to help more students score Proficient or higher on two tests: math and English/language arts. The dot on the graph to the right (55 to 58 percent) marks the percentage of students in a school that had to score Proficient or higher in 2010 for the school to make AYP. In addition, every significant subgroup of students (for example, English Learners) also had to meet this mark for the school to make AYP.



Please go to <http://www.pvUSD.net> for more information about this school, including our School Accountability Report Card, or visit us at the school office.

SOURCE: API growth score and AYP from the 2010 test cycle. API and AYP current as of September 2010.

re:20100921_14-09799-6049662724145

Calabasas Elementary School

ADDRESS: 202 Calabasas Road, Watsonville, CA 95076 **PHONE:** (831) 728-6368

PRINCIPAL: Terry Eastman **GRADE RANGE:** K-6 **SCHEDULE:** Traditional

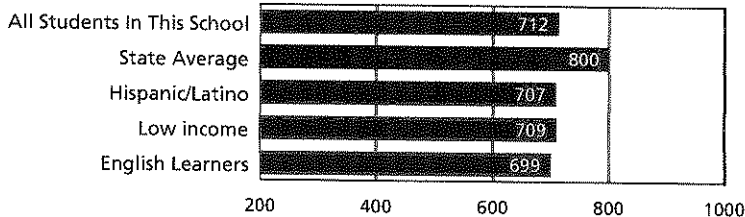
CALIFORNIA ACCOUNTABILITY

The state's education officials decide how schools are doing by looking at students' test scores. By combining the results of all tests, and measuring progress year to year, state officials calculate a number between 200 and 1,000 that becomes a school's Academic Performance Index.

Academic Performance Index	712
Growth attained from prior year	+38
Met schoolwide growth targets	Yes
Met growth targets for all groups of students	Yes

API, Spring 2010

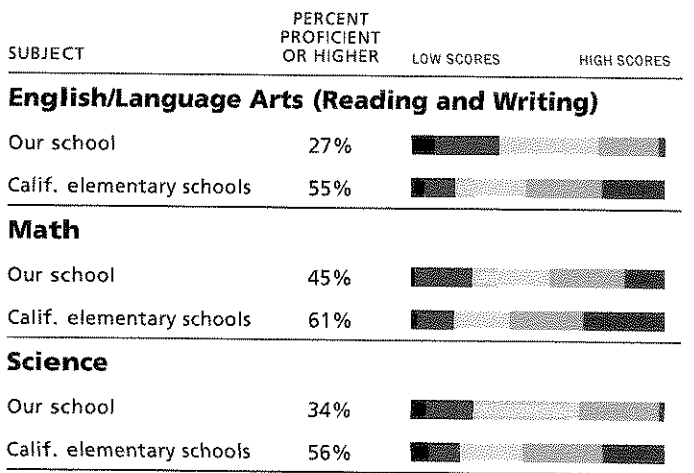
The API is California's way of rating schools. Using student test scores, the API places schools on a scale from 200 to 1000. Our school's API was 712, compared with 800 for the average elementary school (shown in gray below). The state expects schools to attain an API of 800 eventually. We also keep track of the APIs for each major subgroup of students in our school. Their APIs are shown in blue in the graph below.



California Standards Tests

This series of tests is based on what California students are expected to know and learn at each grade level. You'll find students' test scores summarized in five bands below. They range from the lowest scores on the left to the highest scores on the right. The top two bands—Proficient and Advanced—are expressed as a combined percentage. The scores for our students are compared with the scores of all students in California at the same grade level to help you see where we stand.

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):
 ■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

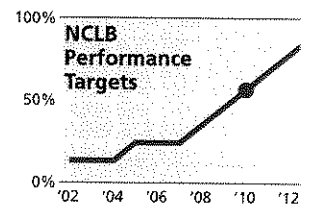


SOURCE: The scores for the California Standards Tests are from the spring 2010 test cycle. State averages represent elementary schools only.

FEDERAL ACCOUNTABILITY

Following the law known as No Child Left Behind (NCLB), federal officials also interpret test scores to evaluate schools. Adequate Yearly Progress (AYP) is the federal measure of the percentage of students who have scored Proficient or higher on state standardized tests in math and English/language arts.

In order to meet the federal requirements of No Child Left Behind, schools are now expected to help more students score Proficient or higher on two tests: math and English/language arts. The dot on the graph to the right (55 to 58 percent) marks the percentage of students in a school that had to score Proficient or higher in 2010 for the school to make AYP. In addition, every significant subgroup of students (for example, English Learners) also had to meet this mark for the school to make AYP.



Made Adequate Yearly Progress (AYP) in English/language arts and math	No
Is the school on the Program Improvement (PI) list?	Yes
Number of AYP targets met	16
Number of AYP targets school was required to meet	17

Stage 5 of 5

Please go to <http://www.pvusd.net> for more information about this school, including our School Accountability Report Card, or visit us at the school office.

SOURCE: API growth score and AYP from the 2010 test cycle. API and AYP current as of September 2010.

Freedom Elementary School

ADDRESS: 25 Holly Drive, Freedom, CA 95019 **PHONE:** (831) 728-6260

PRINCIPAL: Gloria Puga **GRADE RANGE:** K-5 **SCHEDULE:** Traditional

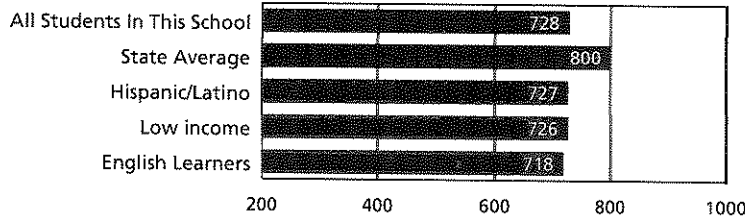
CALIFORNIA ACCOUNTABILITY

The state's education officials decide how schools are doing by looking at students' test scores. By combining the results of all tests, and measuring progress year to year, state officials calculate a number between 200 and 1,000 that becomes a school's Academic Performance Index.

Academic Performance Index	728
Growth attained from prior year	+9
Met schoolwide growth targets	Yes
Met growth targets for all groups of students	Yes

API, Spring 2010

The API is California's way of rating schools. Using student test scores, the API places schools on a scale from 200 to 1000. Our school's API was 728, compared with 800 for the average elementary school (shown in gray below). The state expects schools to attain an API of 800 eventually. We also keep track of the APIs for each major subgroup of students in our school. Their APIs are shown in blue in the graph below.



California Standards Tests

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BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):
 ■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

SUBJECT	PERCENT PROFICIENT OR HIGHER	LOW SCORES	HIGH SCORES
English/Language Arts (Reading and Writing)			
Our school	30%		
Calif. elementary schools	55%		
Math			
Our school	54%		
Calif. elementary schools	61%		
Science			
Our school	23%		
Calif. elementary schools	56%		

SOURCE: The scores for the California Standards Tests are from the spring 2010 test cycle. State averages represent elementary schools only.

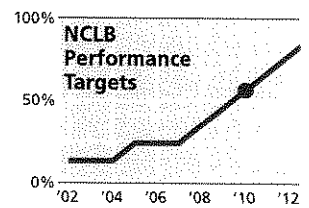
FEDERAL ACCOUNTABILITY

Following the law known as No Child Left Behind (NCLB), federal officials also interpret test scores to evaluate schools. Adequate Yearly Progress (AYP) is the federal measure of the percentage of students who have scored Proficient or higher on state standardized tests in math and English/language arts.

Made Adequate Yearly Progress (AYP) in English/language arts and math	No
Is the school on the Program Improvement (PI) list?	Yes
Number of AYP targets met	11
Number of AYP targets school was required to meet	19

SOURCE: API growth score and AYP from the 2010 test cycle. API and AYP current as of September 2010.

In order to meet the federal requirements of No Child Left Behind, schools are now expected to help more students score Proficient or higher on two tests: math and English/language arts. The dot on the graph to the right (55 to 58 percent) marks the percentage of students in a school that had to score Proficient or higher in 2010 for the school to make AYP. In addition, every significant subgroup of students (for example, English Learners) also had to meet this mark for the school to make AYP.



Please go to <http://www.pvUSD.net> for more information about this school, including our School Accountability Report Card, or visit us at the school office.



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Hall District Elementary School

ADDRESS: 300 Sill Road, Watsonville, CA 95076 **PHONE:** (831) 728-6371

PRINCIPAL: Guillermo Ramos **GRADE RANGE:** K-5 **SCHEDULE:** Traditional

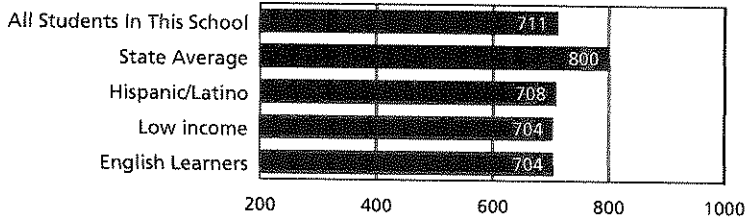
CALIFORNIA ACCOUNTABILITY

The state's education officials decide how schools are doing by looking at students' test scores. By combining the results of all tests, and measuring progress year to year, state officials calculate a number between 200 and 1,000 that becomes a school's Academic Performance Index.

Academic Performance Index	711
Growth attained from prior year	+59
Met schoolwide growth targets	Yes
Met growth targets for all groups of students	Yes

API, Spring 2010

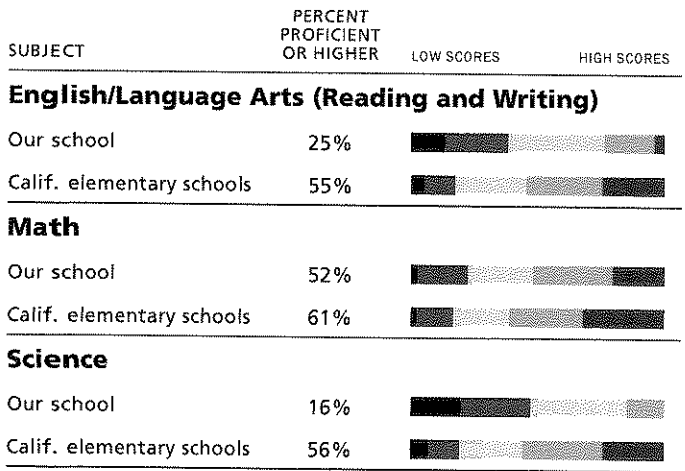
The API is California's way of rating schools. Using student test scores, the API places schools on a scale from 200 to 1000. Our school's API was 711, compared with 800 for the average elementary school (shown in gray below). The state expects schools to attain an API of 800 eventually. We also keep track of the APIs for each major subgroup of students in our school. Their APIs are shown in blue in the graph below.



California Standards Tests

This series of tests is based on what California students are expected to know and learn at each grade level. You'll find students' test scores summarized in five bands below. They range from the lowest scores on the left to the highest scores on the right. The top two bands—Proficient and Advanced—are expressed as a combined percentage. The scores for our students are compared with the scores of all students in California at the same grade level to help you see where we stand.

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):
 ■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

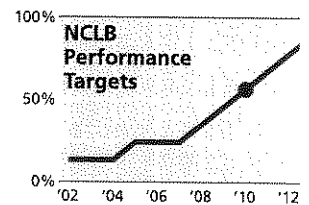


SOURCE: The scores for the California Standards Tests are from the spring 2010 test cycle. State averages represent elementary schools only.

FEDERAL ACCOUNTABILITY

Following the law known as No Child Left Behind (NCLB), federal officials also interpret test scores to evaluate schools. Adequate Yearly Progress (AYP) is the federal measure of the percentage of students who have scored Proficient or higher on state standardized tests in math and English/language arts.

In order to meet the federal requirements of No Child Left Behind, schools are now expected to help more students score Proficient or higher on two tests: math and English/language arts. The dot on the graph to the right (55 to 58 percent) marks the percentage of students in a school that had to score Proficient or higher in 2010 for the school to make AYP. In addition, every significant subgroup of students (for example, English Learners) also had to meet this mark for the school to make AYP.



Please go to <http://www.pvusd.net> for more information about this school, including our School Accountability Report Card, or visit us at the school office.

Made Adequate Yearly Progress (AYP) in English/language arts and math	No
Is the school on the Program Improvement (PI) list?	Yes
Number of AYP targets met	14
Number of AYP targets school was required to meet	17

SOURCE: API growth score and AYP from the 2010 test cycle. API and AYP current as of September 2010.

H. A. Hyde Elementary School

ADDRESS: 125 Alta Vista Street, Watsonville, CA 95076 **PHONE:** (831) 728-6243

PRINCIPAL: Brett Knupfer **GRADE RANGE:** K–5 **SCHEDULE:** Traditional

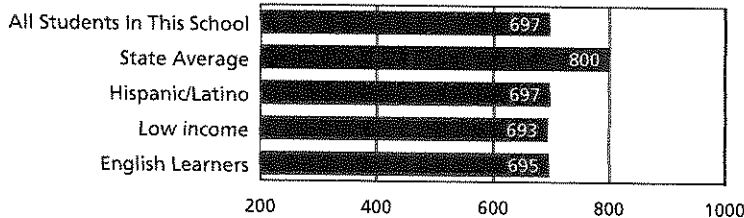
CALIFORNIA ACCOUNTABILITY

The state's education officials decide how schools are doing by looking at students' test scores. By combining the results of all tests, and measuring progress year to year, state officials calculate a number between 200 and 1,000 that becomes a school's Academic Performance Index.

Academic Performance Index	697
Growth attained from prior year	-6
Met schoolwide growth targets	No
Met growth targets for all groups of students	No

API, Spring 2010

The API is California's way of rating schools. Using student test scores, the API places schools on a scale from 200 to 1000. Our school's API was 697, compared with 800 for the average elementary school (shown in gray below). The state expects schools to attain an API of 800 eventually. We also keep track of the APIs for each major subgroup of students in our school. Their APIs are shown in blue in the graph below.



California Standards Tests

This series of tests is based on what California students are expected to know and learn at each grade level. You'll find students' test scores summarized in five bands below. They range from the lowest scores on the left to the highest scores on the right. The top two bands—Proficient and Advanced—are expressed as a combined percentage. The scores for our students are compared with the scores of all students in California at the same grade level to help you see where we stand.

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):
 ■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

SUBJECT	PERCENT PROFICIENT OR HIGHER	LOW SCORES	HIGH SCORES
English/Language Arts (Reading and Writing)			
Our school	28%		
Calif. elementary schools	55%		
Math			
Our school	52%		
Calif. elementary schools	61%		
Science			
Our school	20%		
Calif. elementary schools	56%		

SOURCE: The scores for the California Standards Tests are from the spring 2010 test cycle. State averages represent elementary schools only.

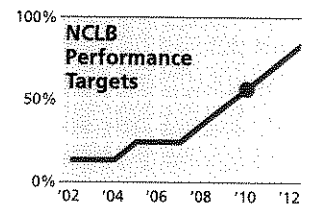
FEDERAL ACCOUNTABILITY

Following the law known as No Child Left Behind (NCLB), federal officials also interpret test scores to evaluate schools. Adequate Yearly Progress (AYP) is the federal measure of the percentage of students who have scored Proficient or higher on state standardized tests in math and English/language arts.

Made Adequate Yearly Progress (AYP) in English/language arts and math	No
Is the school on the Program Improvement (PI) list?	Yes Stage 5 of 5
Number of AYP targets met	11
Number of AYP targets school was required to meet	17

SOURCE: API growth score and AYP from the 2010 test cycle. API and AYP current as of September 2010.

In order to meet the federal requirements of No Child Left Behind, schools are now expected to help more students score Proficient or higher on two tests: math and English/language arts. The dot on the graph to the right (55 to 58 percent) marks the percentage of students in a school that had to score Proficient or higher in 2010 for the school to make AYP. In addition, every significant subgroup of students (for example, English Learners) also had to meet this mark for the school to make AYP.



Please go to <http://www.pvUSD.net> for more information about this school, including our School Accountability Report Card, or visit us at the school office.



Landmark Elementary School

ADDRESS: 235 Ohlone Parkway, Watsonville, CA 95076 **PHONE:** (831) 761-7940

PRINCIPAL: Jennifer Wildman **GRADE RANGE:** K-5 **SCHEDULE:** Traditional

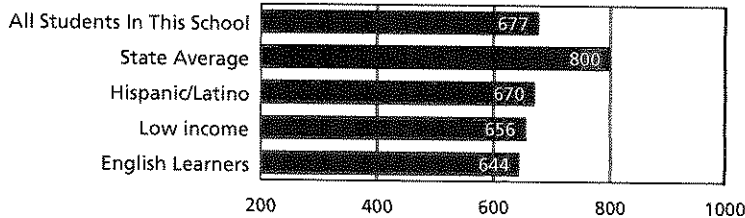
CALIFORNIA ACCOUNTABILITY

The state's education officials decide how schools are doing by looking at students' test scores. By combining the results of all tests, and measuring progress year to year, state officials calculate a number between 200 and 1,000 that becomes a school's Academic Performance Index.

Academic Performance Index	677
Growth attained from prior year	+34
Met schoolwide growth targets	Yes
Met growth targets for all groups of students	Yes

API, Spring 2010

The API is California's way of rating schools. Using student test scores, the API places schools on a scale from 200 to 1000. Our school's API was 677, compared with 800 for the average elementary school (shown in gray below). The state expects schools to attain an API of 800 eventually. We also keep track of the APIs for each major subgroup of students in our school. Their APIs are shown in blue in the graph below.



California Standards Tests

This series of tests is based on what California students are expected to know and learn at each grade level. You'll find students' test scores summarized in five bands below. They range from the lowest scores on the left to the highest scores on the right. The top two bands—Proficient and Advanced—are expressed as a combined percentage. The scores for our students are compared with the scores of all students in California at the same grade level to help you see where we stand.

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):
 ■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

SUBJECT	PERCENT PROFICIENT OR HIGHER	LOW SCORES	HIGH SCORES
English/Language Arts (Reading and Writing)			
Our school	27%		
Calif. elementary schools	55%		
Math			
Our school	43%		
Calif. elementary schools	61%		
Science			
Our school	28%		
Calif. elementary schools	56%		

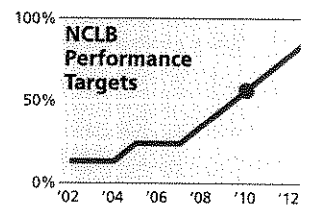
SOURCE: The scores for the California Standards Tests are from the spring 2010 test cycle. State averages represent elementary schools only.

FEDERAL ACCOUNTABILITY

Following the law known as No Child Left Behind (NCLB), federal officials also interpret test scores to evaluate schools. Adequate Yearly Progress (AYP) is the federal measure of the percentage of students who have scored Proficient or higher on state standardized tests in math and English/language arts.

Made Adequate Yearly Progress (AYP) in English/language arts and math	No
Is the school on the Program Improvement (PI) list?	Yes Stage 5 of 5
Number of AYP targets met	15
Number of AYP targets school was required to meet	17

In order to meet the federal requirements of No Child Left Behind, schools are now expected to help more students score Proficient or higher on two tests: math and English/language arts. The dot on the graph to the right (55 to 58 percent) marks the percentage of students in a school that had to score Proficient or higher in 2010 for the school to make AYP. In addition, every significant subgroup of students (for example, English Learners) also had to meet this mark for the school to make AYP.



Please go to <http://www.pvUSD.net> for more information about this school, including our School Accountability Report Card, or visit us at the school office.

SOURCE: API growth score and AYP from the 2010 test cycle. API and AYP current as of September 2010.

T. S. MacQuiddy Elementary School

ADDRESS: 330 Martinelli Street, Watsonville, CA 95076 **PHONE:** (831) 728-6315

PRINCIPAL: Thomas Hiltz **GRADE RANGE:** K-5 **SCHEDULE:** Traditional

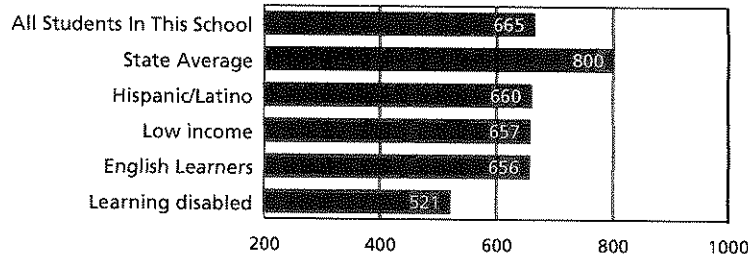
CALIFORNIA ACCOUNTABILITY

The state's education officials decide how schools are doing by looking at students' test scores. By combining the results of all tests, and measuring progress year to year, state officials calculate a number between 200 and 1,000 that becomes a school's Academic Performance Index.

Academic Performance Index	665
Growth attained from prior year	+7
Met schoolwide growth targets	Yes
Met growth targets for all groups of students	No

API, Spring 2010

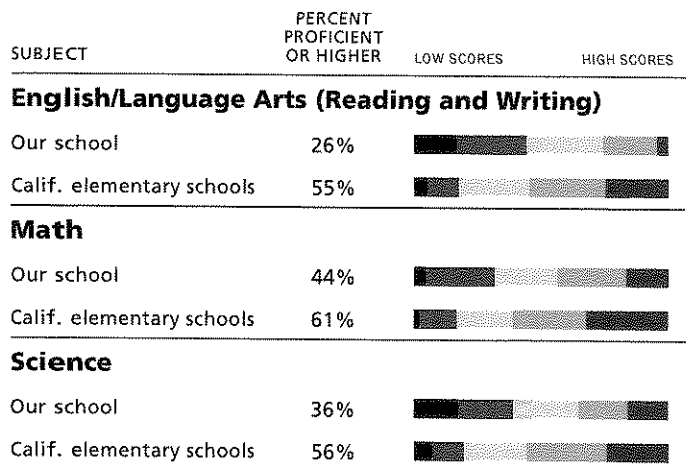
The API is California's way of rating schools. Using student test scores, the API places schools on a scale from 200 to 1000. Our school's API was 665, compared with 800 for the average elementary school (shown in gray below). The state expects schools to attain an API of 800 eventually. We also keep track of the APIs for each major subgroup of students in our school. Their APIs are shown in blue in the graph below.



California Standards Tests

This series of tests is based on what California students are expected to know and learn at each grade level. You'll find students' test scores summarized in five bands below. They range from the lowest scores on the left to the highest scores on the right. The top two bands—Proficient and Advanced—are expressed as a combined percentage. The scores for our students are compared with the scores of all students in California at the same grade level to help you see where we stand.

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):
 ■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED



SOURCE: The scores for the California Standards Tests are from the spring 2010 test cycle. State averages represent elementary schools only.

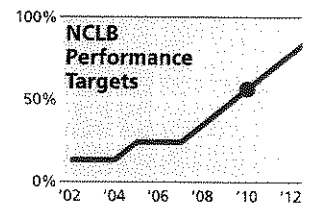
FEDERAL ACCOUNTABILITY

Following the law known as No Child Left Behind (NCLB), federal officials also interpret test scores to evaluate schools. Adequate Yearly Progress (AYP) is the federal measure of the percentage of students who have scored Proficient or higher on state standardized tests in math and English/language arts.

Made Adequate Yearly Progress (AYP) in English/language arts and math	No
Is the school on the Program Improvement (PI) list?	Yes Stage 5 of 5
Number of AYP targets met	15
Number of AYP targets school was required to meet	21

SOURCE: API growth score and AYP from the 2010 test cycle. API and AYP current as of September 2010.

In order to meet the federal requirements of No Child Left Behind, schools are now expected to help more students score Proficient or higher on two tests: math and English/language arts. The dot on the graph to the right (55 to 58 percent) marks the percentage of students in a school that had to score Proficient or higher in 2010 for the school to make AYP. In addition, every significant subgroup of students (for example, English Learners) also had to meet this mark for the school to make AYP.



Please go to <http://www.pvusd.net> for more information about this school, including our School Accountability Report Card, or visit us at the school office.



Mar Vista Elementary School

ADDRESS: 6860 Soquel Drive, Aptos, CA 95003 **PHONE:** (831) 761-6177

PRINCIPAL: Christopher Hertz **GRADE RANGE:** K-6 **SCHEDULE:** Traditional

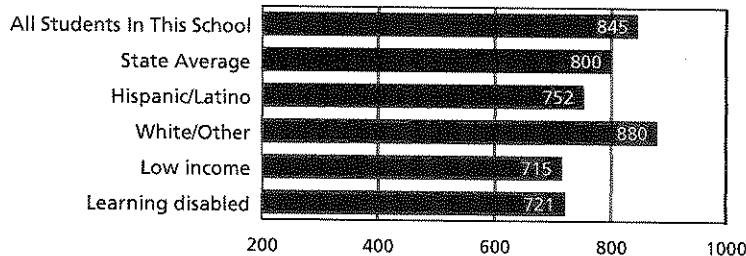
CALIFORNIA ACCOUNTABILITY

The state's education officials decide how schools are doing by looking at students' test scores. By combining the results of all tests, and measuring progress year to year, state officials calculate a number between 200 and 1,000 that becomes a school's Academic Performance Index.

Academic Performance Index	845
Growth attained from prior year	-9
Met schoolwide growth targets	Yes
Met growth targets for all groups of students	No

API, Spring 2010

The API is California's way of rating schools. Using student test scores, the API places schools on a scale from 200 to 1000. Our school's API was 845, compared with 800 for the average elementary school (shown in gray below). The state expects schools to attain an API of 800 eventually. We also keep track of the APIs for each major subgroup of students in our school. Their APIs are shown in blue in the graph below.



California Standards Tests

This series of tests is based on what California students are expected to know and learn at each grade level. You'll find students' test scores summarized in five bands below. They range from the lowest scores on the left to the highest scores on the right. The top two bands—Proficient and Advanced—are expressed as a combined percentage. The scores for our students are compared with the scores of all students in California at the same grade level to help you see where we stand.

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):
 ■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

SUBJECT	PERCENT PROFICIENT OR HIGHER	LOW SCORES	HIGH SCORES
English/Language Arts (Reading and Writing)			
Our school	64%		
Calif. elementary schools	55%		
Math			
Our school	74%		
Calif. elementary schools	61%		
Science			
Our school	62%		
Calif. elementary schools	56%		

SOURCE: The scores for the California Standards Tests are from the spring 2010 test cycle. State averages represent elementary schools only.

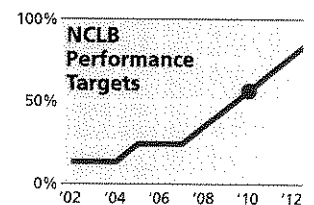
FEDERAL ACCOUNTABILITY

Following the law known as No Child Left Behind (NCLB), federal officials also interpret test scores to evaluate schools. Adequate Yearly Progress (AYP) is the federal measure of the percentage of students who have scored Proficient or higher on state standardized tests in math and English/language arts.

Made Adequate Yearly Progress (AYP) in English/language arts and math	No
Is the school on the Program Improvement (PI) list?	No
Number of AYP targets met	19
Number of AYP targets school was required to meet	21

SOURCE: API growth score and AYP from the 2010 test cycle. API and AYP current as of September 2010.

In order to meet the federal requirements of No Child Left Behind, schools are now expected to help more students score Proficient or higher on two tests: math and English/language arts. The dot on the graph to the right (55 to 58 percent) marks the percentage of students in a school that had to score Proficient or higher in 2010 for the school to make AYP. In addition, every significant subgroup of students (for example, English Learners) also had to meet this mark for the school to make AYP.



Please go to <http://www.pvUSD.net> for more information about this school, including our School Accountability Report Card, or visit us at the school office.



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Ohlone Elementary School

ADDRESS: 21 Bay Farms Road, Watsonville, CA 95076 **PHONE:** (831) 728-6977

PRINCIPAL: Gloria Miranda **GRADE RANGE:** K-5 **SCHEDULE:** Traditional

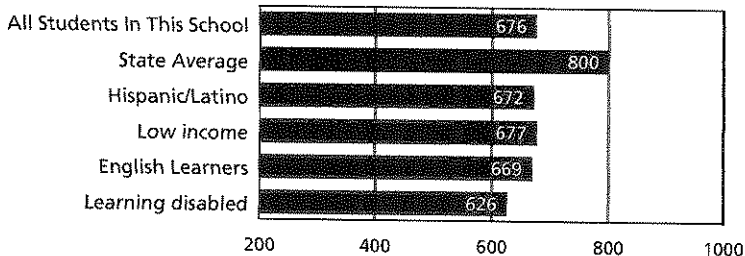
CALIFORNIA ACCOUNTABILITY

The state's education officials decide how schools are doing by looking at students' test scores. By combining the results of all tests, and measuring progress year to year, state officials calculate a number between 200 and 1,000 that becomes a school's Academic Performance Index.

Academic Performance Index	676
Growth attained from prior year	+4
Met schoolwide growth targets	No
Met growth targets for all groups of students	No

API, Spring 2010

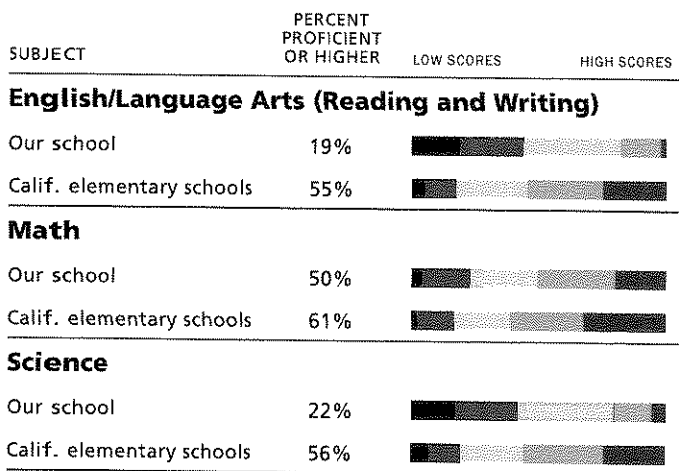
The API is California's way of rating schools. Using student test scores, the API places schools on a scale from 200 to 1000. Our school's API was 676, compared with 800 for the average elementary school (shown in gray below). The state expects schools to attain an API of 800 eventually. We also keep track of the APIs for each major subgroup of students in our school. Their APIs are shown in blue in the graph below.



California Standards Tests

This series of tests is based on what California students are expected to know and learn at each grade level. You'll find students' test scores summarized in five bands below. They range from the lowest scores on the left to the highest scores on the right. The top two bands—Proficient and Advanced—are expressed as a combined percentage. The scores for our students are compared with the scores of all students in California at the same grade level to help you see where we stand.

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):
 ■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED



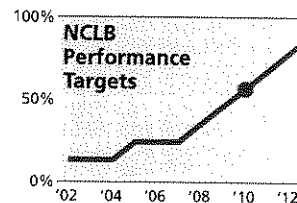
SOURCE: The scores for the California Standards Tests are from the spring 2010 test cycle. State averages represent elementary schools only.

FEDERAL ACCOUNTABILITY

Following the law known as No Child Left Behind (NCLB), federal officials also interpret test scores to evaluate schools. Adequate Yearly Progress (AYP) is the federal measure of the percentage of students who have scored Proficient or higher on state standardized tests in math and English/language arts.

Made Adequate Yearly Progress (AYP) in English/language arts and math	No
Is the school on the Program Improvement (PI) list?	Yes Stage 5 of 5
Number of AYP targets met	14
Number of AYP targets school was required to meet	21

In order to meet the federal requirements of No Child Left Behind, schools are now expected to help more students score Proficient or higher on two tests: math and English/language arts. The dot on the graph to the right (55 to 58 percent) marks the percentage of students in a school that had to score Proficient or higher in 2010 for the school to make AYP. In addition, every significant subgroup of students (for example, English Learners) also had to meet this mark for the school to make AYP.



Please go to <http://www.pvUSD.net> for more information about this school, including our School Accountability Report Card, or visit us at the school office.

SOURCE: API growth score and AYP from the 2010 test cycle. API and AYP current as of September 2010.

Radcliff Elementary School

ADDRESS: 550 Rodriguez Street, Watsonville, CA 95076 **PHONE:** (831) 728-6469

PRINCIPAL: Ulli Kummerow **GRADE RANGE:** K–5 **SCHEDULE:** Traditional

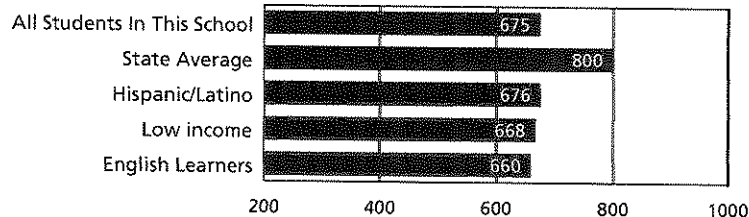
CALIFORNIA ACCOUNTABILITY

The state's education officials decide how schools are doing by looking at students' test scores. By combining the results of all tests, and measuring progress year to year, state officials calculate a number between 200 and 1,000 that becomes a school's Academic Performance Index.

Academic Performance Index	675
Growth attained from prior year	-25
Met schoolwide growth targets	No
Met growth targets for all groups of students	No

API, Spring 2010

The API is California's way of rating schools. Using student test scores, the API places schools on a scale from 200 to 1000. Our school's API was 675, compared with 800 for the average elementary school (shown in gray below). The state expects schools to attain an API of 800 eventually. We also keep track of the APIs for each major subgroup of students in our school. Their APIs are shown in blue in the graph below.



California Standards Tests

This series of tests is based on what California students are expected to know and learn at each grade level. You'll find students' test scores summarized in five bands below. They range from the lowest scores on the left to the highest scores on the right. The top two bands—Proficient and Advanced—are expressed as a combined percentage. The scores for our students are compared with the scores of all students in California at the same grade level to help you see where we stand.

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):
 ■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

SUBJECT	PERCENT PROFICIENT OR HIGHER	LOW SCORES	HIGH SCORES
English/Language Arts (Reading and Writing)			
Our school	22%		
Calif. elementary schools	55%		
Math			
Our school	40%		
Calif. elementary schools	61%		
Science			
Our school	29%		
Calif. elementary schools	56%		

SOURCE: The scores for the California Standards Tests are from the spring 2010 test cycle. State averages represent elementary schools only.

FEDERAL ACCOUNTABILITY

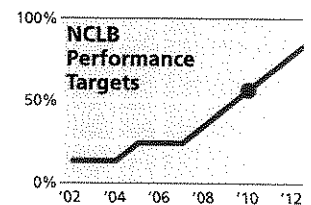
Following the law known as No Child Left Behind (NCLB), federal officials also interpret test scores to evaluate schools. Adequate Yearly Progress (AYP) is the federal measure of the percentage of students who have scored Proficient or higher on state standardized tests in math and English/language arts.

Made Adequate Yearly Progress (AYP) in English/language arts and math	No
Is the school on the Program Improvement (PI) list?	Yes Stage 4 of 5
Number of AYP targets met	8
Number of AYP targets school was required to meet	17

SOURCE: API growth score and AYP from the 2010 test cycle. API and AYP current as of September 2010.

In order to meet the federal requirements of No Child Left Behind, schools are now expected to help more students score Proficient or higher on two tests: math and English/language arts. The dot on the graph to the right (55 to 58 percent) marks the percentage of students in a school that had to score Proficient or higher in 2010 for the school to make AYP. In addition, every significant subgroup of students (for example, English Learners) also had to meet this mark for the school to make AYP.

Please go to <http://www.pvUSD.net> for more information about this school, including our School Accountability Report Card, or visit us at the school office.



Rio del Mar Elementary School

ADDRESS: 819 Pinehurst Drive, Aptos, CA 95003 **PHONE:** (831) 688-2053

PRINCIPAL: Deborah Dorney **GRADE RANGE:** K-6 **SCHEDULE:** Traditional

CALIFORNIA ACCOUNTABILITY

The state's education officials decide how schools are doing by looking at students' test scores. By combining the results of all tests, and measuring progress year to year, state officials calculate a number between 200 and 1,000 that becomes a school's Academic Performance Index.

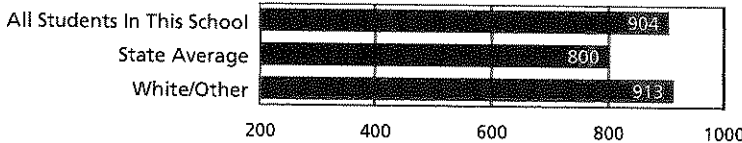
Academic Performance Index	904
Growth attained from prior year	-1
Met schoolwide growth targets	Yes
Met growth targets for all groups of students	Yes

API, Spring 2010

The API is California's way of rating schools. Using student test scores, the API places schools on a scale from 200 to 1000. Our school's API was 904, compared with 800 for the average elementary school (shown in gray below). The state expects schools to attain an API of 800 eventually.

We also keep track of the APIs for each major subgroup of students in our school. Their APIs are shown in blue in the graph below.

We encourage you to look beyond the API to specific test results in math, English/language arts, social science, and science to better understand how our students are doing.



California Standards Tests

This series of tests is based on what California students are expected to know and learn at each grade level. You'll find students' test scores summarized in five bands below. They range from the lowest scores on the left to the highest scores on the right. The top two bands—Proficient and Advanced—are expressed as a combined percentage. The scores for our students are compared with the scores of all students in California at the same grade level to help you see where we stand.

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):
 ■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

SUBJECT	PERCENT PROFICIENT OR HIGHER	LOW SCORES	HIGH SCORES
English/Language Arts (Reading and Writing)			
Our school	81%		
Calif. elementary schools	55%		
Math			
Our school	82%		
Calif. elementary schools	61%		
Science			
Our school	73%		
Calif. elementary schools	56%		

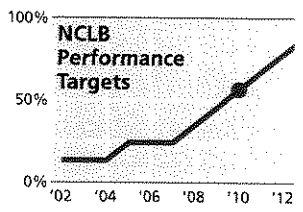
SOURCE: The scores for the California Standards Tests are from the spring 2010 test cycle. State averages represent elementary schools only.

FEDERAL ACCOUNTABILITY

Following the law known as No Child Left Behind (NCLB), federal officials also interpret test scores to evaluate schools. Adequate Yearly Progress (AYP) is the federal measure of the percentage of students who have scored Proficient or higher on state standardized tests in math and English/language arts.

Made Adequate Yearly Progress (AYP) in English/language arts and math	Yes
Is the school on the Program Improvement (PI) list?	No
Number of AYP targets met	9
Number of AYP targets school was required to meet	9

In order to meet the federal requirements of No Child Left Behind, schools are now expected to help more students score Proficient or higher on two tests: math and English/language arts. The dot on the graph to the right (55 to 58 percent) marks the percentage of students in a school that had to score Proficient or higher in 2010 for the school to make AYP. In addition, every significant subgroup of students (for example, English Learners) also had to meet this mark for the school to make AYP.



Please go to <http://www.pvUSD.net> for more information about this school, including our School Accountability Report Card, or visit us at the school office.

SOURCE: API growth score and AYP from the 2010 test cycle. API and AYP current as of September 2010.

REV20100921_44-69799-6049779/04 155

Ann Soldo Elementary School

ADDRESS: 1140 Menasco Drive, Watsonville, CA 95076 **PHONE:** (831) 786-1310

PRINCIPAL: Sylvia Mendez **GRADE RANGE:** K-5 **SCHEDULE:** Traditional

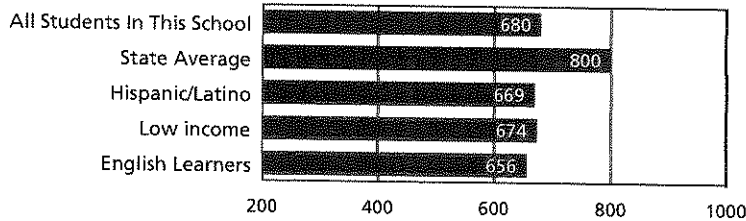
CALIFORNIA ACCOUNTABILITY

The state's education officials decide how schools are doing by looking at students' test scores. By combining the results of all tests, and measuring progress year to year, state officials calculate a number between 200 and 1,000 that becomes a school's Academic Performance Index.

Academic Performance Index	680
Growth attained from prior year	+22
Met schoolwide growth targets	Yes
Met growth targets for all groups of students	Yes

API, Spring 2010

The API is California's way of rating schools. Using student test scores, the API places schools on a scale from 200 to 1000. Our school's API was 680, compared with 800 for the average elementary school (shown in gray below). The state expects schools to attain an API of 800 eventually. We also keep track of the APIs for each major subgroup of students in our school. Their APIs are shown in blue in the graph below.



California Standards Tests

This series of tests is based on what California students are expected to know and learn at each grade level. You'll find students' test scores summarized in five bands below. They range from the lowest scores on the left to the highest scores on the right. The top two bands—Proficient and Advanced—are expressed as a combined percentage. The scores for our students are compared with the scores of all students in California at the same grade level to help you see where we stand.

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):
 ■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

SUBJECT	PERCENT PROFICIENT OR HIGHER	LOW SCORES	HIGH SCORES
English/Language Arts (Reading and Writing)			
Our school	25%		
Calif. elementary schools	55%		
Math			
Our school	43%		
Calif. elementary schools	61%		
Science			
Our school	22%		
Calif. elementary schools	56%		

SOURCE: The scores for the California Standards Tests are from the spring 2010 test cycle. State averages represent elementary schools only.

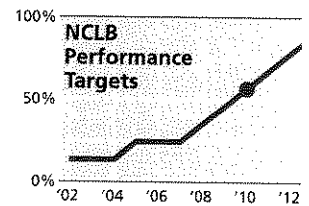
FEDERAL ACCOUNTABILITY

Following the law known as No Child Left Behind (NCLB), federal officials also interpret test scores to evaluate schools. Adequate Yearly Progress (AYP) is the federal measure of the percentage of students who have scored Proficient or higher on state standardized tests in math and English/language arts.

Made Adequate Yearly Progress (AYP) in English/language arts and math	No
Is the school on the Program Improvement (PI) list?	Yes
Stage 5 of 5	
Number of AYP targets met	11
Number of AYP targets school was required to meet	17

SOURCE: API growth score and AYP from the 2010 test cycle. API and AYP current as of September 2010.

In order to meet the federal requirements of No Child Left Behind, schools are now expected to help more students score Proficient or higher on two tests: math and English/language arts. The dot on the graph to the right (55 to 58 percent) marks the percentage of students in a school that had to score Proficient or higher in 2010 for the school to make AYP. In addition, every significant subgroup of students (for example, English Learners) also had to meet this mark for the school to make AYP.



Please go to <http://www.pvUSD.net> for more information about this school, including our School Accountability Report Card, or visit us at the school office.

Starlight Elementary School

ADDRESS: 225 Hammer Drive, Watsonville, CA 95076 **PHONE:** (831) 728-6979

PRINCIPAL: Mark Donnelly **GRADE RANGE:** K-5 **SCHEDULE:** Traditional

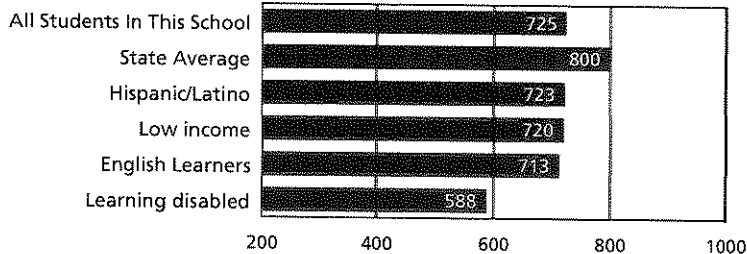
CALIFORNIA ACCOUNTABILITY

The state's education officials decide how schools are doing by looking at students' test scores. By combining the results of all tests, and measuring progress year to year, state officials calculate a number between 200 and 1,000 that becomes a school's Academic Performance Index.

Academic Performance Index	725
Growth attained from prior year	+13
Met schoolwide growth targets	Yes
Met growth targets for all groups of students	Yes

API, Spring 2010

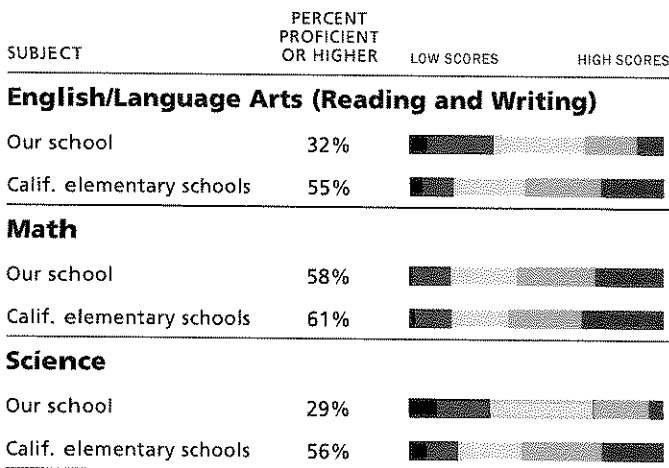
The API is California's way of rating schools. Using student test scores, the API places schools on a scale from 200 to 1000. Our school's API was 725, compared with 800 for the average elementary school (shown in gray below). The state expects schools to attain an API of 800 eventually. We also keep track of the APIs for each major subgroup of students in our school. Their APIs are shown in blue in the graph below.



California Standards Tests

This series of tests is based on what California students are expected to know and learn at each grade level. You'll find students' test scores summarized in five bands below. They range from the lowest scores on the left to the highest scores on the right. The top two bands—Proficient and Advanced—are expressed as a combined percentage. The scores for our students are compared with the scores of all students in California at the same grade level to help you see where we stand.

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):
 ■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED



SOURCE: The scores for the California Standards Tests are from the spring 2010 test cycle. State averages represent elementary schools only.

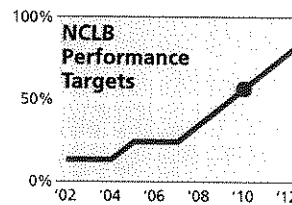
FEDERAL ACCOUNTABILITY

Following the law known as No Child Left Behind (NCLB), federal officials also interpret test scores to evaluate schools. Adequate Yearly Progress (AYP) is the federal measure of the percentage of students who have scored Proficient or higher on state standardized tests in math and English/language arts.

Made Adequate Yearly Progress (AYP) in English/language arts and math	No
Is the school on the Program Improvement (PI) list?	Yes
Number of AYP targets met	17
Number of AYP targets school was required to meet	21

SOURCE: API growth score and AYP from the 2010 test cycle. API and AYP current as of September 2010.

In order to meet the federal requirements of No Child Left Behind, schools are now expected to help more students score Proficient or higher on two tests: math and English/language arts. The dot on the graph to the right (55 to 58 percent) marks the percentage of students in a school that had to score Proficient or higher in 2010 for the school to make AYP. In addition, every significant subgroup of students (for example, English Learners) also had to meet this mark for the school to make AYP.



Please go to <http://www.pyusd.net> for more information about this school, including our School Accountability Report Card, or visit us at the school office.



Valencia Elementary School

ADDRESS: 250 Aptos School Road, Aptos, CA 95003 **PHONE:** (831) 688-2013

PRINCIPAL: Kelley Didion **GRADE RANGE:** K-6 **SCHEDULE:** Traditional

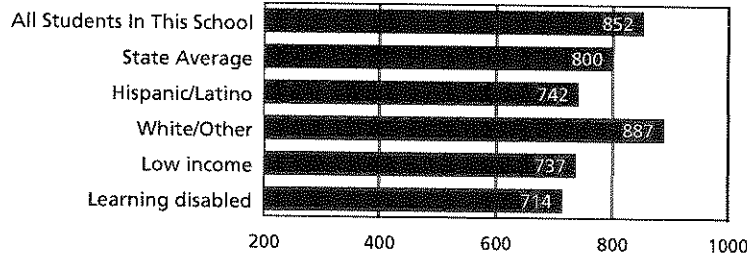
CALIFORNIA ACCOUNTABILITY

The state's education officials decide how schools are doing by looking at students' test scores. By combining the results of all tests, and measuring progress year to year, state officials calculate a number between 200 and 1,000 that becomes a school's Academic Performance Index.

Academic Performance Index	852
Growth attained from prior year	-16
Met schoolwide growth targets	Yes
Met growth targets for all groups of students	No

API, Spring 2010

The API is California's way of rating schools. Using student test scores, the API places schools on a scale from 200 to 1000. Our school's API was 852, compared with 800 for the average elementary school (shown in gray below). The state expects schools to attain an API of 800 eventually. We also keep track of the APIs for each major subgroup of students in our school. Their APIs are shown in blue in the graph below.



California Standards Tests

This series of tests is based on what California students are expected to know and learn at each grade level. You'll find students' test scores summarized in five bands below. They range from the lowest scores on the left to the highest scores on the right. The top two bands—Proficient and Advanced—are expressed as a combined percentage. The scores for our students are compared with the scores of all students in California at the same grade level to help you see where we stand.

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):
 ■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

SUBJECT	PERCENT PROFICIENT OR HIGHER	LOW SCORES	HIGH SCORES
English/Language Arts (Reading and Writing)			
Our school	69%		
Calif. elementary schools	55%		
Math			
Our school	73%		
Calif. elementary schools	61%		
Science			
Our school	62%		
Calif. elementary schools	56%		

SOURCE: The scores for the California Standards Tests are from the spring 2010 test cycle. State averages represent elementary schools only.

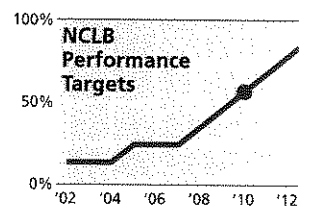
FEDERAL ACCOUNTABILITY

Following the law known as No Child Left Behind (NCLB), federal officials also interpret test scores to evaluate schools. Adequate Yearly Progress (AYP) is the federal measure of the percentage of students who have scored Proficient or higher on state standardized tests in math and English/language arts.

Made Adequate Yearly Progress (AYP) in English/language arts and math	No
Is the school on the Program Improvement (PI) list?	No
Number of AYP targets met	20
Number of AYP targets school was required to meet	23

SOURCE: API growth score and AYP from the 2010 test cycle. API and AYP current as of September 2010.

In order to meet the federal requirements of No Child Left Behind, schools are now expected to help more students score Proficient or higher on two tests: math and English/language arts. The dot on the graph to the right (55 to 58 percent) marks the percentage of students in a school that had to score Proficient or higher in 2010 for the school to make AYP. In addition, every significant subgroup of students (for example, English Learners) also had to meet this mark for the school to make AYP.



Please go to <http://www.pvUSD.net> for more information about this school, including our School Accountability Report Card, or visit us at the school office.



Mintie White Elementary School

ADDRESS: 515 Palm Avenue, Watsonville, CA 95076 **PHONE:** (831) 728-6321

PRINCIPAL: Olga de Santa Anna **GRADE RANGE:** K-5 **SCHEDULE:** Traditional

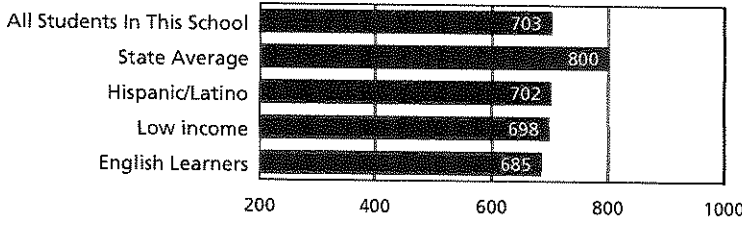
CALIFORNIA ACCOUNTABILITY

The state's education officials decide how schools are doing by looking at students' test scores. By combining the results of all tests, and measuring progress year to year, state officials calculate a number between 200 and 1,000 that becomes a school's Academic Performance Index.

Academic Performance Index	703
Growth attained from prior year	+2
Met schoolwide growth targets	No
Met growth targets for all groups of students	No

API, Spring 2010

The API is California's way of rating schools. Using student test scores, the API places schools on a scale from 200 to 1000. Our school's API was 703, compared with 800 for the average elementary school (shown in gray below). The state expects schools to attain an API of 800 eventually. We also keep track of the APIs for each major subgroup of students in our school. Their APIs are shown in blue in the graph below.



California Standards Tests

This series of tests is based on what California students are expected to know and learn at each grade level. You'll find students' test scores summarized in five bands below. They range from the lowest scores on the left to the highest scores on the right. The top two bands—Proficient and Advanced—are expressed as a combined percentage. The scores for our students are compared with the scores of all students in California at the same grade level to help you see where we stand.

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT): FAR BELOW BASIC, BELOW BASIC, BASIC, PROFICIENT, ADVANCED

SUBJECT	PERCENT PROFICIENT OR HIGHER	LOW SCORES	HIGH SCORES
English/Language Arts (Reading and Writing)			
Our school	26%		
Calif. elementary schools	55%		
Math			
Our school	41%		
Calif. elementary schools	61%		
Science			
Our school	37%		
Calif. elementary schools	56%		

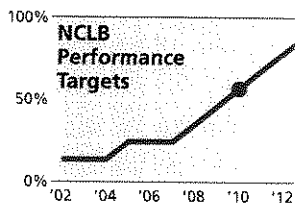
SOURCE: The scores for the California Standards Tests are from the spring 2010 test cycle. State averages represent elementary schools only.

FEDERAL ACCOUNTABILITY

Following the law known as No Child Left Behind (NCLB), federal officials also interpret test scores to evaluate schools. Adequate Yearly Progress (AYP) is the federal measure of the percentage of students who have scored Proficient or higher on state standardized tests in math and English/language arts.

Made Adequate Yearly Progress (AYP) in English/language arts and math	No
Is the school on the Program Improvement (PI) list?	Yes Stage 5 of 5
Number of AYP targets met	10
Number of AYP targets school was required to meet	17

In order to meet the federal requirements of No Child Left Behind, schools are now expected to help more students score Proficient or higher on two tests: math and English/language arts. The dot on the graph to the right (55 to 58 percent) marks the percentage of students in a school that had to score Proficient or higher in 2010 for the school to make AYP. In addition, every significant subgroup of students (for example, English Learners) also had to meet this mark for the school to make AYP.



Please go to <http://www.pvusd.net> for more information about this school, including our School Accountability Report Card, or visit us at the school office.

SOURCE: API growth score and AYP from the 2010 test cycle. API and AYP current as of September 2010.

rev20100921_44-69799-60497467/24 153

Aptos Junior High School

ADDRESS: 1001 Huntington Drive, Aptos, CA 95003 **PHONE:** (831) 728-6363

PRINCIPAL: Brian Saxton **GRADE RANGE:** 7-8 **SCHEDULE:** Traditional

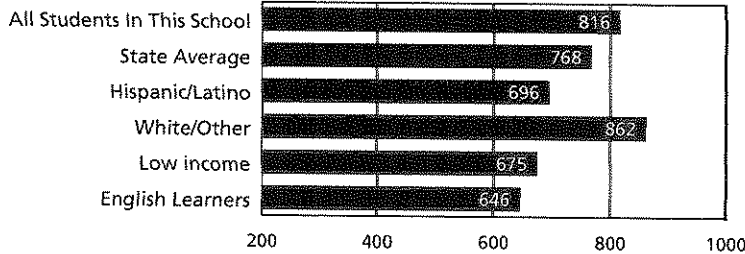
CALIFORNIA ACCOUNTABILITY

The state's education officials decide how schools are doing by looking at students' test scores. By combining the results of all tests, and measuring progress year to year, state officials calculate a number between 200 and 1,000 that becomes a school's Academic Performance Index.

Academic Performance Index	816
Growth attained from prior year	+1
Met schoolwide growth targets	Yes
Met growth targets for all groups of students	No

API, Spring 2010

The API is California's way of rating schools. Using student test scores, the API places schools on a scale from 200 to 1000. Our school's API was 816, compared with 768 for the average middle school (shown in gray below). The state expects schools to attain an API of 800 eventually. We also keep track of the APIs for each major subgroup of students in our school. Their APIs are shown in blue in the graph below.



California Standards Tests

This series of tests is based on what California students are expected to know and learn at each grade level.

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):
 ■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

SUBJECT	PERCENT PROFICIENT OR HIGHER	LOW SCORES	HIGH SCORES
English/Language Arts (Reading and Writing)			
Our school	67%		
Calif. middle schools	53%		
Math (excluding Algebra)			
Our school	42%		
Calif. middle schools	48%		
Algebra			
Our school	72%		
Calif. middle schools	47%		
History/Social Science			
Our school	56%		
Calif. middle schools	47%		
Science			
Our school	77%		
Calif. middle schools	57%		

SOURCE: The scores for the California Standards Tests are from the spring 2010 test cycle. State averages represent middle schools only.

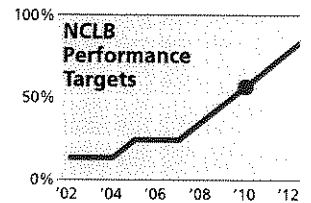
FEDERAL ACCOUNTABILITY

Following the law known as No Child Left Behind (NCLB), federal officials also interpret test scores to evaluate schools. Adequate Yearly Progress (AYP) is the federal measure of the percentage of students who have scored Proficient or higher on state standardized tests in math and English/language arts.

Made Adequate Yearly Progress (AYP) in English/language arts and math	No
Is the school on the Program Improvement (PI) list?	No
Number of AYP targets met	20
Number of AYP targets school was required to meet	21

SOURCE: API growth score and AYP from the 2010 test cycle. API and AYP current as of September 2010.

In order to meet the federal requirements of No Child Left Behind, schools are now expected to help more students score Proficient or higher on two tests: math and English/language arts. The dot on the graph to the right (55 to 58 percent) marks the percentage of students in a school that had to score Proficient or higher in 2010 for the school to make AYP. In addition, every significant subgroup of students (for example, English Learners) also had to meet this mark for the school to make AYP.



Please go to <http://www.pvUSD.net> for more information about this school, including our School Accountability Report Card, or visit us at the school office.



Ceiba College Preparatory Academy

ADDRESS: 280 Main Street, Watsonville, CA 95076 **PHONE:** (831) 728-6208

PRINCIPAL: Heidi Shinn **GRADE RANGE:** 6-8 **SCHEDULE:** Traditional

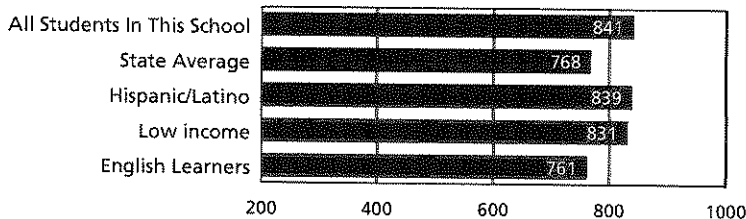
CALIFORNIA ACCOUNTABILITY

The state's education officials decide how schools are doing by looking at students' test scores. By combining the results of all tests, and measuring progress year to year, state officials calculate a number between 200 and 1,000 that becomes a school's Academic Performance Index.

Academic Performance Index	841
Growth attained from prior year	+63
Met schoolwide growth targets	Yes
Met growth targets for all groups of students	No

API, Spring 2010

The API is California's way of rating schools. Using student test scores, the API places schools on a scale from 200 to 1000. Our school's API was 841, compared with 768 for the average middle school (shown in gray below). The state expects schools to attain an API of 800 eventually. We also keep track of the APIs for each major subgroup of students in our school. Their APIs are shown in blue in the graph below.



California Standards Tests

This series of tests is based on what California students are expected to know and learn at each grade level.

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):
 ■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

SUBJECT	PERCENT PROFICIENT OR HIGHER	LOW SCORES	HIGH SCORES
English/Language Arts (Reading and Writing)			
Our school	63%		
Calif. middle schools	53%		
Math (excluding Algebra)			
Our school	67%		
Calif. middle schools	48%		
Algebra			
Our school	69%		
Calif. middle schools	47%		
History/Social Science			
Our school	50%		
Calif. middle schools	47%		
Science			
Our school	56%		
Calif. middle schools	57%		

SOURCE: The scores for the California Standards Tests are from the spring 2010 test cycle. State averages represent middle schools only.

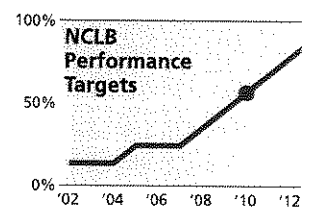
FEDERAL ACCOUNTABILITY

Following the law known as No Child Left Behind (NCLB), federal officials also interpret test scores to evaluate schools. Adequate Yearly Progress (AYP) is the federal measure of the percentage of students who have scored Proficient or higher on state standardized tests in math and English/language arts.

Made Adequate Yearly Progress (AYP) in English/language arts and math	Yes
Is the school on the Program Improvement (PI) list?	No
Number of AYP targets met	17
Number of AYP targets school was required to meet	17

SOURCE: API growth score and AYP from the 2010 test cycle. API and AYP current as of September 2010.

In order to meet the federal requirements of No Child Left Behind, schools are now expected to help more students score Proficient or higher on two tests: math and English/language arts. The dot on the graph to the right (55 to 58 percent) marks the percentage of students in a school that had to score Proficient or higher in 2010 for the school to make AYP. In addition, every significant subgroup of students (for example, English Learners) also had to meet this mark for the school to make AYP.



Please go to <http://www.pvUSD.net> for more information about this school, including our School Accountability Report Card, or visit us at the school office.



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Cesar E. Chavez Middle School

ADDRESS: 440 Arthur Road, Watsonville, CA 95076 **PHONE:** (831) 761-7699

PRINCIPAL: Ian MacGregor **GRADE RANGE:** 6-8 **SCHEDULE:** Traditional

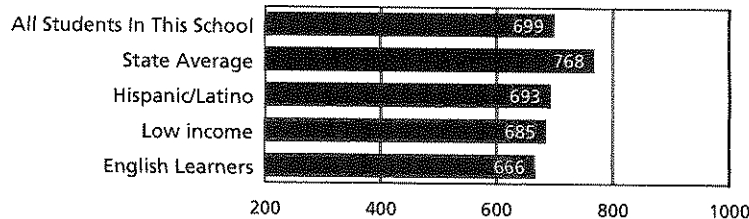
CALIFORNIA ACCOUNTABILITY

The state's education officials decide how schools are doing by looking at students' test scores. By combining the results of all tests, and measuring progress year to year, state officials calculate a number between 200 and 1,000 that becomes a school's Academic Performance Index.

Academic Performance Index	699
Growth attained from prior year	+11
Met schoolwide growth targets	Yes
Met growth targets for all groups of students	Yes

API, Spring 2010

The API is California's way of rating schools. Using student test scores, the API places schools on a scale from 200 to 1000. Our school's API was 699, compared with 768 for the average middle school (shown in gray below). The state expects schools to attain an API of 800 eventually. We also keep track of the APIs for each major subgroup of students in our school. Their APIs are shown in blue in the graph below.



California Standards Tests

This series of tests is based on what California students are expected to know and learn at each grade level.

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):
 ■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

SUBJECT	PERCENT PROFICIENT OR HIGHER	LOW SCORES	HIGH SCORES
English/Language Arts (Reading and Writing)			
Our school	37%		
Calif. middle schools	53%		
Math (excluding Algebra)			
Our school	29%		
Calif. middle schools	48%		
Algebra			
Our school	53%		
Calif. middle schools	47%		
History/Social Science			
Our school	37%		
Calif. middle schools	47%		
Science			
Our school	60%		
Calif. middle schools	57%		

SOURCE: The scores for the California Standards Tests are from the spring 2010 test cycle. State averages represent middle schools only.

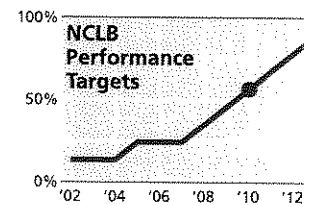
FEDERAL ACCOUNTABILITY

Following the law known as No Child Left Behind (NCLB), federal officials also interpret test scores to evaluate schools. Adequate Yearly Progress (AYP) is the federal measure of the percentage of students who have scored Proficient or higher on state standardized tests in math and English/language arts.

Made Adequate Yearly Progress (AYP) in English/language arts and math	No
Is the school on the Program Improvement (PI) list?	Yes
Number of AYP targets met	14
Number of AYP targets school was required to meet	17

SOURCE: API growth score and AYP from the 2010 test cycle. API and AYP current as of September 2010.

In order to meet the federal requirements of No Child Left Behind, schools are now expected to help more students score Proficient or higher on two tests: math and English/language arts. The dot on the graph to the right (55 to 58 percent) marks the percentage of students in a school that had to score Proficient or higher in 2010 for the school to make AYP. In addition, every significant subgroup of students (for example, English Learners) also had to meet this mark for the school to make AYP.



Please go to <http://www.pvUSD.net> for more information about this school, including our School Accountability Report Card, or visit us at the school office.



E. A. Hall Middle School

ADDRESS: 201 Brewington Avenue, Watsonville, CA 95076 **PHONE:** (831) 728-6270

PRINCIPAL: Olga de Santa Anna **GRADE RANGE:** 6-8 **SCHEDULE:** Traditional

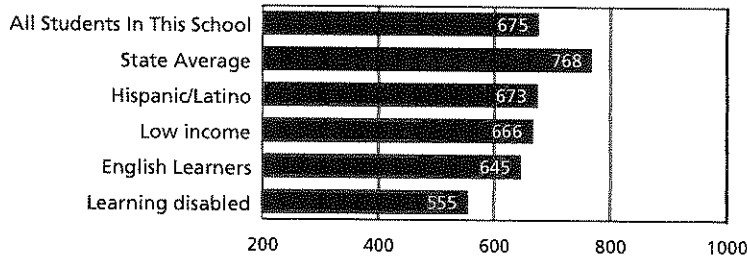
CALIFORNIA ACCOUNTABILITY

The state's education officials decide how schools are doing by looking at students' test scores. By combining the results of all tests, and measuring progress year to year, state officials calculate a number between 200 and 1,000 that becomes a school's Academic Performance Index.

Academic Performance Index	675
Growth attained from prior year	+63
Met schoolwide growth targets	Yes
Met growth targets for all groups of students	Yes

API, Spring 2010

The API is California's way of rating schools. Using student test scores, the API places schools on a scale from 200 to 1000. Our school's API was 675, compared with 768 for the average middle school (shown in gray below). The state expects schools to attain an API of 800 eventually. We also keep track of the APIs for each major subgroup of students in our school. Their APIs are shown in blue in the graph below.



California Standards Tests

This series of tests is based on what California students are expected to know and learn at each grade level.

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):
 ■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

SUBJECT	PERCENT PROFICIENT OR HIGHER	LOW SCORES	HIGH SCORES
English/Language Arts (Reading and Writing)			
Our school	27%		
Calif. middle schools	53%		
Math (excluding Algebra)			
Our school	30%		
Calif. middle schools	48%		
Algebra			
Our school	52%		
Calif. middle schools	47%		
History/Social Science			
Our school	16%		
Calif. middle schools	47%		
Science			
Our school	35%		
Calif. middle schools	57%		

SOURCE: The scores for the California Standards Tests are from the spring 2010 test cycle. State averages represent middle schools only.

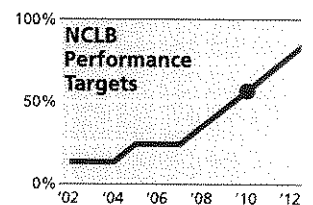
FEDERAL ACCOUNTABILITY

Following the law known as No Child Left Behind (NCLB), federal officials also interpret test scores to evaluate schools. Adequate Yearly Progress (AYP) is the federal measure of the percentage of students who have scored Proficient or higher on state standardized tests in math and English/language arts.

Made Adequate Yearly Progress (AYP) in English/language arts and math	No
Is the school on the Program Improvement (PI) list?	Yes Stage 5 of 5
Number of AYP targets met	16
Number of AYP targets school was required to meet	17

SOURCE: API growth score and AYP from the 2010 test cycle. API and AYP current as of September 2010.

In order to meet the federal requirements of No Child Left Behind, schools are now expected to help more students score Proficient or higher on two tests: math and English/language arts. The dot on the graph to the right (55 to 58 percent) marks the percentage of students in a school that had to score Proficient or higher in 2010 for the school to make AYP. In addition, every significant subgroup of students (for example, English Learners) also had to meet this mark for the school to make AYP.



Please go to <http://www.pvUSD.net> for more information about this school, including our School Accountability Report Card, or visit us at the school office.



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Lakeview Middle School

ADDRESS: 2350 East Lake Avenue, Watsonville, CA 95076 **PHONE:** (831) 728-6454

PRINCIPAL: Ken Woods **GRADE RANGE:** 6-8 **SCHEDULE:** Traditional

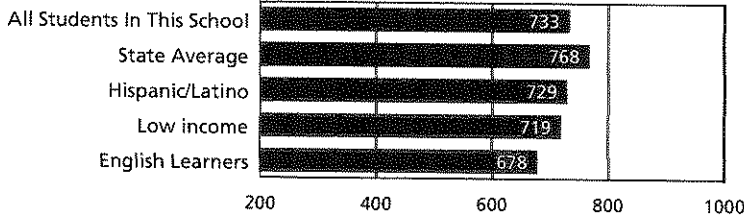
CALIFORNIA ACCOUNTABILITY

The state's education officials decide how schools are doing by looking at students' test scores. By combining the results of all tests, and measuring progress year to year, state officials calculate a number between 200 and 1,000 that becomes a school's Academic Performance Index.

Academic Performance Index	733
Growth attained from prior year	+33
Met schoolwide growth targets	Yes
Met growth targets for all groups of students	Yes

API, Spring 2010

The API is California's way of rating schools. Using student test scores, the API places schools on a scale from 200 to 1000. Our school's API was 733, compared with 768 for the average middle school (shown in gray below). The state expects schools to attain an API of 800 eventually. We also keep track of the APIs for each major subgroup of students in our school. Their APIs are shown in blue in the graph below.



California Standards Tests

This series of tests is based on what California students are expected to know and learn at each grade level.

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):
 ■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

SUBJECT	PERCENT PROFICIENT OR HIGHER	LOW SCORES	HIGH SCORES
English/Language Arts (Reading and Writing)			
Our school	44%	[Bar chart showing proficiency distribution]	[Bar chart showing proficiency distribution]
Calif. middle schools	53%	[Bar chart showing proficiency distribution]	[Bar chart showing proficiency distribution]
Math (excluding Algebra)			
Our school	33%	[Bar chart showing proficiency distribution]	[Bar chart showing proficiency distribution]
Calif. middle schools	48%	[Bar chart showing proficiency distribution]	[Bar chart showing proficiency distribution]
Algebra			
Our school	84%	[Bar chart showing proficiency distribution]	[Bar chart showing proficiency distribution]
Calif. middle schools	47%	[Bar chart showing proficiency distribution]	[Bar chart showing proficiency distribution]
History/Social Science			
Our school	31%	[Bar chart showing proficiency distribution]	[Bar chart showing proficiency distribution]
Calif. middle schools	47%	[Bar chart showing proficiency distribution]	[Bar chart showing proficiency distribution]
Science			
Our school	50%	[Bar chart showing proficiency distribution]	[Bar chart showing proficiency distribution]
Calif. middle schools	57%	[Bar chart showing proficiency distribution]	[Bar chart showing proficiency distribution]

SOURCE: The scores for the California Standards Tests are from the spring 2010 test cycle. State averages represent middle schools only.

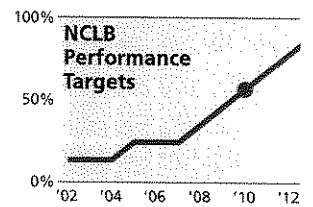
FEDERAL ACCOUNTABILITY

Following the law known as No Child Left Behind (NCLB), federal officials also interpret test scores to evaluate schools. Adequate Yearly Progress (AYP) is the federal measure of the percentage of students who have scored Proficient or higher on state standardized tests in math and English/language arts.

Made Adequate Yearly Progress (AYP) in English/language arts and math	No
Is the school on the Program Improvement (PI) list?	Yes
Number of AYP targets met	15
Number of AYP targets school was required to meet	17

SOURCE: API growth score and AYP from the 2010 test cycle. API and AYP current as of September 2010.

In order to meet the federal requirements of No Child Left Behind, schools are now expected to help more students score Proficient or higher on two tests: math and English/language arts. The dot on the graph to the right (55 to 58 percent) marks the percentage of students in a school that had to score Proficient or higher in 2010 for the school to make AYP. In addition, every significant subgroup of students (for example, English Learners) also had to meet this mark for the school to make AYP.



Please go to <http://www.pvUSD.net> for more information about this school, including our School Accountability Report Card, or visit us at the school office.

Pajaro Middle School

ADDRESS: 250 Salinas Road, Watsonville, CA 95076 **PHONE:** (831) 728-6238

PRINCIPAL: Jean Gottlob **GRADE RANGE:** 6-8 **SCHEDULE:** Traditional

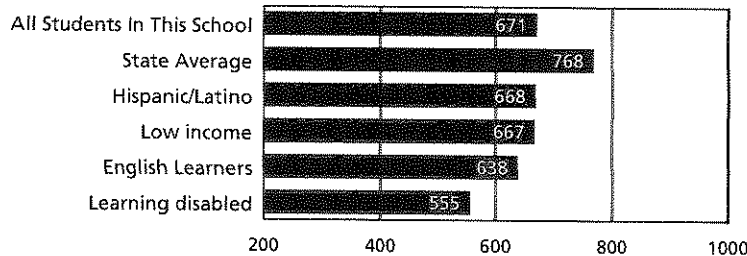
CALIFORNIA ACCOUNTABILITY

The state's education officials decide how schools are doing by looking at students' test scores. By combining the results of all tests, and measuring progress year to year, state officials calculate a number between 200 and 1,000 that becomes a school's Academic Performance Index.

Academic Performance Index	671
Growth attained from prior year	-4
Met schoolwide growth targets	No
Met growth targets for all groups of students	No

API, Spring 2010

The API is California's way of rating schools. Using student test scores, the API places schools on a scale from 200 to 1000. Our school's API was 671, compared with 768 for the average middle school (shown in gray below). The state expects schools to attain an API of 800 eventually. We also keep track of the APIs for each major subgroup of students in our school. Their APIs are shown in blue in the graph below.



California Standards Tests

This series of tests is based on what California students are expected to know and learn at each grade level.

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):
 ■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

SUBJECT	PERCENT PROFICIENT OR HIGHER	LOW SCORES	HIGH SCORES
English/Language Arts (Reading and Writing)			
Our school	30%		
Calif. middle schools	53%		
Math (excluding Algebra)			
Our school	28%		
Calif. middle schools	48%		
Algebra			
Our school	41%		
Calif. middle schools	47%		
History/Social Science			
Our school	23%		
Calif. middle schools	47%		
Science			
Our school	43%		
Calif. middle schools	57%		

SOURCE: The scores for the California Standards Tests are from the spring 2010 test cycle. State averages represent middle schools only.

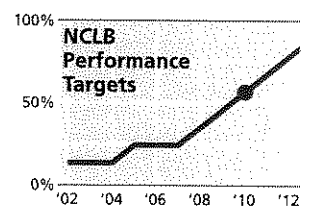
FEDERAL ACCOUNTABILITY

Following the law known as No Child Left Behind (NCLB), federal officials also interpret test scores to evaluate schools. Adequate Yearly Progress (AYP) is the federal measure of the percentage of students who have scored Proficient or higher on state standardized tests in math and English/language arts.

Made Adequate Yearly Progress (AYP) in English/language arts and math	No
Is the school on the Program Improvement (PI) list?	Yes Stage 5 of 5
Number of AYP targets met	12
Number of AYP targets school was required to meet	21

SOURCE: API growth score and AYP from the 2010 test cycle. API and AYP current as of September 2010.

In order to meet the federal requirements of No Child Left Behind, schools are now expected to help more students score Proficient or higher on two tests: math and English/language arts. The dot on the graph to the right (55 to 58 percent) marks the percentage of students in a school that had to score Proficient or higher in 2010 for the school to make AYP. In addition, every significant subgroup of students (for example, English Learners) also had to meet this mark for the school to make AYP.



Please go to <http://www.pvusd.net> for more information about this school, including our School Accountability Report Card, or visit us at the school office.



Rolling Hills Middle School

ADDRESS: 130 Herman Avenue, Watsonville, CA 95076 **PHONE:** (831) 728-6341

PRINCIPAL: Rick Ito **GRADE RANGE:** 6-8 **SCHEDULE:** Traditional

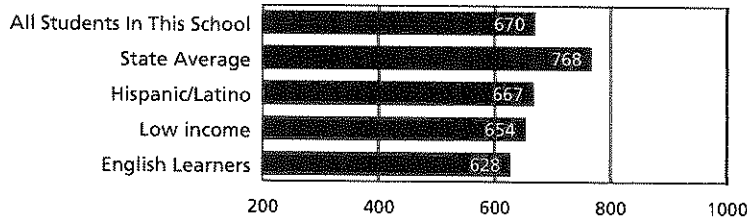
CALIFORNIA ACCOUNTABILITY

The state's education officials decide how schools are doing by looking at students' test scores. By combining the results of all tests, and measuring progress year to year, state officials calculate a number between 200 and 1,000 that becomes a school's Academic Performance Index.

Academic Performance Index	670
Growth attained from prior year	+14
Met schoolwide growth targets	Yes
Met growth targets for all groups of students	Yes

API, Spring 2010

The API is California's way of rating schools. Using student test scores, the API places schools on a scale from 200 to 1000. Our school's API was 670, compared with 768 for the average middle school (shown in gray below). The state expects schools to attain an API of 800 eventually. We also keep track of the APIs for each major subgroup of students in our school. Their APIs are shown in blue in the graph below.



California Standards Tests

This series of tests is based on what California students are expected to know and learn at each grade level.

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):
 ■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

SUBJECT	PERCENT PROFICIENT OR HIGHER	LOW SCORES	HIGH SCORES
English/Language Arts (Reading and Writing)			
Our school	33%		
Calif. middle schools	53%		
Math (excluding Algebra)			
Our school	27%		
Calif. middle schools	48%		
Algebra			
Our school	57%		
Calif. middle schools	47%		
History/Social Science			
Our school	20%		
Calif. middle schools	47%		
Science			
Our school	34%		
Calif. middle schools	57%		

SOURCE: The scores for the California Standards Tests are from the spring 2010 test cycle. State averages represent middle schools only.

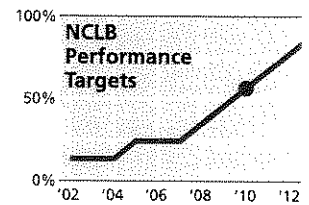
FEDERAL ACCOUNTABILITY

Following the law known as No Child Left Behind (NCLB), federal officials also interpret test scores to evaluate schools. Adequate Yearly Progress (AYP) is the federal measure of the percentage of students who have scored Proficient or higher on state standardized tests in math and English/language arts.

Made Adequate Yearly Progress (AYP) in English/language arts and math	No
Is the school on the Program Improvement (PI) list?	Yes Stage 5 of 5
Number of AYP targets met	11
Number of AYP targets school was required to meet	17

SOURCE: API growth score and AYP from the 2010 test cycle. API and AYP current as of September 2010.

In order to meet the federal requirements of No Child Left Behind, schools are now expected to help more students score Proficient or higher on two tests: math and English/language arts. The dot on the graph to the right (55 to 58 percent) marks the percentage of students in a school that had to score Proficient or higher in 2010 for the school to make AYP. In addition, every significant subgroup of students (for example, English Learners) also had to meet this mark for the school to make AYP.



Please go to <http://www.pvUSD.net> for more information about this school, including our School Accountability Report Card, or visit us at the school office.



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Alianza Elementary School

ADDRESS: 115 Casserly Road, Watsonville, CA 95076 **PHONE:** (831) 728-6333

PRINCIPAL: Michael Jones **GRADE RANGE:** K-8 **SCHEDULE:** Traditional

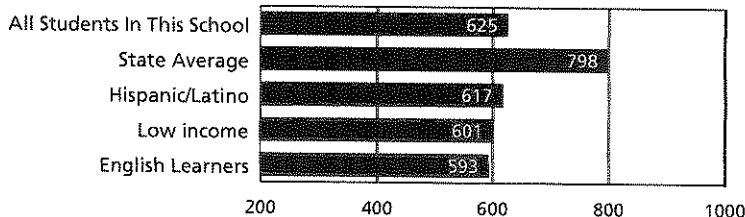
CALIFORNIA ACCOUNTABILITY

The state's education officials decide how schools are doing by looking at students' test scores. By combining the results of all tests, and measuring progress year to year, state officials calculate a number between 200 and 1,000 that becomes a school's Academic Performance Index.

Academic Performance Index	625
Growth attained from prior year	+16
Met schoolwide growth targets	Yes
Met growth targets for all groups of students	Yes

API, Spring 2010

The API is California's way of rating schools. Using student test scores, the API places schools on a scale from 200 to 1000. Our school's API was 625, compared with 798 for the average K-8 school (shown in gray below). The state expects schools to attain an API of 800 eventually. We also keep track of the APIs for each major subgroup of students in our school. Their APIs are shown in blue in the graph below.



California Standards Tests

This series of tests is based on what California students are expected to know and learn at each grade level.

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):
 ■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

SUBJECT	PERCENT PROFICIENT OR HIGHER	LOW SCORES	HIGH SCORES
English/Language Arts (Reading and Writing)			
Our school	18%		
Calif. K-8 schools	55%		
Math (excluding Algebra)			
Our school	30%		
Calif. K-8 schools	59%		
Algebra			
Our school	22%		
Calif. K-8 schools	48%		
History/Social Science			
Our school	9%		
Calif. K-8 schools	47%		
Science			
Our school	18%		
Calif. K-8 schools	57%		

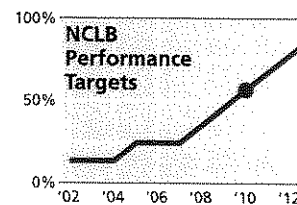
SOURCE: The scores for the California Standards Tests are from the spring 2010 test cycle. State averages represent K-8 schools only.

FEDERAL ACCOUNTABILITY

Following the law known as No Child Left Behind (NCLB), federal officials also interpret test scores to evaluate schools. Adequate Yearly Progress (AYP) is the federal measure of the percentage of students who have scored Proficient or higher on state standardized tests in math and English/language arts.

Made Adequate Yearly Progress (AYP) in English/language arts and math	No
Is the school on the Program Improvement (PI) list?	Yes Stage 5 of 5
Number of AYP targets met	9
Number of AYP targets school was required to meet	17

In order to meet the federal requirements of No Child Left Behind, schools are now expected to help more students score Proficient or higher on two tests: math and English/language arts. The dot on the graph to the right (55 to 58 percent) marks the percentage of students in a school that had to score Proficient or higher in 2010 for the school to make AYP. In addition, every significant subgroup of students (for example, English Learners) also had to meet this mark for the school to make AYP.



Please go to <http://www.pvUSD.net> for more information about this school, including our School Accountability Report Card, or visit us at the school office.

SOURCE: API growth score and AYP from the 2010 test cycle. API and AYP current as of September 2010.

Linscott Charter School

ADDRESS: 220 Elm Street, Watsonville, CA 95076 **PHONE:** (831) 728-6301

PRINCIPAL: Robin Higbee **GRADE RANGE:** K-8 **SCHEDULE:** Traditional

CALIFORNIA ACCOUNTABILITY

The state's education officials decide how schools are doing by looking at students' test scores. By combining the results of all tests, and measuring progress year to year, state officials calculate a number between 200 and 1,000 that becomes a school's Academic Performance Index.

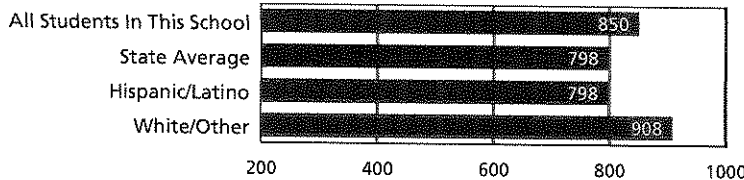
Academic Performance Index	850
Growth attained from prior year	-6
Met schoolwide growth targets	Yes
Met growth targets for all groups of students	No

API, Spring 2010

The API is California's way of rating schools. Using student test scores, the API places schools on a scale from 200 to 1000. Our school's API was 850, compared with 798 for the average K-8 school (shown in gray below). The state expects schools to attain an API of 800 eventually.

We also keep track of the APIs for each major subgroup of students in our school. Their APIs are shown in blue in the graph below.

We encourage you to look beyond the API to specific test results in math, English/language arts, social science, and science to better understand how our students are doing.



California Standards Tests

This series of tests is based on what California students are expected to know and learn at each grade level.

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):
 ■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

SUBJECT	PERCENT PROFICIENT OR HIGHER	LOW SCORES	HIGH SCORES
English/Language Arts (Reading and Writing)			
Our school	70%		
Calif. K-8 schools	55%		
Math (excluding Algebra)			
Our school	61%		
Calif. K-8 schools	59%		
Algebra			
Our school	69%		
Calif. K-8 schools	48%		
History/Social Science			
Our school	54%		
Calif. K-8 schools	47%		
Science			
Our school	72%		
Calif. K-8 schools	57%		

SOURCE: The scores for the California Standards Tests are from the spring 2010 test cycle. State averages represent K-8 schools only.

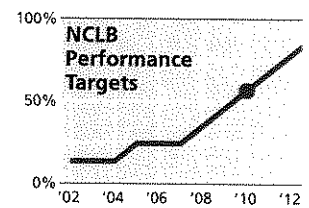
FEDERAL ACCOUNTABILITY

Following the law known as No Child Left Behind (NCLB), federal officials also interpret test scores to evaluate schools. Adequate Yearly Progress (AYP) is the federal measure of the percentage of students who have scored Proficient or higher on state standardized tests in math and English/language arts.

Made Adequate Yearly Progress (AYP) in English/language arts and math	No
Is the school on the Program Improvement (PI) list?	No
Number of AYP targets met	12
Number of AYP targets school was required to meet	13

SOURCE: API growth score and AYP from the 2010 test cycle. API and AYP current as of September 2010.

In order to meet the federal requirements of No Child Left Behind, schools are now expected to help more students score Proficient or higher on two tests: math and English/language arts. The dot on the graph to the right (55 to 58 percent) marks the percentage of students in a school that had to score Proficient or higher in 2010 for the school to make AYP. In addition, every significant subgroup of students (for example, English Learners) also had to meet this mark for the school to make AYP.



Please go to <http://www.pvUSD.net> for more information about this school, including our School Accountability Report Card, or visit us at the school office.

Watsonville Charter School of the Arts

ADDRESS: 115 Casserly Road, West Campus, Watsonville, CA 95076 **PHONE:** (831) 728-8123

PRINCIPAL: Trisha Hucklebridge **GRADE RANGE:** K-8 **SCHEDULE:** Traditional

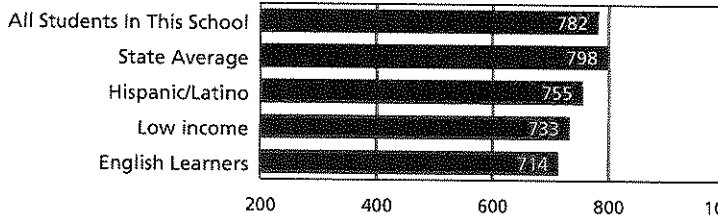
CALIFORNIA ACCOUNTABILITY

The state's education officials decide how schools are doing by looking at students' test scores. By combining the results of all tests, and measuring progress year to year, state officials calculate a number between 200 and 1,000 that becomes a school's Academic Performance Index.

Academic Performance Index	782
Growth attained from prior year	+21
Met schoolwide growth targets	Yes
Met growth targets for all groups of students	Yes

API, Spring 2010

The API is California's way of rating schools. Using student test scores, the API places schools on a scale from 200 to 1000. Our school's API was 782, compared with 798 for the average K-8 school (shown in gray below). The state expects schools to attain an API of 800 eventually. We also keep track of the APIs for each major subgroup of students in our school. Their APIs are shown in blue in the graph below.



California Standards Tests

This series of tests is based on what California students are expected to know and learn at each grade level.

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):
 ■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

SUBJECT	PERCENT PROFICIENT OR HIGHER	LOW SCORES	HIGH SCORES
English/Language Arts (Reading and Writing)			
Our school	50%		
Calif. K-8 schools	55%		
Math (excluding Algebra)			
Our school	53%		
Calif. K-8 schools	59%		
Algebra			
Our school	N/A	NO DATA AVAILABLE	
Calif. K-8 schools	48%		
History/Social Science			
Our school	52%		
Calif. K-8 schools	47%		
Science			
Our school	62%		
Calif. K-8 schools	57%		

SOURCE: The scores for the California Standards Tests are from the spring 2010 test cycle. State averages represent K-8 schools only.

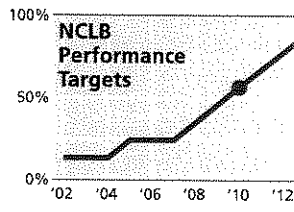
FEDERAL ACCOUNTABILITY

Following the law known as No Child Left Behind (NCLB), federal officials also interpret test scores to evaluate schools. Adequate Yearly Progress (AYP) is the federal measure of the percentage of students who have scored Proficient or higher on state standardized tests in math and English/language arts.

Made Adequate Yearly Progress (AYP) in English/language arts and math	No
Is the school on the Program Improvement (PI) list?	No
Number of AYP targets met	16
Number of AYP targets school was required to meet	17

SOURCE: API growth score and AYP from the 2010 test cycle. API and AYP current as of September 2010.

In order to meet the federal requirements of No Child Left Behind, schools are now expected to help more students score Proficient or higher on two tests: math and English/language arts. The dot on the graph to the right (55 to 58 percent) marks the percentage of students in a school that had to score Proficient or higher in 2010 for the school to make AYP. In addition, every significant subgroup of students (for example, English Learners) also had to meet this mark for the school to make AYP.



Please go to <http://www.pvusd.net> for more information about this school, including our School Accountability Report Card, or visit us at the school office.

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Academic Vocational Charter Institute

ADDRESS: 112 Diamond Drive, Watsonville, CA 95076 **PHONE:** (831) 786-6225

PRINCIPAL: Bruce White **GRADE RANGE:** 9-12 **SCHEDULE:** Traditional

CALIFORNIA ACCOUNTABILITY

The state's education officials decide how schools are doing by looking at students' test scores. By combining the results of all tests, and measuring progress year to year, state officials calculate a number between 200 and 1,000 that becomes a school's Academic Performance Index.

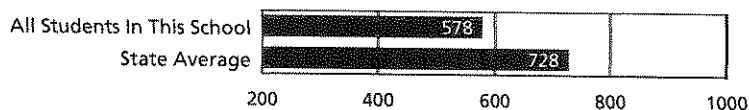
Academic Performance Index	578
Growth attained from prior year	+89
Met schoolwide growth targets	N/A
Met growth targets for all groups of students	N/A

API, Spring 2010

The API is California's way of rating schools. The index was created in 1999 to help parents and educators recognize schools that show progress and identify schools that need help.

Using student test scores, the API places schools on a scale from 200 to 1000. Our school's API was 578, compared with 728 for the average high school (shown in gray below). The state expects schools to attain an API of 800 eventually.

We encourage you to look beyond the API to specific test results in math, English/language arts, social studies, and science to better understand how our students are doing.



California Standards Tests

This series of tests is based on what California students are expected to know and learn at each grade level.

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):
 ■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

SUBJECT	PERCENT PROFICIENT OR HIGHER	LOW SCORES	HIGH SCORES
English/Language Arts (Reading and Writing)			
Our school	4%		
Calif. high schools	49%		
Geometry			
Our school	0%		
Calif. high schools	24%		
US History			
Our school	4%		
Calif. high schools	48%		
Biology			
Our school	N/A	NO DATA AVAILABLE	
Calif. high schools	47%		
Life Science (Tenth Grade)			
Our school	0%		
Calif. high schools	47%		

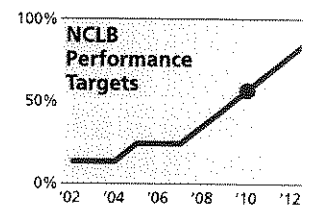
SOURCE: The scores for the California Standards Tests are from the spring 2010 test cycle. State averages represent high schools only.

FEDERAL ACCOUNTABILITY

Following the law known as No Child Left Behind (NCLB), federal officials also interpret test scores to evaluate schools. Adequate Yearly Progress (AYP) is the federal measure of the percentage of students who have scored Proficient or higher on state standardized tests in math and English/language arts.

Made Adequate Yearly Progress (AYP) in English/language arts and math	No
Is the school on the Program Improvement (PI) list?	No
Number of AYP targets met	4*
Number of AYP targets school was required to meet	5*

In order to meet the federal requirements of No Child Left Behind, schools are now expected to help more students score Proficient or higher on two tests: math and English/language arts. The dot on the graph to the right (55 to 58 percent) marks the percentage of students in a school that had to score Proficient or higher in 2010 for the school to make AYP. In addition, every significant subgroup of students (for example, English Learners) also had to meet this mark for the school to make AYP.



Please go to <http://www.pvUSD.net> for more information about this school, including our School Accountability Report Card, or visit us at the school office.

SOURCE: API growth score and AYP from the 2010 test cycle. API and AYP current as of September 2010. *Please note that this information may change. The California Dept. of Ed. will release final AYP data by December 2010.



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Aptos High School

ADDRESS: 100 Mariner Way, Aptos, CA 95003 **PHONE:** (831) 688-6565

PRINCIPAL: Casey O'Brien **GRADE RANGE:** 9-12 **SCHEDULE:** Traditional

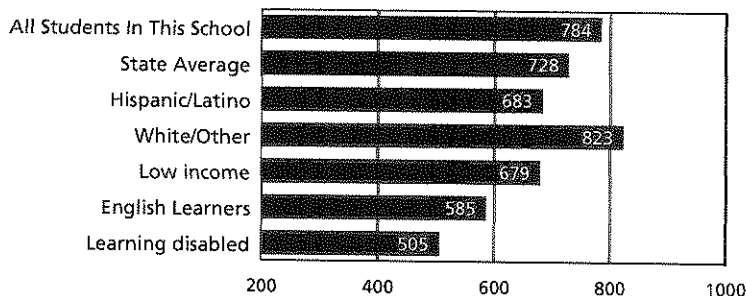
CALIFORNIA ACCOUNTABILITY

The state's education officials decide how schools are doing by looking at students' test scores. By combining the results of all tests, and measuring progress year to year, state officials calculate a number between 200 and 1,000 that becomes a school's Academic Performance Index.

Academic Performance Index	784
Growth attained from prior year	+4
Met schoolwide growth targets	No
Met growth targets for all groups of students	No

API, Spring 2010

The API is California's way of rating schools. Using student test scores, the API places schools on a scale from 200 to 1000. Our school's API was 784, compared with 728 for the average high school (shown in gray below). The state expects schools to attain an API of 800 eventually. We also keep track of the APIs for each major subgroup of students in our school. Their APIs are shown in blue in the graph below.



California Standards Tests

This series of tests is based on what California students are expected to know and learn at each grade level.

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):
 ■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

SUBJECT	PERCENT PROFICIENT OR HIGHER	LOW SCORES	HIGH SCORES
English/Language Arts (Reading and Writing)			
Our school	57%		
Calif. high schools	49%		
Geometry			
Our school	19%		
Calif. high schools	24%		
US History			
Our school	64%		
Calif. high schools	48%		
Biology			
Our school	57%		
Calif. high schools	47%		
Life Science (Tenth Grade)			
Our school	71%		
Calif. high schools	47%		

SOURCE: The scores for the California Standards Tests are from the spring 2010 test cycle. State averages represent high schools only.

FEDERAL ACCOUNTABILITY

Following the law known as No Child Left Behind (NCLB), federal officials also interpret test scores to evaluate schools. Adequate Yearly Progress (AYP) is the federal measure of the percentage of students who have scored Proficient or higher on state standardized tests in math and English/language arts.

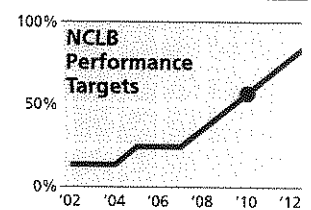
Made Adequate Yearly Progress (AYP) in English/language arts and math	N/A*
Is the school on the Program Improvement (PI) list?	No
Number of AYP targets met	18*
Number of AYP targets school was required to meet	18*

SOURCE: API growth score and AYP from the 2010 test cycle. API and AYP current as of September 2010. *Please note that this information may change. The California Dept. of Ed. will release final AYP data by December 2010.

In order to meet the federal requirements of No Child Left Behind, schools are now expected to help more students score Proficient or higher on two tests: math and English/language arts.

The dot on the graph to the right (55 to 58 percent) marks the percentage of students in a school that had to score Proficient or higher in 2010 for the school to make AYP. In addition, every significant subgroup of students (for example, English Learners) also had to meet this mark for the school to make AYP.

Please go to <http://www.pvUSD.net> for more information about this school, including our School Accountability Report Card, or visit us at the school office.



New School

ADDRESS: 165 Harkins Slough Road, Watsonville, CA 95076 **PHONE:** (831) 761-6140

PRINCIPAL: Victoria Sorensen **GRADE RANGE:** 9-12 **SCHEDULE:** Traditional

CALIFORNIA ACCOUNTABILITY

The state's education officials decide how schools are doing by looking at students' test scores. By combining the results of all tests, and measuring progress year to year, state officials calculate a number between 200 and 1,000 that becomes a school's Academic Performance Index.

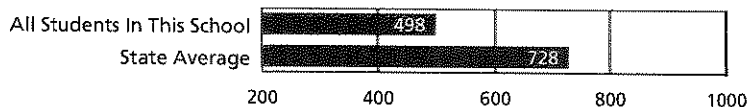
Academic Performance Index	498
Growth attained from prior year	+48
Met schoolwide growth targets	N/A
Met growth targets for all groups of students	N/A

API, Spring 2010

The API is California's way of rating schools. The index was created in 1999 to help parents and educators recognize schools that show progress and identify schools that need help.

Using student test scores, the API places schools on a scale from 200 to 1000. Our school's API was 498, compared with 728 for the average high school (shown in gray below). The state expects schools to attain an API of 800 eventually.

We encourage you to look beyond the API to specific test results in math, English/language arts, social studies, and science to better understand how our students are doing.



California Standards Tests

This series of tests is based on what California students are expected to know and learn at each grade level.

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):
 ■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

SUBJECT	PERCENT PROFICIENT OR HIGHER	LOW SCORES	HIGH SCORES
English/Language Arts (Reading and Writing)			
Our school	0%	[Bar graph showing 0% proficiency]	
Calif. high schools	49%	[Bar graph showing 49% proficiency]	
Geometry			
Our school	N/A	NO DATA AVAILABLE	
Calif. high schools	24%	[Bar graph showing 24% proficiency]	
US History			
Our school	5%	[Bar graph showing 5% proficiency]	
Calif. high schools	48%	[Bar graph showing 48% proficiency]	
Biology			
Our school	N/A	NO DATA AVAILABLE	
Calif. high schools	47%	[Bar graph showing 47% proficiency]	
Life Science (Tenth Grade)			
Our school	0%	[Bar graph showing 0% proficiency]	
Calif. high schools	47%	[Bar graph showing 47% proficiency]	

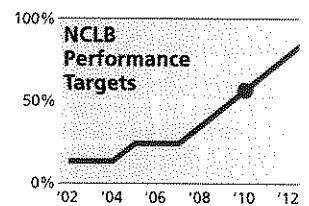
SOURCE: The scores for the California Standards Tests are from the spring 2010 test cycle. State averages represent high schools only.

FEDERAL ACCOUNTABILITY

Following the law known as No Child Left Behind (NCLB), federal officials also interpret test scores to evaluate schools. Adequate Yearly Progress (AYP) is the federal measure of the percentage of students who have scored Proficient or higher on state standardized tests in math and English/language arts.

Made Adequate Yearly Progress (AYP) in English/language arts and math	N/A*
Is the school on the Program Improvement (PI) list?	Yes Stage 1 of 5
Number of AYP targets met	5*
Number of AYP targets school was required to meet	5*

In order to meet the federal requirements of No Child Left Behind, schools are now expected to help more students score Proficient or higher on two tests: math and English/language arts. The dot on the graph to the right (55 to 58 percent) marks the percentage of students in a school that had to score Proficient or higher in 2010 for the school to make AYP. In addition, every significant subgroup of students (for example, English Learners) also had to meet this mark for the school to make AYP.



Please go to <http://www.pvUSD.net> for more information about this school, including our School Accountability Report Card, or visit us at the school office.

SOURCE: API growth score and AYP from the 2010 test cycle. API and AYP current as of September 2010. *Please note that this information may change. The California Dept. of Ed. will release final AYP data by December 2010.

rev01/00321_44-s9799-44/02/03/24/121

Pacific Coast Charter School

ADDRESS: 294 Green Valley Road, Watsonville, CA 95076 **PHONE:** (831) 786-2100 ext. 6100

PRINCIPAL: Suzanne Smith **GRADE RANGE:** K-12 **SCHEDULE:** Traditional

CALIFORNIA ACCOUNTABILITY

The state's education officials decide how schools are doing by looking at students' test scores. By combining the results of all tests, and measuring progress year to year, state officials calculate a number between 200 and 1,000 that becomes a school's Academic Performance Index.

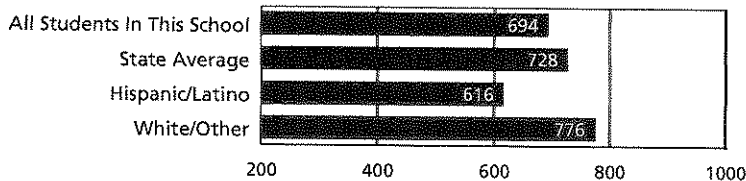
Academic Performance Index	694
Growth attained from prior year	-24
Met schoolwide growth targets	No
Met growth targets for all groups of students	Yes

API, Spring 2010

The API is California's way of rating schools. Using student test scores, the API places schools on a scale from 200 to 1000. Our school's API was 694, compared with 728 for the average high school (shown in gray below). The state expects schools to attain an API of 800 eventually.

We also keep track of the APIs for each major subgroup of students in our school. Their APIs are shown in blue in the graph below.

We encourage you to look beyond the API to specific test results in math, English/language arts, social science, and science to better understand how our students are doing.



California Standards Tests

This series of tests is based on what California students are expected to know and learn at each grade level.

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):
 ■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

SUBJECT	PERCENT PROFICIENT OR HIGHER	LOW SCORES	HIGH SCORES
English/Language Arts (Reading and Writing)			
Our school	36%		
Calif. high schools	49%		
Geometry			
Our school	9%		
Calif. high schools	24%		
US History			
Our school	20%		
Calif. high schools	48%		
Biology			
Our school	N/A	NO DATA AVAILABLE	
Calif. high schools	47%		
Life Science (Tenth Grade)			
Our school	27%		
Calif. high schools	47%		

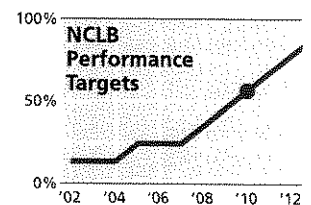
SOURCE: The scores for the California Standards Tests are from the spring 2010 test cycle. State averages represent high schools only.

FEDERAL ACCOUNTABILITY

Following the law known as No Child Left Behind (NCLB), federal officials also interpret test scores to evaluate schools. Adequate Yearly Progress (AYP) is the federal measure of the percentage of students who have scored Proficient or higher on state standardized tests in math and English/language arts.

Made Adequate Yearly Progress (AYP) in English/language arts and math	No
Is the school on the Program Improvement (PI) list?	No
Number of AYP targets met	3*
Number of AYP targets school was required to meet	10*

In order to meet the federal requirements of No Child Left Behind, schools are now expected to help more students score Proficient or higher on two tests: math and English/language arts. The dot on the graph to the right (55 to 58 percent) marks the percentage of students in a school that had to score Proficient or higher in 2010 for the school to make AYP. In addition, every significant subgroup of students (for example, English Learners) also had to meet this mark for the school to make AYP.



Please go to <http://www.pvusd.net> for more information about this school, including our School Accountability Report Card, or visit us at the school office.

SOURCE: API growth score and AYP from the 2010 test cycle. API and AYP current as of September 2010. *Please note that this information may change. The California Dept. of Ed. will release final AYP data by December 2010.

Pajaro Valley High School

ADDRESS: 500 Harkins Slough Road, Watsonville, CA 95076 **PHONE:** (831) 728-8102

PRINCIPAL: Frank (Pancho) Rodriguez **GRADE RANGE:** 9-12 **SCHEDULE:** Traditional

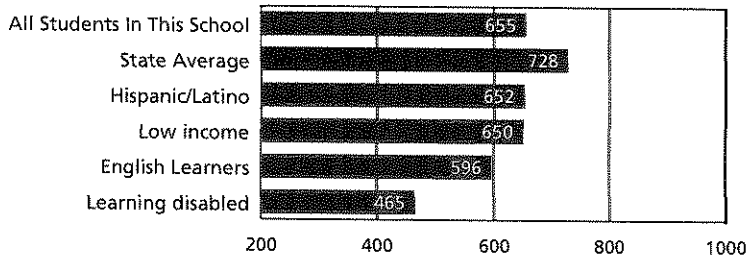
CALIFORNIA ACCOUNTABILITY

The state's education officials decide how schools are doing by looking at students' test scores. By combining the results of all tests, and measuring progress year to year, state officials calculate a number between 200 and 1,000 that becomes a school's Academic Performance Index.

Academic Performance Index	655
Growth attained from prior year	+83
Met schoolwide growth targets	Yes
Met growth targets for all groups of students	Yes

API, Spring 2010

The API is California's way of rating schools. Using student test scores, the API places schools on a scale from 200 to 1000. Our school's API was 655, compared with 728 for the average high school (shown in gray below). The state expects schools to attain an API of 800 eventually. We also keep track of the APIs for each major subgroup of students in our school. Their APIs are shown in blue in the graph below.



California Standards Tests

This series of tests is based on what California students are expected to know and learn at each grade level.

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):
 ■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

SUBJECT	PERCENT PROFICIENT OR HIGHER	LOW SCORES	HIGH SCORES
English/Language Arts (Reading and Writing)			
Our school	27%		
Calif. high schools	49%		
Geometry			
Our school	1%		
Calif. high schools	24%		
US History			
Our school	30%		
Calif. high schools	48%		
Biology			
Our school	16%		
Calif. high schools	47%		
Life Science (Tenth Grade)			
Our school	35%		
Calif. high schools	47%		

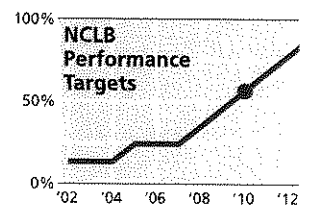
SOURCE: The scores for the California Standards Tests are from the spring 2010 test cycle. State averages represent high schools only.

FEDERAL ACCOUNTABILITY

Following the law known as No Child Left Behind (NCLB), federal officials also interpret test scores to evaluate schools. Adequate Yearly Progress (AYP) is the federal measure of the percentage of students who have scored Proficient or higher on state standardized tests in math and English/language arts.

Made Adequate Yearly Progress (AYP) in English/language arts and math	No
Is the school on the Program Improvement (PI) list?	Yes Stage 4 of 5
Number of AYP targets met	15*
Number of AYP targets school was required to meet	18*

In order to meet the federal requirements of No Child Left Behind, schools are now expected to help more students score Proficient or higher on two tests: math and English/language arts. The dot on the graph to the right (55 to 58 percent) marks the percentage of students in a school that had to score Proficient or higher in 2010 for the school to make AYP. In addition, every significant subgroup of students (for example, English Learners) also had to meet this mark for the school to make AYP.



Please go to <http://www.pvUSD.net> for more information about this school, including our School Accountability Report Card, or visit us at the school office.

SOURCE: API growth score and AYP from the 2010 test cycle. API and AYP current as of September 2010. *Please note that this information may change. The California Dept. of Ed. will release final AYP data by December 2010.



Watsonville High School

ADDRESS: 250 East Beach Street, Watsonville, CA 95076 **PHONE:** (831) 728-6390

PRINCIPAL: Elaine Legorreta **GRADE RANGE:** 9-12 **SCHEDULE:** Traditional

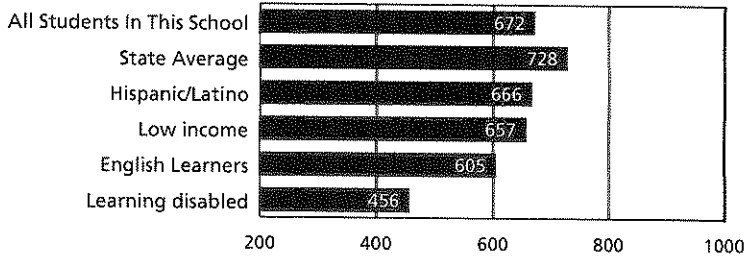
CALIFORNIA ACCOUNTABILITY

The state's education officials decide how schools are doing by looking at students' test scores. By combining the results of all tests, and measuring progress year to year, state officials calculate a number between 200 and 1,000 that becomes a school's Academic Performance Index.

Academic Performance Index	672
Growth attained from prior year	+46
Met schoolwide growth targets	Yes
Met growth targets for all groups of students	Yes

API, Spring 2010

The API is California's way of rating schools. Using student test scores, the API places schools on a scale from 200 to 1000. Our school's API was 672, compared with 728 for the average high school (shown in gray below). The state expects schools to attain an API of 800 eventually. We also keep track of the APIs for each major subgroup of students in our school. Their APIs are shown in blue in the graph below.



California Standards Tests

This series of tests is based on what California students are expected to know and learn at each grade level.

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):
 ■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

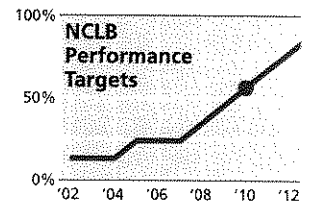
SUBJECT	PERCENT PROFICIENT OR HIGHER	LOW SCORES	HIGH SCORES
English/Language Arts (Reading and Writing)			
Our school	31%	[Bar chart showing proficiency distribution]	[Bar chart showing proficiency distribution]
Calif. high schools	49%	[Bar chart showing proficiency distribution]	[Bar chart showing proficiency distribution]
Geometry			
Our school	6%	[Bar chart showing proficiency distribution]	[Bar chart showing proficiency distribution]
Calif. high schools	24%	[Bar chart showing proficiency distribution]	[Bar chart showing proficiency distribution]
US History			
Our school	32%	[Bar chart showing proficiency distribution]	[Bar chart showing proficiency distribution]
Calif. high schools	48%	[Bar chart showing proficiency distribution]	[Bar chart showing proficiency distribution]
Biology			
Our school	35%	[Bar chart showing proficiency distribution]	[Bar chart showing proficiency distribution]
Calif. high schools	47%	[Bar chart showing proficiency distribution]	[Bar chart showing proficiency distribution]
Life Science (Tenth Grade)			
Our school	36%	[Bar chart showing proficiency distribution]	[Bar chart showing proficiency distribution]
Calif. high schools	47%	[Bar chart showing proficiency distribution]	[Bar chart showing proficiency distribution]

SOURCE: The scores for the California Standards Tests are from the spring 2010 test cycle. State averages represent high schools only.

FEDERAL ACCOUNTABILITY

Following the law known as No Child Left Behind (NCLB), federal officials also interpret test scores to evaluate schools. Adequate Yearly Progress (AYP) is the federal measure of the percentage of students who have scored Proficient or higher on state standardized tests in math and English/language arts.

In order to meet the federal requirements of No Child Left Behind, schools are now expected to help more students score Proficient or higher on two tests: math and English/language arts. The dot on the graph to the right (55 to 58 percent) marks the percentage of students in a school that had to score Proficient or higher in 2010 for the school to make AYP. In addition, every significant subgroup of students (for example, English Learners) also had to meet this mark for the school to make AYP.



Made Adequate Yearly Progress (AYP) in English/language arts and math	No
Is the school on the Program Improvement (PI) list?	Yes Stage 3 of 5
Number of AYP targets met	10*
Number of AYP targets school was required to meet	18*

Please go to <http://www.pvUSD.net> for more information about this school, including our School Accountability Report Card, or visit us at the school office.

SOURCE: API growth score and AYP from the 2010 test cycle. API and AYP current as of September 2010. *Please note that this information may change. The California Dept. of Ed. will release final AYP data by December 2010.

Renaissance Continuation High School

ADDRESS: 11 Spring Valley Road, Watsonville, CA 95076 **PHONE:** (831) 728-6344

PRINCIPAL: Artemisa Cortez **GRADE RANGE:** 9-12 **SCHEDULE:** Traditional

CALIFORNIA ACCOUNTABILITY

The state's education officials decide how schools are doing by looking at students' test scores. By combining the results of all tests, and measuring progress year to year, state officials calculate a number between 200 and 1,000 that becomes a school's Academic Performance Index.

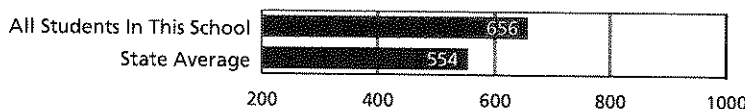
Academic Performance Index	656
Growth attained from prior year	+22
Met schoolwide growth targets	N/A
Met growth targets for all groups of students	N/A

API, Spring 2010

The API is California's way of rating schools. The index was created in 1999 to help parents and educators recognize schools that show progress and identify schools that need help.

Using student test scores, the API places schools on a scale from 200 to 1000. Our school's API was 656, compared with 554 for the average continuation high school (shown in gray below). The state expects schools to attain an API of 800 eventually.

We encourage you to look beyond the API to specific test results in math, English/language arts, social studies, and science to better understand how our students are doing.



California Standards Tests

This series of tests is based on what California students are expected to know and learn at each grade level.

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):
 ■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

SUBJECT	PERCENT PROFICIENT OR HIGHER	LOW SCORES	HIGH SCORES
English/Language Arts (Reading and Writing)			
Our school	5%		
Calif. continuation high schools	10%		
Algebra			
Our school	5%		
Calif. continuation high schools	4%		
US History			
Our school	6%		
Calif. continuation high schools	10%		
Life Science (Tenth Grade)			
Our school	8%		
Calif. continuation high schools	11%		

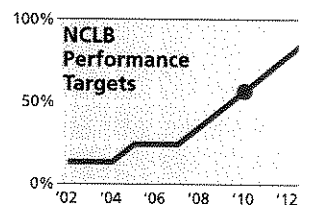
SOURCE: The scores for the California Standards Tests are from the spring 2010 test cycle. State averages represent continuation high schools only.

FEDERAL ACCOUNTABILITY

Following the law known as No Child Left Behind (NCLB), federal officials also interpret test scores to evaluate schools. Adequate Yearly Progress (AYP) is the federal measure of the percentage of students who have scored Proficient or higher on state standardized tests in math and English/language arts.

Made Adequate Yearly Progress (AYP) in English/language arts and math	No
Is the school on the Program Improvement (PI) list?	No
Number of AYP targets met	4*
Number of AYP targets school was required to meet	5*

In order to meet the federal requirements of No Child Left Behind, schools are now expected to help more students score Proficient or higher on two tests: math and English/language arts. The dot on the graph to the right (55 to 58 percent) marks the percentage of students in a school that had to score Proficient or higher in 2010 for the school to make AYP. In addition, every significant subgroup of students (for example, English Learners) also had to meet this mark for the school to make AYP.



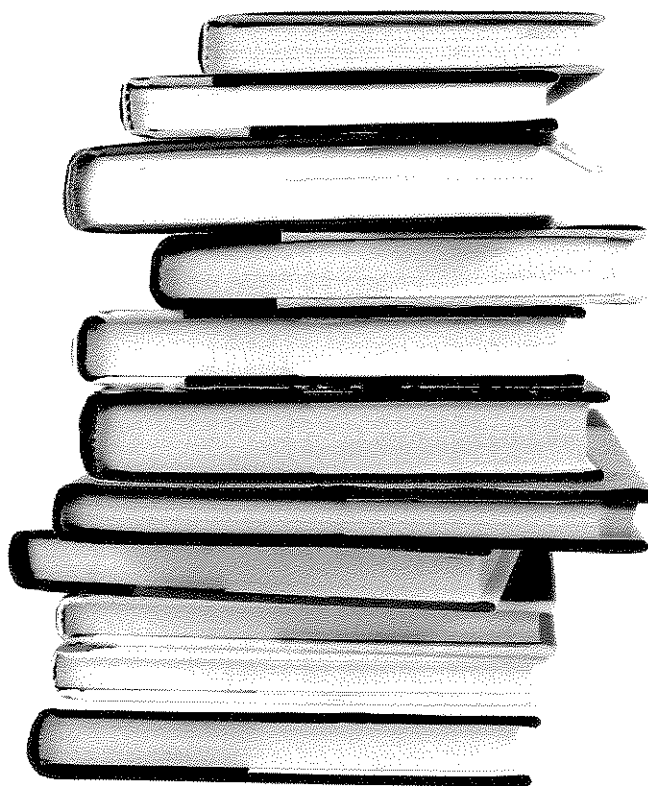
Please go to <http://www.pvUSD.net> for more information about this school, including our School Accountability Report Card, or visit us at the school office.

SOURCE: API growth score and AYP from the 2010 test cycle. API and AYP current as of September 2010. *Please note that this information may change. The California Dept. of Ed. will release final AYP data by December 2010.



Watsonville High School

School Accountability Report Card, 2009–2010
Pajaro Valley Unified School District



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



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Watsonville High School

School Accountability Report Card, 2009–2010
Pajaro Valley Unified School District

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

The information in this report represents the 2009–2010 school year, not the current school year. In most cases, this is the most recent data available. We present our school's results next to those of the average high school in the county and state to provide the most meaningful and fair comparisons. To find additional facts about our school online, please use the **DataQuest** tool offered by the California Department of Education.

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

http://www.schoolwisepress.com/sarc/links_2010_en.html

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

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

How to Contact Our School

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

How to Contact Our District

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



» Contents

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

Principal's Message
Measures of Progress
Student Achievement
Preparation for College and the Workforce
Students
Climate for Learning
Leadership, Teachers, and Staff
Resources
School Expenditures
Adequacy of Key Resources
Data Almanac



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Watsonville High School

School Accountability Report Card, 2009–2010
Pajaro Valley Unified School District



»» Principal's Message

Watsonville High School (WHS) is proud to have received a large grant helping us structure our school as ten different Small Learning Communities. We believe that creating "smallness within bigness" will enhance our students' sense of belonging to our large high school and add to the environment, helping our students reach a higher level of achievement. Over 300 students from other attendance areas are choosing to attend Watsonville High School. The school has received additional funding to support two new academies: a teachers and an engineer's academy. We now are with the following fully funded California Partnership Academies: Video, Health, Business and Technology, Environmental Science and Natural Resources, Mosaic for the Arts, Teachers, and Engineering. Our ninth graders are in Smaller Learning Communities for one year and then choose one of our career path academies to begin the tenth grade.

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.

Elaine Legorreta, PRINCIPAL

Grade range and calendar

9–12

TRADITIONAL

Academic Performance Index

672

County Average: N/A

State Average: 728

Student enrollment

2,119

County Average: N/A

State Average: N/A

Teachers

105

County Average: N/A

State Average: N/A

Students per teacher

20

County Average: N/A

State Average: N/A

PLEASE NOTE:

Comparative data (county average and state averages) in some sections of this report are unavailable due to problems the Department of Education had with data collection last year.

Major Achievements

- We continued to teach algebra to all incoming ninth graders and provided a math laboratory for students who needed additional support.
- We continued our weekly teacher collaboration day, with additional time devoted to SLC collaboration.
- The English and math teachers used common districtwide assessments to help students develop mastery of the content. Teachers use these assessments to plan their lessons toward achievement targets. These achievement targets are set using student learning data matched to state standardized tests and the California High School Exit Examination (CAHSEE).
- We instituted tutorial programs for students who are struggling academically. Through our extended learning program, our staff helped students pass classes that the students had previously failed. We showed a five-point improvement in our tenth grade passing rate for the CAHSEE in math and English language arts.
- We increased parent participation in the ELAC and at Open House and Back-to-School nights.
- WHS has put together a comprehensive staff training program that addresses the needs of the staff and students. Our focus is on literacy, differentiated instruction, use of technology as a teaching and organizing tool, and more effective communication with and support of our parents. Teachers who previously used paper and pencil to manage grades are now using an online grade book so parents can monitor their child's progress.

Focus for Improvement

- Address the lack of academic success for a large number of students.
- Fully implement individualized instruction in all classes to ensure academic success.
- Continue with our major reform efforts (advisory period, block scheduling, and small learning communities).
- Increase student scores on the California Standards Tests.
- Increase the number of parent volunteers at our site.
- Improve the level of passing of the CAHSEE for all of our students.
- Use data and teacher collaboration to continue to raise student achievement as well as continue a steady increase in the graduation rate. Our student achievement increased on the standards test and the CAHSEE, though our English Learner students still lag behind the general school population in achievement growth. Teacher training continues as we deepen our ability to individualize instruction.
- The Western Association of Schools and Colleges (WASC) committee returned in April 2010 and extended our term of accreditation for two years.

MEASURES OF PROGRESS

Academic Performance Index

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

Watsonville HS’s API was 672 (out of 1000). This is an increase of 47 points compared with last year’s API. About 99 percent of our students took the test. You can find three years of detailed API results in the Data Almanac that accompanies this report.

API RANKINGS: Based on our 2008–2009 test results, we started the 2009–2010 school year with a base API of 625. The state ranks all schools according to this score on a scale from 1 to 10 (10 being highest). Compared with all high schools in California, our school ranked 2 out of 10.

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

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

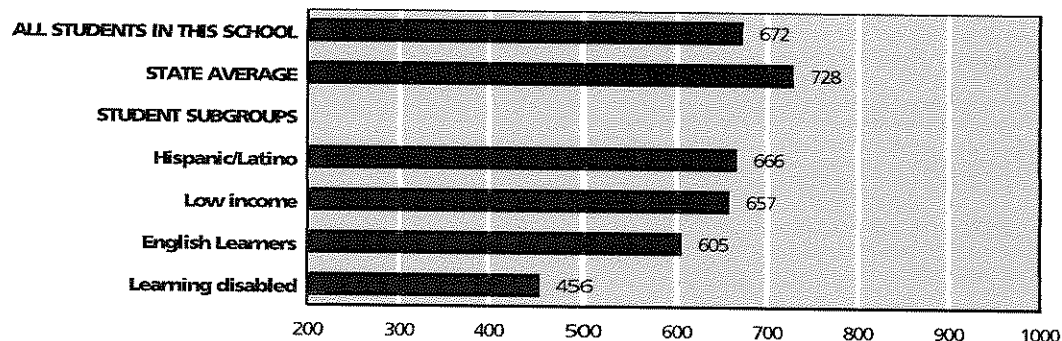
We met our assigned growth targets during the 2009–2010 school year. Just for reference, 32 percent of high schools statewide met their growth targets.

CALIFORNIA API ACADEMIC PERFORMANCE INDEX	
Met schoolwide growth target	Yes
Met growth target for prior school year	Yes
API score	672
Growth attained from prior year	+47
Met subgroup* growth targets	Yes

SOURCE: API based on spring 2010 test cycle. Growth scores alone are displayed and are current as of December 2010.

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

API, Spring 2010



SOURCE: API based on spring 2010 test cycle. State average represents high schools only.
NOTE: Only groups of students that represent at least 15 percent of total enrollment are calculated and displayed as student subgroups.

Adequate Yearly Progress

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

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

To meet AYP, high schools must meet four criteria. First, a certain percentage of students must score at or above Proficient levels on the California High School Exit Exam (CAHSEE): 55.6 percent on the English/language arts test and 54.8 percent on the math test. All significant ethnic, English Learners, special education, and socioeconomic subgroups of students also must meet these goals. Second, the schools must achieve an API of at least 650 or increase their API by one point from the prior year. Third, 95 percent of tenth grade students must take the CAHSEE. Fourth, the graduation rate for the class of 2009 must be higher than 83.1 percent (or satisfy alternate improvement criteria).

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

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

FEDERAL AYP ADEQUATE YEARLY PROGRESS	
Met AYP	No
Met schoolwide participation rate	Yes
Met schoolwide test score goals	No
Met subgroup* participation rate	Yes
Met subgroup* test score goals	No
Met schoolwide API for AYP	Yes
Met graduation rate	N/A
Program Improvement school in 2010	Yes

SOURCE: AYP is based on the Accountability Progress Report of December 2010. A school can be in Program Improvement based on students' test results in the 2009-2010 school year or earlier.

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

Adequate Yearly Progress, Detail by Subgroup

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

	English/Language Arts		Math	
	DID 95% OF STUDENTS TAKE THE CAHSEE?	DID 55.6% ATTAIN PROFICIENCY ON THE CAHSEE?	DID 95% OF STUDENTS TAKE THE CAHSEE?	DID 54.8% ATTAIN PROFICIENCY ON THE CAHSEE?
SCHOOLWIDE RESULTS	●	●	●	●
SUBGROUPS OF STUDENTS				
Low income	●	●	●	●
Students learning English	●	●	●	●
STUDENTS BY ETHNICITY				
Hispanic/Latino	●	●	●	●

The table at left shows our success or failure in meeting AYP goals in the 2009–2010 school year. The green dots represent goals we met; red dots indicate goals we missed. Just one red dot means that we failed to meet AYP.

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

SOURCE: AYP release of October 2010, CDE.

Program Improvement, a Federal Intervention Program

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







Watsonville HS has been in Program Improvement (PI) since 2008. In 2010, the school moved one stage lower in the program, from stage (year) 2 to 3. There are five stages in total. In California, 42 high schools were in stage 3 of PI as of December 2010.

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

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

FEDERAL INTERVENTION PROGRAM PI PROGRAM IMPROVEMENT	
In PI since	2008
Stage of PI	3 of 5
Change in 2010	Moved one stage lower (did not make AYP)

SOURCE: PI status is based on the Accountability Progress Report of February 2010. A school can be in Program Improvement based on students' test results in the 2009–2010 school year or earlier.

YEAR	PI STAGE	SUMMARY OF EVENTS FOR THIS YEAR	AYP GOALS NOT MET  AYP GOALS MET 
2007	Not in PI	Watsonville HS met 16 of the 18 criteria for Adequate Yearly Progress established by the federal law known as No Child Left Behind (NCLB).	
2008	1	We met five of the 18 criteria for Adequate Yearly Progress, causing the school to enter the first stage of Program Improvement.	
2009	2	We met 15 of the 18 criteria for Adequate Yearly Progress. As a result, the school moved to stage 2 of Program Improvement.	
2010	3	We met ten of the 18 criteria for Adequate Yearly Progress. As a result, the school moved to stage 3 of Program Improvement.	

SOURCE: PI status is based on the Accountability Progress Report of October 2010. A school can be in Program Improvement based on students' test results in the 2009–2010 school year or earlier. Some schools were in Program Improvement prior to the passage of No Child Left Behind, when the definition of PI was significantly modified.

CONSEQUENCES

PARENTS: Because Watsonville HS is in stage (year) 3 of PI, parents of students have two options. They can enroll their children in different schools in the district. To see the list of these schools, parents can contact either the principal or the district office staff. Their children are also entitled to free tutoring. Details about the district's list of approved tutoring providers are available from the district office. More information about both options is available on the [US Department of Education Web site](#).

SCHOOL: The school staff is hard at work improving classroom teaching. The school may set aside ten percent of its Title I (federal) funding to help teachers improve.

The district is taking its first steps of corrective action. This can include changing the curricula; replacing staff; appointing an outside expert; decreasing the authority of school leadership; extending the school year or length of the school day; and changing the internal organization of the school. The district is also letting parents know what steps it is taking, and what progress the staff is making.

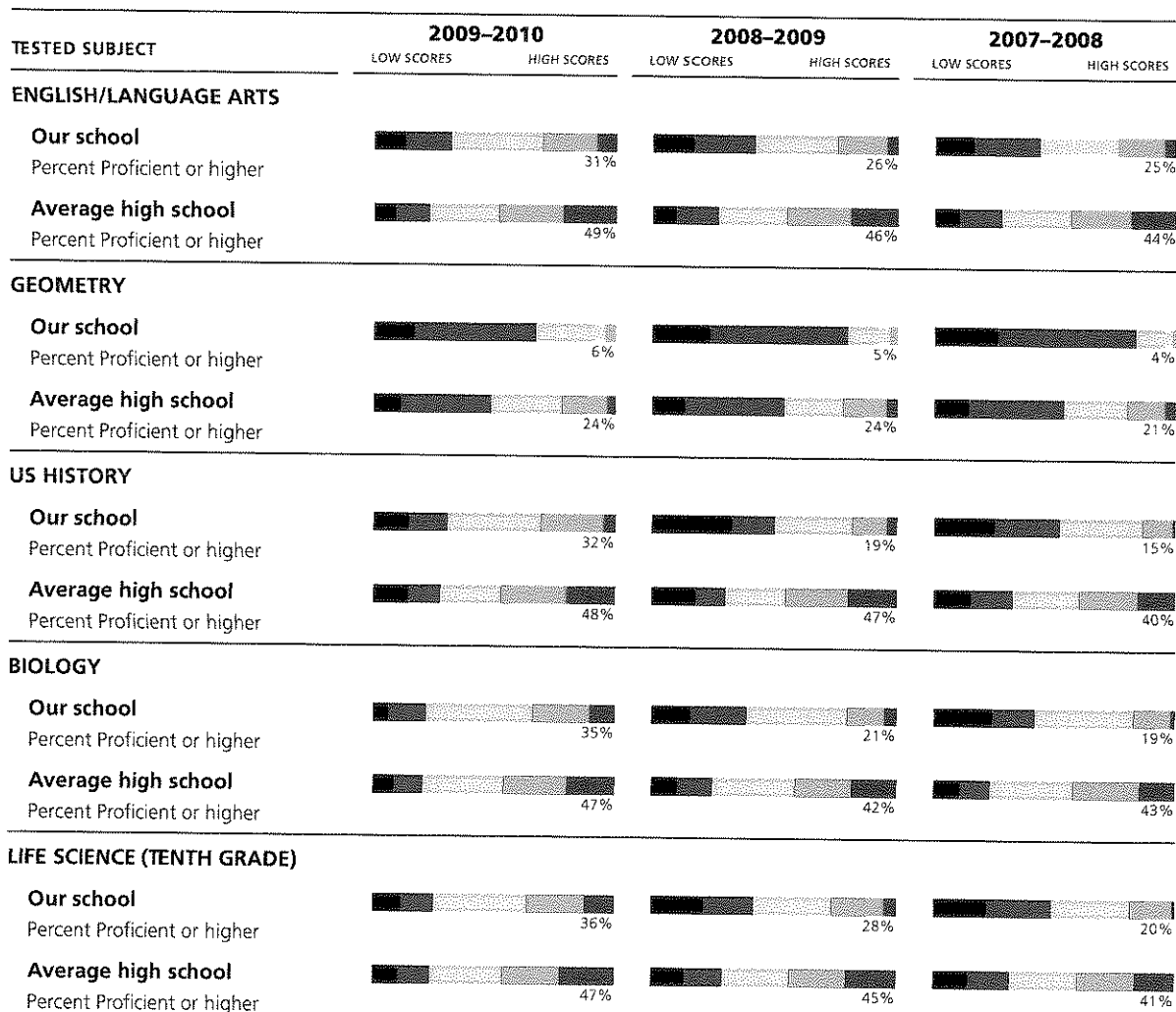
STUDENT ACHIEVEMENT

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

California Standards Tests

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

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



SOURCE: The scores for the CST are from the spring 2010 test cycle. State average represents high schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.

Frequently Asked Questions About Standardized Tests

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

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

HOW HARD ARE THE CALIFORNIA STANDARDS TESTS? Experts consider California's standards to be among the most clear and rigorous in the country. Just 55 percent of elementary school students scored Proficient or Advanced on the English/language arts test; 61 percent scored Proficient or Advanced in math. You can review the *California Content Standards* on the CDE Web site.

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

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

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

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

English/Language Arts (Reading and Writing)

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

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

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			31%	94%	SCHOOLWIDE AVERAGE: About 18 percent fewer students at our school scored Proficient or Advanced than at the average high school in California.
AVERAGE HIGH SCHOOL IN THE COUNTY			52%	95%	
AVERAGE HIGH SCHOOL IN CALIFORNIA			49%	96%	

Subgroup Test Scores

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

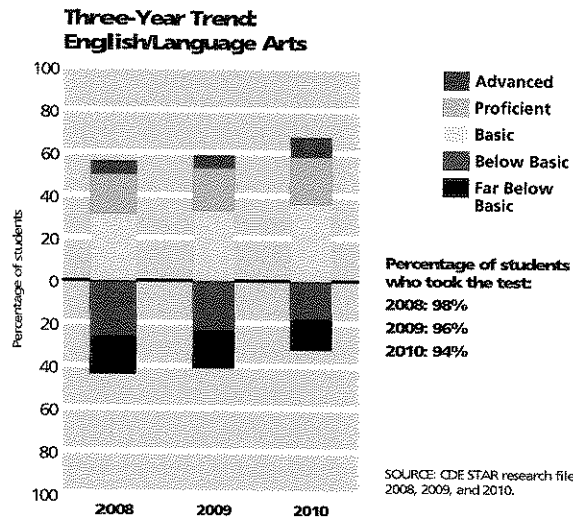
■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			29%	686	GENDER: About five percent more girls than boys at our school scored Proficient or Advanced.
Girls			34%	756	
English proficient			44%	982	ENGLISH PROFICIENCY: English Learners scored lower on the CST than students who are proficient in English. Because we give this test in English, English Learners tend to be at a disadvantage.
English Learners			4%	454	
Low income			28%	1,133	INCOME: About 16 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income			44%	299	
Learning disabled			8%	111	LEARNING DISABILITIES: Students classified as learning disabled scored lower than students without learning disabilities. The CST is not designed to test the progress of students with moderate to severe learning differences.
Not learning disabled			33%	1,331	
Hispanic/Latino			30%	1,346	ETHNICITY: Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
White/Other			55%	67	

SOURCE: The scores for the CST are from the spring 2010 test cycle. County and state averages represent high schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
 NS: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

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

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



Algebra I

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

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

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			15%	39%	SCHOOLWIDE AVERAGE: About four percent fewer students at our school scored Proficient or Advanced than at the average high school in California.
AVERAGE HIGH SCHOOL IN THE COUNTY			23%	27%	
AVERAGE HIGH SCHOOL IN CALIFORNIA			19%	30%	

Subgroup Test Scores

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

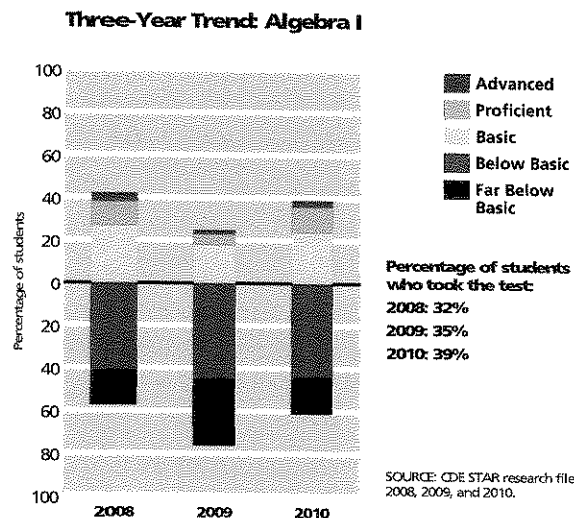
■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			11%	276	GENDER: About seven percent more girls than boys at our school scored Proficient or Advanced.
Girls			18%	320	
English proficient			21%	352	ENGLISH PROFICIENCY: English Learners scored lower on the CST than students who are proficient in English. Because we give this test in English, English Learners tend to be at a disadvantage.
English Learners			5%	241	
Low income			13%	494	INCOME: About 11 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income			24%	97	
Learning disabled			15%	35	LEARNING DISABILITIES: Students classified as learning disabled scored about the same as students without learning disabilities. The CST is not designed to test the progress of students with moderate to severe learning differences.
Not learning disabled			15%	561	
Hispanic/Latino			14%	565	ETHNICITY: Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
White/Other	DATA STATISTICALLY UNRELIABLE		N/S	20	

SOURCE: The scores for the CST are from the spring 2010 test cycle. County and state averages represent high schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
 N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

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

About 39 percent of our students took the algebra CST, compared with 30 percent of all high school students statewide. To read more about California's math standards, visit the CDE's Web site.



Geometry

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

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

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			6%	20%	SCHOOLWIDE AVERAGE: About 18 percent fewer students at our school scored Proficient or Advanced than at the average high school in California.
AVERAGE HIGH SCHOOL IN THE COUNTY			23%	20%	
AVERAGE HIGH SCHOOL IN CALIFORNIA			24%	26%	

Subgroup Test Scores

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

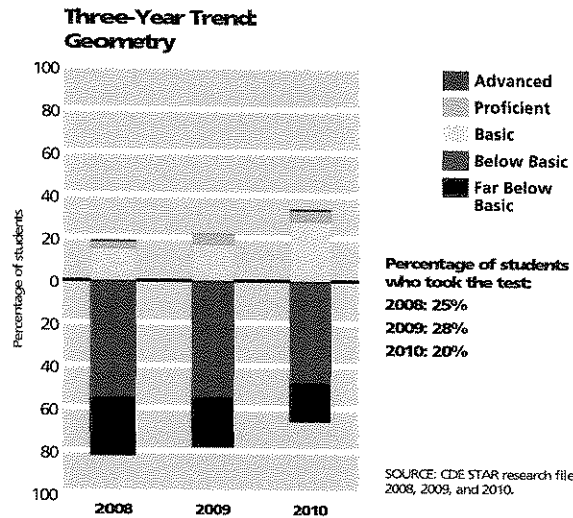
■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			10%	151	GENDER: About nine percent more boys than girls at our school scored Proficient or Advanced.
Girls			1%	159	
English proficient			7%	228	ENGLISH PROFICIENCY: English Learners scored lower on the CST than students who are proficient in English. Because we give this test in English, English Learners tend to be at a disadvantage.
English Learners			3%	81	
Low income			5%	234	INCOME: The same percentage of students from lower-income families scored Proficient or Advanced as our other students.
Not low income			5%	73	
Learning disabled	DATA STATISTICALLY UNRELIABLE		N/S	16	LEARNING DISABILITIES: We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was too small to be statistically significant.
Not learning disabled			5%	294	
Hispanic/Latino			5%	284	ETHNICITY: Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
White/Other	DATA STATISTICALLY UNRELIABLE		N/S	21	

SOURCE: The scores for the CST are from the spring 2010 test cycle. County and state averages represent high schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
 N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

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

About 20 percent of our students took the geometry CST, compared with 26 percent of all high school students statewide. To read more about the math standards for all grades, visit the CDE's Web site.



US History

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

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

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			32%	97%	SCHOOLWIDE AVERAGE: About 16 percent fewer students at our school scored Proficient or Advanced than at the average high school in California.
AVERAGE HIGH SCHOOL IN THE COUNTY			43%	94%	
AVERAGE HIGH SCHOOL IN CALIFORNIA			48%	95%	

Subgroup Test Scores

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

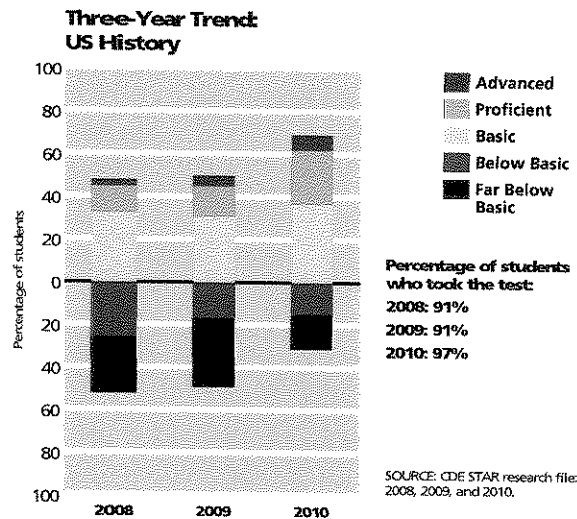
■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			39%	206	GENDER: About 12 percent more boys than girls at our school scored Proficient or Advanced.
Girls			27%	234	
English proficient			43%	322	ENGLISH PROFICIENCY: English Learners scored lower on the CST than students who are proficient in English. Because we give this test in English, English Learners tend to be at a disadvantage.
English Learners			3%	117	
Low income			28%	331	INCOME: About 19 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income			47%	107	
Learning disabled			7%	30	LEARNING DISABILITIES: Students classified as learning disabled scored lower than students without learning disabilities. The CST is not designed to test the progress of students with moderate to severe learning differences.
Not learning disabled			34%	410	
Hispanic/Latino			31%	402	ETHNICITY: Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
White/Other	DATA STATISTICALLY UNRELIABLE		N/S	24	

SOURCE: The scores for the CST are from the spring 2010 test cycle. County and state averages represent high schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
 N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

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

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



Biology

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

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

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			35%	28%	SCHOOLWIDE AVERAGE: About 12 percent fewer students at our school scored Proficient or Advanced than at the average high school in California.
AVERAGE HIGH SCHOOL IN THE COUNTY			51%	29%	
AVERAGE HIGH SCHOOL IN CALIFORNIA			47%	36%	

Subgroup Test Scores

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

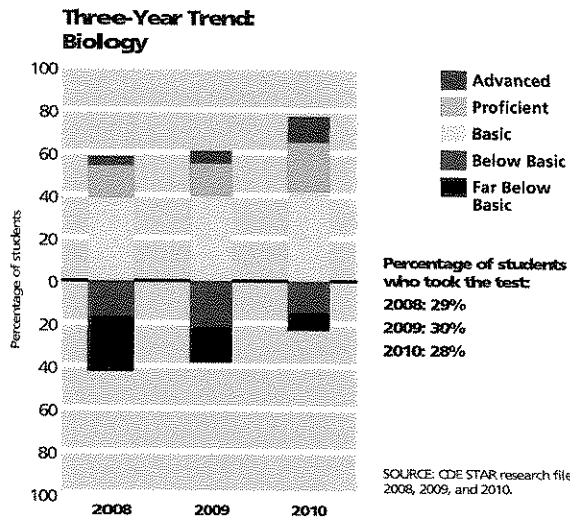
■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			35%	212	GENDER: The same percentage of boys and girls at our school scored Proficient or Advanced.
Girls			35%	223	
English proficient			47%	315	ENGLISH PROFICIENCY: English Learners scored lower on the CST than students who are proficient in English. Because we give this test in English, English Learners tend to be at a disadvantage.
English Learners			4%	117	
Low income			32%	336	INCOME: About 14 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income			46%	94	
Learning disabled			13%	30	LEARNING DISABILITIES: Students classified as learning disabled scored lower than students without learning disabilities. The CST is not designed to test the progress of students with moderate to severe learning differences.
Not learning disabled			37%	405	
Hispanic/Latino			33%	402	ETHNICITY: Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
White/Other	DATA STATISTICALLY UNRELIABLE		N/S	26	

SOURCE: The scores for the CST are from the spring 2010 test cycle. County and state averages represent high schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
 N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

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

About 28 percent of our students took the biology CST, compared with 36 percent of all high school students statewide. To read more about the **California standards for science** visit the CDE's Web site.



Life Science (Tenth Grade)

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

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

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			36%	94%	SCHOOLWIDE AVERAGE: About 11 percent fewer students at our school scored Proficient or Advanced than at the average high school in California.
AVERAGE HIGH SCHOOL IN THE COUNTY			52%	93%	
AVERAGE HIGH SCHOOL IN CALIFORNIA			47%	95%	

Subgroup Test Scores

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

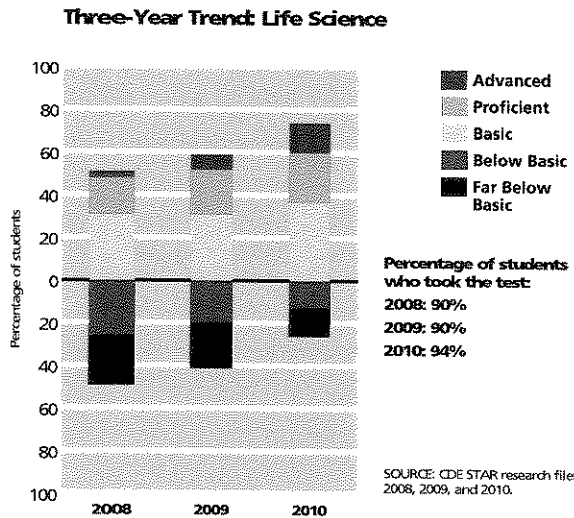
■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			39%	219	GENDER: About six percent more boys than girls at our school scored Proficient or Advanced.
Girls			33%	220	
English proficient			52%	294	ENGLISH PROFICIENCY: English Learners scored lower on the CST than students who are proficient in English. Because we give this test in English, English Learners tend to be at a disadvantage.
English Learners			4%	140	
Low income			33%	338	INCOME: About 18 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income			51%	93	
Learning disabled			15%	33	LEARNING DISABILITIES: Students classified as learning disabled scored lower than students without learning disabilities. The CST is not designed to test the progress of students with moderate to severe learning differences.
Not learning disabled			38%	406	
Hispanic/Latino			34%	414	ETHNICITY: Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
White/Other	DATA STATISTICALLY UNRELIABLE		N/S	19	

SOURCE: The scores for the CST are from the spring 2010 test cycle. County and state averages represent high schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
 N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

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

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



Other Measures of Student Achievement

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

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

PREPARATION FOR COLLEGE AND THE WORKFORCE

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

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

SAT College Entrance Exam

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
SAT participation rate	Percentage of seniors who took the test	28%	36%	38%
SAT verbal	Average score of juniors and seniors who took the SAT verbal test	430	521	495
SAT math	Average score of juniors and seniors who took the SAT math test	442	529	513
SAT writing	Average score of juniors and seniors who took the SAT writing test	441	515	494

SOURCE: SAT test data provided by the College Board for the 2008–2009 school year. County and state averages represent high schools only.

In the 2008–2009 academic year, 28 percent of Watsonville HS students took the SAT, compared with 38 percent of high school students in California.

Watsonville HS students' average score was 430 on the verbal portion of the SAT, compared with 495 for students throughout the state. Watsonville HS students' average score was 442 on the math portion of the SAT, compared with 513 for students throughout the state. Watsonville HS students' average score was 441 on the writing portion of the SAT, compared with 494 for students throughout the state.

College Preparation and Attendance

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
2009 graduates meeting UC or CSU course requirements	Percentage of graduates passing all of the courses required for admission to the UC or CSU systems	41%	44%	37%
Students attending UC	Percentage of graduates who actually attended any campus of the UC system	3%	7%	7%
Students attending CSU	Percentage of graduates who actually attended any campus of the CSU system	10%	11%	12%
Students attending community colleges	Percentage of graduates who actually attended any campus of the California community college system	8%	7%	29%

SOURCE: College attendance data is from the California Postsecondary Education Commission for the graduating class of 2009. Enrollment in UC/CSU qualifying courses comes from the CBEDS census of October 2009. County and state averages represent high schools only.

In the 2008–2009 school year, 41 percent of Watsonville HS's graduates passed courses required for admission to the University of California (UC) or the California State University (CSU) system, compared with 37 percent of students statewide. This number is, in part, an indicator of whether the school is offering the classes required for admission to the UC or CSU systems. The courses that the California State University system requires applicants to take in high school, which are referred to as the A–G course requirements, can be reviewed on the CSU's official Web site. The University of California has the same set of courses required.

Our **college attendance** data is limited to public colleges in California. Out of Watsonville HS's 2009 graduating class, about 21 percent went on to enroll in some part of the California public college system, compared with 49 percent of students throughout the state. Here's the detail: three percent of the graduating class went to UC campuses; ten percent went to CSU campuses; and eight percent went to two-year colleges in the community college system.

Advanced Placement and International Baccalaureate Courses Offered

High school students can enroll in courses that are more challenging in their junior and senior years, including **Advanced Placement (AP)** courses. Some schools also offer students the opportunity to participate in the **International Baccalaureate (IB)** Diploma Programme. IB courses are offered in just 92 high schools in California. The IB curriculum is modelled on educational systems from around the world. All IB students learn a second language. Some IB programs also stress community service. Honors, IB, and AP courses are intended to be the most rigorous and challenging courses available. Most colleges regard IB and AP courses as the equivalent of a college course.

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Enrollment in AP courses	Percentage of AP course enrollments out of total course enrollments	5%	N/A	N/A

SOURCE: This information provided by the school district.

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

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

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

AP AND IB COURSES OFFERED	NUMBER OF COURSES	NUMBER OF CLASSES	ENROLLMENT
Fine and Performing Arts	0	N/A	N/A
Computer Science	0	N/A	N/A
English	2	N/A	N/A
Foreign Language	1	N/A	N/A
Mathematics	2	N/A	N/A
Science	2	N/A	N/A
Social Science	3	N/A	N/A
Total	10	N/A	N/A

SOURCE: This information provided by the school district.

AP Exam Results, 2008–2009

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Completion of AP courses	Percentage of juniors and seniors who completed AP courses and took the final exams	23%	21%	27%
Number of AP exams taken	Average number of AP exams each of these students took in 2008–2009	1.7	1.7	1.8
AP test results	Percentage of AP exams with scores of 3 out of 5 or higher (college credit)	31%	66%	58%

SOURCE: AP exam data provided by the College Board for the 2008–2009 school year.

Here at Watsonville HS, 23 percent of juniors and seniors took AP exams. In California, 27 percent of juniors and seniors in the average high school took AP exams. On average, those students took 1.7 AP exams, compared with 1.8 for students in the average high school in California.

California High School Exit Examination

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

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

tenth grade students scored on the exit exam in the 2009–2010 school year. The English/language arts portion of the exam measures whether a student has mastered reading and writing skills at the ninth or tenth grade level, including vocabulary, writing, writing conventions, informational reading, and reading literature. The math portion of the exam includes arithmetic, statistics, data analysis, probability, number sense, measurement, and geometry at sixth and seventh grade levels. It also tests whether a student has mastered algebra, a subject that most students study in the eighth or ninth grade.

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

	PERCENTAGE OF TENTH GRADE STUDENTS SCORING PROFICIENT OR ADVANCED ON THE CAHSEE		
	OUR SCHOOL	DISTRICT AVERAGE	STATE AVERAGE
English/language arts			
2009–2010	36%	43%	54%
2008–2009	36%	42%	52%
2007–2008	32%	44%	53%
Math			
2009–2010	39%	42%	53%
2008–2009	40%	41%	53%
2007–2008	30%	37%	51%

SOURCE: California Department of Education, SARC research file.

CAHSEE Results by Subgroup

	ENGLISH/LANGUAGE ARTS			MATH		
	NOT PROFICIENT	PROFICIENT	ADVANCED	NOT PROFICIENT	PROFICIENT	ADVANCED
Tenth graders	64%	20%	16%	61%	28%	11%
African American	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	65%	21%	14%	62%	28%	10%
Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White (not Hispanic)	35%	20%	45%	50%	40%	10%
Male	72%	18%	11%	60%	28%	12%
Female	56%	23%	21%	62%	29%	9%
Socioeconomically disadvantaged	68%	19%	14%	64%	26%	10%
English Learners	88%	11%	1%	79%	17%	4%
Students with disabilities	95%	2%	2%	89%	9%	2%
Students receiving migrant education services	75%	15%	10%	69%	22%	10%

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

High School Completion

This table shows the percentage of seniors in the graduating class of 2010 who met our district's graduation requirements and also passed the California High School Exit Examination (CAHSEE). We present the results for students schoolwide followed by the results for different groups of students.

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

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

GROUP	PERCENTAGE OF SENIORS GRADUATING (CLASS OF 2010)	
	OUR SCHOOL	DISTRICT AVERAGE
All Students	85%	90%
African American	100%	89%
American Indian or Alaska Native	100%	75%
Asian	100%	88%
Filipino	100%	88%
Hispanic or Latino	85%	80%
Pacific Islander	N/A	N/A
White (not Hispanic)	77%	95%
Socioeconomically disadvantaged	79%	84%
English Learners	3%	44%
Students with disabilities	N/A	82%

SOURCE: This data comes from the school district office.

Dropouts and Graduates

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

KEY FACTOR	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Dropout rate (one year)			
2008–2009	4%	4%	4%
2007–2008	2%	2%	4%
2006–2007	6%	4%	4%
Graduation rate (four year)			
2008–2009	87%	87%	83%
2007–2008	87%	89%	85%
2006–2007	76%	88%	85%

SOURCE: Dropout data comes from the CBEDS census of October 2009. County and state averages represent high schools only.

DROPOUT RATE: Our dropout rate for the prior three years appears in the accompanying table. We define a **dropout** as any student who left school before completing the 2008–2009 school year or a student who hasn’t re-enrolled in our school for the 2009–2010 year by October 2009.

Identifying dropouts has been difficult because students often do not let a school know why they are leaving or where they are going. Districts have begun to use Statewide Student Identifiers (SSID), which will increase their ability to find students who stop coming to school. This system also helps districts identify students who were considered a dropout at a school they left but in fact were enrolled in a different district. The data also allows the CDE to identify students reported by a school district as transferring to another California school district but who cannot be found enrolled elsewhere. These students are now properly counted as dropouts rather than transfers.

It will take a couple of years for the data to be completely accurate, because we need to track students from the time they enter high school. Once this tracking system has been in place for four years, our information will be much more accurate.

GRADUATION RATE: The **graduation rate** is an estimate of our school’s success at keeping students in school. It is also used in the No Child Left Behind Act to determine Adequate Yearly Progress (AYP) and is part of California’s way of determining a high school’s Academic Performance Index (API). The **formula** provides only a rough estimate of the completion rate because the calculation relies on dropout counts, which are imprecise. The California Department of Education (CDE) cautions that this method is likely to produce an estimated graduation rate that is too high.

Workforce Preparation

The Pajaro Valley School District offers a variety of vocational classes for students. Our career counselor helps students determine their plans after high school. Our high school participates in county Regional Occupational Programs and offers ten courses that lead to specific careers. Watsonville High focuses on business, health, and video production. Our district emphasizes work-based learning, school-based learning, and connecting activities between work and school. Our integrated curriculum helps students see the connection between academics and the world of work.

KEY FACTOR	OUR SCHOOL
Number of students participating in CTE courses	333
Percentage of students completing a CTE program and earning a high school diploma	N/A
Percentage of CTE courses coordinated with colleges	N/A

SOURCE: Information provided by the school district.

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. We enrolled 333 students in career technical education courses.

Career technical education is an important piece in each of our tenth through twelfth grade academies. These courses provide hands-on practical experience in a variety of areas and offer students experience in career fields they feel might be of interest.

You can find information about our school's CTE courses and advisors in the Data Almanac at the end of this School Accountability Report Card. Information about **career technical education** policy is available on the CDE Web site.

STUDENTS

Ethnicity

Most students at Watsonville HS identify themselves as Hispanic/Latino. In fact, there are about 19 times as many Hispanic/Latino students as White/European American/Other students, the second-largest ethnic group at Watsonville HS. The state of California allows citizens to choose more than one ethnic identity, or to select “multiethnic” or “decline to state.” As a consequence, the sum of all responses rarely equals 100 percent.

ETHNICITY	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
African American	0%	2%	7%
Asian American/ Pacific Islander	1%	4%	12%
Hispanic/Latino	94%	40%	47%
White/European American/ Other	5%	55%	33%

SOURCE: CBEDS census of October 2009. County and state averages represent high schools only.

Family Income and Education

The free or reduced-price meal subsidy goes to students whose families earned less than \$40,793 a year (based on a family of four) in the 2009–2010 school year. At Watsonville HS, 75 percent of the students qualified for this program, compared with 56 percent of students in California.

FAMILY FACTORS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Low-income indicator	75%	N/A	56%
Parents with some college	24%	72%	56%
Parents with college degree	11%	50%	32%

SOURCE: The free and reduced-price lunch information is gathered by most districts in October. This data is from the 2009–2010 school year. Parents' education level is collected in the spring at the start of testing. Rarely do all students answer these questions.

The parents of 24 percent of the students at Watsonville HS have attended college and 11 percent have a college degree. This information can provide some clues to the level of literacy children bring to school. One precaution is that the students themselves provide this data when they take the battery of standardized tests each spring, so it may not be completely accurate. About 41 percent of our students provided this information.

CLIMATE FOR LEARNING

Average Class Sizes

The table at the right shows average class sizes for core courses. Our average class size schoolwide is 31 students.

AVERAGE CLASS SIZES OF CORE COURSES	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English	36	N/A	N/A
History	30	N/A	N/A
Math	30	N/A	N/A
Science	31	N/A	N/A

SOURCE: This information provided by the school district.

Safety

Our Safe School Plan has two components: people and programs, and the physical environment. Our administration, SSC, and district assistant superintendent review the plan annually.

We nurture and direct students' values through schoolwide assemblies and recognition programs. Our campus is clean and safe, reflecting the pride we have in our community and ourselves. Staff provides supervision before and after school. We also conduct monthly fire, earthquake, intruder/lockdown, and shelter-in-place drills. We have doubled the number of practice drills with a particular focus on intruder drills. We have an annual review of our safety plan by a consultant for Pajaro Valley Prevention and Student Assistant, a retired police captain from Watsonville Police Department.

Discipline

The district trustees expect our students to follow a safe, responsible code of behavior on campus. We rely on counseling and conflict resolution strategies, and our consequences for violations are swift. Consequences include in-school suspension, at-home suspension, and expulsion from school. A resource officer is present on campus to support staff and to assist students. We encourage students to participate in the numerous school clubs and sports that we offer because we believe that this participation results in a safer campus.

Homework

The Watsonville High staff establishes clear homework policies and provides information on the homework policy in their course outlines. Students must complete homework in all core and college-preparatory elective courses. While teachers give most assignments during the week and require students to return them before the weekend, they also expect students to complete some projects over longer periods of time. These include book reports and research assignments.

Schedule

The schedule at school was changed to a block schedule five years ago so that each class meets for 109 minutes. We also added a 25-minute advisory class within the schedule. Once a week, students leave an hour early, and we use the time for teacher collaboration.

Parent Involvement

Parents helped develop our single plan for program quality and compliance. They also serve on our SSC, which supports our academic and extracurricular programs. The SSC was very involved in enhancing our schoolwide testing environment, including reviewing API comparison data with WHS and five other high schools in our area. The SSC again organized two Beautification Days that involved hundreds of students, parents, and staff. We are proud of the recent increase in parent education and participation on our campus. We began using an online calendar and grade book program called School Loop two years ago and switched to a district program called E School.

Our Catz Graduation Committee, composed of parent and community volunteers, meets throughout the year to plan activities for a safe and sober Grad Night.

For more information on how parents and community members can volunteer at Watsonville High School, please contact our parent liaison, Ms. Leandra Cabadas, at (831) 728-6390.

LEADERSHIP, TEACHERS, AND STAFF

Leadership

Murry Schekman has been the principal of Watsonville High School for four years. Mr. Schekman comes to the school with 27 years of experience as a principal as well as ten years of teaching experience. He also is a part-time faculty member in San Jose State University's Counselor Education Department.

Watsonville High's Leadership Team includes the administration, department chairpersons, a school psychologist, and a counselor representative; all participate in the decision-making process and we welcome staff members to attend these meetings. We also include parents in our general staff meetings from time to time. This year we also held additional meetings pertaining to WASC and small learning community implementation. The meetings included parents, students, staff, and community members. Agenda items evolve from administrative meetings, SSC and ELAC meetings, and district or state recommendations.

Indicators of Teachers Who May Be Underprepared

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Core courses taught by a teacher not meeting NCLB standards	Percentage of core courses not taught by a "highly qualified" teacher according to federal standards in NCLB	17%	N/A	0%
Out-of-field teaching: courses	Percentage of core courses taught by a teacher who lacks the appropriate subject area authorization for the course	0%	N/A	N/A
Fully credentialed teachers	Percentage of staff holding a full, clear authorization to teach at the elementary or secondary level	100%	N/A	N/A
Teachers lacking a full credential	Percentage of teachers without a full, clear credential	0%	N/A	N/A

SOURCE: This information provided by the school district. Data on NCLB standards is from the California Department of Education, SARC research file.

PLEASE NOTE: Comparative data (county average and state averages) from some of the data reported in the SARC is unavailable due to problems the California Department of Education had with data collection last year.

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

TEACHING OUT OF FIELD: When a teacher lacks a subject area authorization for a course she is teaching, that course is counted as an **out-of-field** section. For example, if an unexpected vacancy in a biology class occurs, and a teacher who normally teaches English literature (and who lacks a subject area authorization in science) fills in to teach for the rest of the year, that teacher would be teaching out of field.

CREDENTIAL STATUS OF TEACHERS: Teachers who lack full credentials are working under the terms of an emergency permit, an internship credential, or a waiver. They should be working toward their credential, and they are allowed to teach in the meantime only if the school board approves.

More facts about our teachers, called for by the Williams legislation of 2004, are available on our Accountability Web page, which is accessible from our district Web site. You will find specific facts about **misassigned teachers** and **teacher vacancies** in the 2010–2011 school year.

Districtwide Distribution of Teachers Who Are Not “Highly Qualified”

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

When more than 40 percent of the students in a school are receiving subsidized lunches, that school is considered by the California Department of Education to be a school with higher concentrations of low-income students. About 70 percent of the state’s schools are in this category. When less than 25 percent of the students in a school are receiving subsidized lunches, that school is considered by the CDE to be a school

with lower concentrations of low-income students. About 19 percent of the state’s schools are in this category.

The average percentage of courses in our district not taught by a “highly qualified” teacher is 13 percent, compared with one percent statewide. For schools with the highest percentage of low-income students, this factor is ten percent, compared with zero percent statewide. For schools with the lowest percentage of low-income students, this factor is nine percent, compared with zero percent statewide.

DISTRICT FACTOR	DESCRIPTION	CORE COURSES NOT TAUGHT BY HQT IN DISTRICT
Districtwide	Percentage of core courses not taught by “highly qualified” teachers (HQT)	13%
Schools with more than 40% of students from lower-income homes	Schools whose core courses are not taught by “highly qualified” teachers	10%
Schools with less than 25% of students from lower-income homes	Schools whose core courses are not taught by “highly qualified” teachers	9%

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

Staff Development

Our school and district offer numerous training opportunities throughout the year to support our goals for increased student achievement. Teachers can also attend professional development trainings offered by the County Office of Education, the California Reading and Literacy Project, and the College Board. All teachers new to our district receive additional support and training through the New Teachers Project. Staff members have regular opportunities to collaborate, plan, and share best practices every Tuesday. Over the summer our math teachers attended a training session to help them with block scheduling and setting goals for assessments. We also provide three staff development days per year for teachers to attend onsite workshops. We hired a consultant to lead the staff through “active engagement” training to renew and practice teaching methods that keep students focused, on task, and interested. We offer two parent training sessions. One is called Families in Control and helps families with communication and other ways to support students at school and at home. The second is called Padres Como Socios and has similar goals to Families in Control.

YEAR	PROFESSIONAL DEVELOPMENT DAYS
2009–2010	3.0
2008–2009	3.0
2007–2008	3.0

SOURCE: This information is supplied by the school district.

Evaluating and Improving Teachers

All teachers at our school participate in the district’s ongoing evaluation process. The foundation for the evaluation system is the Continuum of Teacher Abilities, which is based on the California Standards for the Teaching Profession. The evaluation process includes a self-assessment, three conference cycles, and an observation by the administrator. Teachers complete both a midyear and a final assessment.

Substitute Teachers

The district recruits substitutes on an ongoing basis to maintain a pool of qualified substitutes. This pool includes many retired teachers. The district also offers an annual training academy for all substitutes. Each school has its own plan for covering classes if qualified substitutes are not available on a given day. Watsonville High School is fortunate to have several of our retired teachers in our pool of substitute teachers.

Specialized Resource Staff

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

ACADEMIC GUIDANCE COUNSELORS: More information about counseling and student support is available on the CDE Web site.

STAFF POSITION	STAFF (FTE)
Counselors	7.0
Librarians and media staff	0.0
Psychologists	0.0
Social workers	0.0
Nurses	0.0
Speech/language/hearing specialists	0.0
Resource specialists	0.0

SOURCE: Data provided by the school district.

Specialized Programs and Staff

We have five full-time academic counselors, one career counselor, one psychologist, one nurse, one health clerk, a part-time speech resource teacher, and a teacher for visually impaired students. We also have one full-time English Language Specialist. A grant from Gaining Early Awareness and Readiness for Undergraduate Programs supports our math teachers and college tutors/mentors in our classrooms.

One full-time and three part-time staff members support college counseling. We also benefit from the services of more than three migrant counselors, two student assistant program counselors, a Tobacco Use Prevention Education counselor, a conflict resolution facilitator/trainer, and a part-time adaptive PE instructor. We also have athletic and activities directors who serve our students.

Gifted and Talented Education (GATE)

Our school encourages Gifted and Talented Education (GATE) students to enroll in Advanced Placement (AP), honors, and accelerated courses whenever available. We currently have 20 AP and accelerated classes in our master schedule. GATE students are identified by the district and names are provided to the school site for follow up.

Special Education Program

Each special education student's needs are outlined in an Individualized Education Program (IEP). Our school offers special classes to students with mild to severe learning difficulties. The curriculum ranges from modified general education to alternative life skills. We offer specialized classes for students with autism, hearing impairments, and emotional disturbances. We place students in regular classrooms with support when appropriate. Support services are available for students who need speech and language therapy, occupational therapy, adaptive PE, or vocational education, as well as for students with vision, hearing, and orthopedic disabilities. We are placing the special education services in the regular education classroom to better support our Resource Specialist Program (RSP) students in a mainstream (least restricted) environment. We have moved to an inclusion model and are able to place many more special needs students in regular education classrooms. The RSP staff (sometimes a teacher, other times an instructional aide) follow students into the classrooms to provide additional support.

English Learner Program

English Learners at our school participate in English language development courses for one to two periods per day, depending on the student's individual needs and documented progress. Students receive instruction in the core curricula through classes that use specialized teaching methods or in core classes taught with support in the student's primary language. We require a signed parent waiver for a student to receive more than two periods per day of core instruction in a language other than English. We also offer a Newcomers Class; beginning, intermediate, and advanced English language development; instruction in English for students learning English; and bilingual classes. All teachers have, or are working toward, credentials that certify them to teach English Learners.

The parents of English Learners are encouraged to participate in the ELAC, which advises the principal on a school issues such as attendance, school safety, and academic achievement. Encouraging students to attend college or university is also a goal of the ELAC.

RESOURCES

Buildings

We replaced the track with an all-weather track and the football field with all-weather turf. We opened the new Watsonville High School Athletic Complex with a deluxe three-court gym and an elegant new swimming pool. There is a fitness center and training room as well as state-of-the-art locker rooms. We modernized four science classrooms, two biology labs, and two chemistry labs. We also opened up six new tennis courts. We anticipate the fall 2010 reopening of our historic 1938 gymnasium, which was recently awarded a Santa Cruz County Blue Plaque signifying its historical and cultural significance. Please contact our school office at (831) 728-6390 for more information about the buildings and facilities on our campus.

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

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. We are hoping to get funding to update our library collection.

Computers

We have nine computer labs, two mobile computer labs, and a computer lab in the library. All of them are used daily. Computers are used in every classroom for a variety of purposes, from presentation of curricula to preparation of lesson plans. All computers include Microsoft Office, Internet Explorer, Eureka, and Acrobat Reader. Our computer labs are open all day. The library is open from 7:30 a.m. to 4:30 p.m.

Textbooks

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

We have also reported additional facts about our textbooks called for by the Williams legislation of 2004. This online report shows whether we had a textbook for each student in each core course during the 2010–2011 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).

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 2010–2011 school year.

SCHOOL EXPENDITURES

We have received California Partnership Academy Grants of \$81,000 each for our Video, Health, and Business Academies, and \$10,000 from Granite Construction through the Mathematics, Engineering, and Science Achievement program. Watsonville High School was also awarded a five-year, \$500,000 Small Learning Community Planning Grant from the federal government to implement small learning communities. We use federal Title I funds to employ a full-time community liaison to enhance our home-school communication. We use funds to employ a full-time English Learner specialist. We also use these funds to provide extensive staff development to enhance our teachers' instructional repertoires for the instruction of literacy in all content areas. We received an additional California Partnership Academy grant for our Environmental Science and Natural Resources Academy, another one for an art-centered academy called Mosaic, as well as funds for a Teachers Academy and an Engineering Academy.

Spending per Student (2008–2009)

To make comparisons possible across schools and districts of varying sizes, we first report our overall spending per student. We base our calculations on our average daily attendance (ADA), which was 1,999 students.

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

TYPE OF FUNDS	OUR SCHOOL	DISTRICT AVERAGE	SCHOOL VARIANCE	STATE AVERAGE	SCHOOL VARIANCE
Unrestricted funds (\$/student)	\$4,452	\$5,455	-18%	\$5,653	-21%
Restricted funds (\$/student)	\$2,254	\$4,345	-48%	\$3,083	-27%
TOTAL (\$/student)	\$6,706	\$9,801	-32%	\$8,736	-23%

SOURCE: Information provided by the school district.

Total Expenditures, by Category (2008–2009)

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

CATEGORY	UNRESTRICTED FUNDS	RESTRICTED FUNDS	TOTAL	PERCENTAGE OF TOTAL*
Teacher salaries	\$5,265,295	\$1,702,475	\$6,967,770	52%
Other staff salaries	\$916,493	\$790,012	\$1,706,505	13%
Benefits	\$2,483,564	\$1,111,992	\$3,595,556	27%
Books and supplies	\$99,363	\$551,794	\$651,157	5%
Equipment replacement	N/A	N/A	N/A	N/A
Services and direct support	\$133,879	\$349,974	\$483,853	4%
TOTAL	\$8,898,594	\$4,506,247	\$13,404,841	

SOURCE: Information provided by the school district.
* Totals may not add up to exactly 100% because of rounding.

Compensation per Staff with Teaching Credentials (2008–2009)

The total of what our certificated staff members earn appears below. A certificated staff person is a school employee who is required by the state to hold teaching credentials, including full-time, part-time, substitute or temporary teachers, and most administrators. You can see the portion of pay that goes to salary and three types of benefits.

To make comparisons possible across schools and districts of varying sizes, we first report our compensation per full-time equivalent (FTE) certificated staff member. A teacher/administrator/pupil services person who works full time counts as 1.0 FTE. Those who work only half time count as 0.5 FTE. We had 96 FTE teachers working in our school.

CATEGORY	OUR SCHOOL	DISTRICT AVERAGE	SCHOOL VARIANCE	STATE AVERAGE	SCHOOL VARIANCE
Salaries	\$59,757	\$53,838	11%	\$72,020	-17%
Retirement benefits	\$5,798	\$5,094	14%	\$5,840	-1%
Health and medical benefits	\$14,742	\$13,029	13%	\$9,324	58%
Other benefits	\$3,776	\$3,279	15%	\$384	883%
TOTAL	\$84,073	\$75,240	12%	\$87,568	-4%

SOURCE: Information provided by the school district.

Total Certificated Staff Compensation (2008–2009)

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

CATEGORY	TOTAL	PERCENTAGE OF TOTAL*
Salaries	\$5,736,665	71%
Retirement benefits	\$556,565	7%
Health and medical benefits	\$1,415,241	18%
Other benefits	\$362,515	4%
TOTAL	\$8,070,986	

SOURCE: Information provided by the school district.
* Totals may not add up to exactly 100% because of rounding.

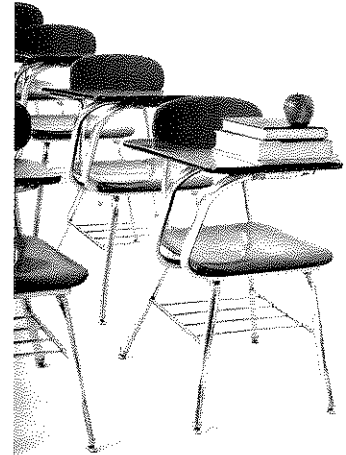
TECHNICAL NOTE ON DATA RECENCY: All data is the most current available as of December 2010. The CDE may release additional or revised data for the 2009–2010 school year after the publication date of this report. We rely on the following sources of information from the California Department of Education: California Basic Education Data System (CBEDS) (October 2009 census); Language Census (March 2010); California Standards Tests (spring 2010 test cycle); Academic Performance Index (November 2010 growth score release); Adequate Yearly Progress (October 2010).

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

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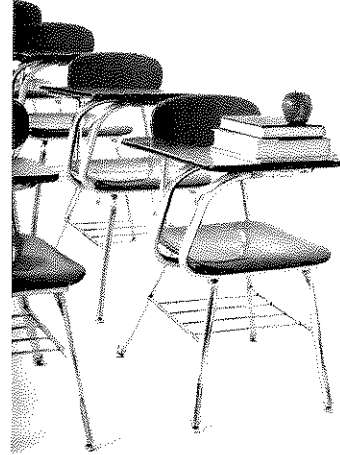
» Adequacy of Key Resources

Here you'll find key facts about our teachers, textbooks, and facilities during the school year in progress, 2010–2011. Please note that these facts are based on evaluations our staff conducted in accordance with the Williams legislation.



» Data Almanac

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



PAJARO VALLEY UNIFIED SCHOOL DISTRICT



Board Agenda Backup

Item No: 10.9

Date: March 23, 2011

Item: Local Education Agency (LEA) Plan Update

Overview: In 2008 PVUSD submitted a five-year LEA Plan to the California Department of Education. Although plans are submitted for a five year period, school districts are advised to annually review and update their LEA Plans. Attached is the 2010-2011 update to the district's 2008-2013 LEA Plan.

Recommendation: It is recommended that the Board approve the updated LEA Plan.

Budget Considerations: N/A

Funding Source:

Budgeted: Yes: No:

Amount:

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

Superintendent's Signature: *Dorma Baker (AJ)*

(CDE use only)
Application #

Elementary and Secondary Education Act/No Child Left Behind Act of 2001
LOCAL EDUCATIONAL AGENCY (LEA) PLAN

Please submit your completed revised LEA Plan by e-mail to LEAP@cde.ca.gov **no later than April 19, 2010**. Please indicate in the subject line of the e-mail: 1) the name of your LEA; 2) the Program Improvement Year; and 3) the name of the document attached (e.g., ZZZ Unified School District; PI Year 3; Revised LEA Plan).

LEA Plan Information:

Name of LEA: **Pajaro Valley Unfied School District**

County/District Code: **44-69799**

Dates of Plan Duration (should be up to three years): **March 2011- March 2013**

Date of Local Governing Board Approval: **March 23, 2011**

District Superintendent: **Dorma Baker, Superintendent**

Address: **294 Green Valley Road**

City: **Watsonville**

State: **CA**

Zip: **95076**

Phone: **(831) 786-2100 Ext. 2135**

Fax: **(831) 761-6010**

Certification: I hereby certify that all of the applicable state and federal rules and regulations will be observed by this LEA and that, to the best of my knowledge, information contained in this Plan is correct and complete. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained onsite. I certify that we accept all general and program specific assurances for Titles I, II, and/or III as appropriate, except for those for which a waiver has been obtained. A copy of all waivers will remain on file. I certify that actual ink signatures for this LEA Plan/Plan Addendum/Action Plan are on file, including signatures of any required external providers, i.e., district assistance and intervention team and/or Title III regional lead.

**LEA Plan
TABLE OF CONTENTS**

TOPIC	PAGE
<i>Federal and State Programs Checklist.....</i>	3
<i>District Budget for Federal and State Programs.....</i>	5
<i>District Profile.....</i>	10
<i>Local Measures of Student Performance.....</i>	14
<i>Performance Goal 1.....</i>	16
<i>Performance Goal 2.....</i>	27
<i>Performance Goal 3.....</i>	39
<i>Performance Goal 4.....</i>	47
<i>Performance Goal 5.....</i>	63
<i>Additional Mandatory Title I Descriptions.....</i>	64
<i>Assurances.....</i>	74
<i>Signature Page.....</i>	82

FEDERAL AND STATE PROGRAMS CHECKLIST

Check (√) all applicable programs operated by the LEA. In the “other” category, list any additional programs that are reflected in this Plan.

Federal Programs		State Programs	
√	Title I, Part A		EIA – State Compensatory Education
√	Title I, Part B, Even Start SIG Grant	√	EIA – Limited English Proficient
√	Title I, Part C, Migrant Education		State Migrant Education
	Title I, Part D, Neglected/Delinquent	√	School Improvement
√	Title II, Part A, Subpart 2, Improving Teacher Quality	√	Child Development Programs
√	Title II, Part D, Enhancing Education Through Technology		Educational Equity
√	Title III, Limited English Proficient		Gifted and Talented Education
√	Title III, Immigrants SIG QEIA		Gifted and Talented Education
	Title IV, Part A, Safe and Drug-Free Schools and Communities	√	Tobacco Use Prevention Education (Prop 99)
	Title V, Part A, Innovative Programs – Parental Choice		Immediate Intervention/ Under performing Schools Program
√	Adult Education, WIA Title II		School Safety and Violence Prevention Act (AB1113, AB 658)
√	Career Technical Education	√	Healthy Start
√	McKinney-Vento Homeless Education		Dropout Prevention and Recovery Act: School Based Pupil Motivation and Maintenance Program (SB 65)
√	IDEA, Special Education	√	Other: Quality Education Investment Act (QEIA)
√	21 st Century Community Learning Centers	√	Other: ASES (After School Program)
	Other:		Other:
√	Other: MAA Funding	√	Other: Lottery
√	Other: LEA Funding	√	Other: Adults In Correctional Facilities
	Other:	√	Other: Transportation

√	Other: Special Ed Dept. Of Rehab: Workability II, Transition Partnership	√	Other: Special Ed, Project Workability
√	Other: Title I Program Improvement & School Choice	√	Other: Agricultural Vocational Education
√	Other: ARRA Title I, Part A	√	Other: Echo Teachers Partnership
√	Other: ARRA McKinney-Vento Homeless Children	√	Other: Engineering Partnership
√	Other: ARRA State Fiscal Stabilization Funds	√	Other: Mosaic Arts Partnership
√	Other: ARRA Child Nutrition Equipment Assistance	√	Other: Video Partnership
√	Other: ARRA Childcare and Development Block Grant, Quality Repair and Renovation	√	Other: Business Partnership Academy
√	Other: ARRA IDEA Part B, Sec 611 Preschool Local Entitlement	√	Other: Health Careers Academy
√	Other: ARRA IDEA Part B, Sec 619 Preschool Grants	√	Other: Environmental Science & Natural Resources Partnership
√	Other: ARRA IDEA Part B, Sec 611 Basic Local Assistance	√	Other: Special Ed, Infant Discretionary
√	Other: ARRA Spec Ed Dept Of Rehab: Workability II, Transition Partnership	√	Other: Special Ed, Low Incidence Entitlement
	Other:	√	Other: Special Ed, Staff Development Grant
√	Other: TODOS Grant		Other: Special Ed Infant
	Other (describe):		Other: Special Ed Regular Entitlement
	Other (describe):		Other: CAL-Safe
	Other (describe):		Other: HPSG:
	Other (describe):		Other:
	Other (describe):		Other: Adult Education
	Other (describe):		Other (describe):
	Other (describe):		Other (describe):

DISTRICT BUDGET FOR FEDERAL PROGRAMS

Please complete the following table with information for your district.

Programs	Prior Year District Carryovers 09-10	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
Title I, Part A	1,22,403	5,026,288	5,311,387	85%
Title I, Part B, Even-Start SIG Grant	0	2,605,745	2,214,883	85%
Title I, Part C, Migrant Education	802,851	4,473,908	4,731,425	89%
Title I, Part D, Neglected/Delinquent	0	0	0	0
Title II Part A, Subpart 2, Improving Teacher Quality	161,775	1,071,910	1,048,632	85%
Title II, Part D, Enhancing Education Through Technology	6,286	22,560	15,687	54%
Title III, Limited English Proficient	212,887	920,871	843,667	97%
Title III, Immigrants SIG QEIA	2,772,962	0	2,772,962	100%
Title IV, Part A, Safe and Drug-free Schools and Communities	0	0	0	0
Title V, Part A, Innovative Programs – Parental Choice	0	0	0	0
Adult Education WIA Funds	0	191,768	182,180	95%
Career Technical Education	0	150,163	144,833	96%
McKinney-Vento Homeless Education	0	681,137	59,022	86%
IDEA, Special Education	0	3,998,217	3,998,217	100%
21 st Century Community Learning Centers	591,625	3,384,391	3,379,614	85%
Other: MAA Funding	169,607	315,630	434,311	89%
Other:				

Other: LEA Funding	899,823	350,000	1,098,213	87%
Other:				
Other: Special Ed, Dept Of Rehab: Workability II, Transition Partnership	0	230,203	222,032	96%
Other: Title I Program Improvement & School Choice	297,141	0	297,141	100%
Other: ARRA Title I, Part A	1,511,675	0	1,364,850	89%
Other: ARRA McKinney-Vento Homeless Children	86,888	0	83,611	96%
Other: ARRA State Fiscal Stabilization Funds	3,475,474	0	3,475,474	100%
Other: ARRA Child Nutrition Equipment Assistance	0	0	0	0
Other: ARRA Childcare and Development Block Grant, Quality Repair and Renovation	33,011	0	0	0
Other: ARRA IDEA Part B, Sec 611 Preschool Local Entitlement	98,614	0	98,614	100%
Other: ARRA IDEA Part B, Sec 619 Preschool Grant	284,785	0	284,785	100%
Other: ARRA IDEA Part B, Sec 611 Basic Local Assistance	1,189,566	0	1,189,566	100%
Other:	0	0	0	0
Other: Safe Schools/Healthy Students	0	0	0	0
Other: TODOS Grant	59,225	367,330	426,555	100%
TOTAL	13,876,598	23,177,121	33,659,661	91%

DISTRICT BUDGET FOR STATE PROGRAMS

Please complete the following table with information for your district.

Categories	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
EIA – State Compensatory Education	0	0	0	0
EIA – Limited English Proficient	3,923,559	4,528,014	7,183,837	85%
State Migrant Education	0	0	0	0
School and Library Improvement Block Grant	0	0	0	0
Child Development Programs	0	3,455,297	2,937,002	85%
Educational Equity	0	0	0	0
Gifted and Talented Education	0	0	0	0
Tobacco Use Prevention Education – (Prop. 99)	0	410,492	410,492	100%
High Priority Schools Grant Program (HPSGP)	0	0	0	0
School Safety and Violence Prevention Act (AB 1113)	0	0	0	0
Healthy Start	23,798	100,000	105,228	85%
Dropout Prevention and Recovery Act: School-based Pupil Motivation and Maintenance Program (SB 65)	0	0	0	0
Other: Quality Education Investment Act (QEIA)	1,719,257	3,060,328	4,573,098	95%
Other: ASES (After School Program)	0	4,396,564	3,737,079	85%
Other: English Language Acquisition Program (ELAP)	263,345	0	253,998	96%
Other: Lottery	1,360,285	2,516,250	3,876,535	100%

Other: Adults in Correctional Facilities	0	48,074	46,368	96%
Other: Transportation	0	2,572,611	2,572,611	100%
Other: Special Ed, Project Workability	0	226,058	218,034	96%
Other: Agricultural Vocational Ed	0	10,071	10,071	100%
Other: Echo Teachers Partnership	0	74,201	71,567	96%
Other: Engineering Partnership	0	84,357	81,363	96%
Other: Mosaic Arts Partnership	20,663	81,000	98,055	96%
Other: Video Partnership	34,487	69,120	99,930	96%
Other: Business Partnership Academy	40,841	69,120	106,058	96%
Other: Health Careers Academy	24,515	69,120	90,312	96%
Other: Environmental Science & Natural Resources Partnership	39,746	81,000	116,460	96%
Other: Special Ed, Infant Discretionary	0	1,113	1,074	96%
Other: Special Ed, Low Incidence Entitlement	0	10,239	9,876	96%
Other: Special Ed, Staff Development Grant	0	11,707	11,291	96%
Other: Special Ed-Infant	0	526,002	526,002	100%
Other: Special Ed Regular Entitlement	0	14,027,902	11,923,717	85%
Other: CAL Safe	0	342,893	291,459	85%

Other: HPSG: SAIT Corrective Action	0	0	0	0
Other: California Peer Assistance & Review Program for Teachers	0	0	0	0
Other: Adult Education	0	1,637,707	1,146,395	70%
Other:				
Other:				
Other:				
Other:				
Other:				
Other:				
Other:				
Other:				
Other:				
Other:				
Other:				
TOTAL	7,450,496	38,409,240	40,497,912	88%

District Profile

In the space below, please provide a brief narrative description of your district. Include your district's vision/mission statement and any additional information about the make-up of your district, including grade levels and demographics of students served, in order to provide background and a rationale for the descriptions included in the LEA Plan.

The Pajaro Unified School District (PVUSD) serves students living in an area from northern Monterey County to the town of Aptos in Santa Cruz County. The District serves a K-12 student population of over 19,000 students. Presently the District operates 16 elementary schools, 5 middle schools, 1 junior high, 3 comprehensive high schools, 1 continuation school, 1 community day school, 5 charter schools and an adult education program.

The district has a total enrollment of 19,381 students based on the 2009-2010 CBEDS data. The demographic data includes 18.1% White; .5% African-American; 78.9% Hispanic or Latino; .9% Filipino; .9% Asian; and .6% Other.

Based on the 2009-2010 demographic data approximately 71% of our students were classified as Economically Disadvantaged and 68.5% were classified as English Learners. The CELDT data from 2009-2010 shows that 8,023 students were tested and 4% scored at the Advanced Level, 26% at the Early Advanced level, 38% at the Intermediate level, 18% at the Early Intermediate level, and 13% at the Beginning level. The district did not make the AMAO 1, 2, or 3 targets in 2009-2010.

In 2009-2010 63.6% of the schools in PVUSD met or exceeded their API target, and 51.5% of the schools had double-digit growth. The PVUSD made a 24 point growth in their API.

The district has 6 elementary schools, 2 middle schools, 1 high school, 2 charter schools, and 1 continuation schools that are not Title I schools. The remaining 21 schools are in Program Improvement. Two elementary schools, 1 charter school and the Community Day School meet their AYP targets in 2009-2010. The district did not meet the AYP targets.

Table 1

Ethnic Distribution of students
Pajaro Valley Unified Compared to County and State
2009-2010 CBEDS

	Hispanic		White		Other	
PVUSD	15,282	78.9%	3,498	18.1%	601	3%
Santa Cruz Co.	20,400	53%	15,693	40.8%	2,409	6.2%
California	3,118,404	50.4%	1,673,278	27%	1,398,743	22.6%

Table 2

Free and Reduced Lunch
Pajaro Valley Unified Compared to County and State
2009-2010 CBEDS

	Enrollment	Free and Reduced Lunch	
PVUSD	19,381	13,690	71%
Santa Cruz Co.	38,502	15,154	39.4%
California	6,141,125	3,434,026	55.92%

Table 3

English Language Learners
Pajaro Valley Unified Compared to County and State
Language Group Data
2009-2010 CBEDS

	Enrollment	English Language Learners*	
PVUSD	19,381	13,278	68.5%
Santa Cruz Co.	38,502	17,029	44.2%
California	6,190,425	2,623,887	42.4%

* English Language Learners numbers and percentages includes students who have been designated as fully English proficient and are not native English speakers.

PVUSD is governed by a 7-member Board of Trustees elected for 4-year terms. The Board encourages public participation in all aspects of the school systems operation. The district employs over 1,100 certificated instructional personnel, with over 900 classified support staff members and a management team of approximately 100 certificated and classified employees.

The District has comprehensive, coordinated programs, which offer a broad spectrum of academic and educational services, including bilingual education, special education, gifted and talented education, computer-assisted education and other specialized programs.

At the beginning of the 2008-2009 school year, the District superintendent assembled the Accountability Design Team (ADT). The ADT task was to develop the Comprehensive Accountability Framework (CAF) in the district in response to State mandates to improve student achievement. The ADT was comprised of 38 members representing an array of stakeholders from Pajaro Valley Unified School District (PVUSD) including parents, teachers, members of the Board of Trustees, site, and district office administrators.

PVUSD is committed to continuous improvement in student achievement. Therefore, the ADT developed the Comprehensive Accountability Framework (CAF) to define and ensure progress in meeting district and site-based goals. The foundation of this framework is the belief that accountability for student learning is the responsibility of all the stakeholders in the District and leadership is shared by students, parents, staff, the Board of Trustees, and the community. All stakeholders have a common interest in high student achievement and benefit from quality PVUSD schools and the services they provide to

children of the community. The CAF encourages and provides opportunities for all stakeholders to be actively engaged in continuously improving student achievement.

The purpose of the CAF is to clarify and focus the district-wide work and resources that best benefit our students and their educational goals. The work of the ADT supports, reinforces and validates the district vision, and puts forth procedures to carry out the district's mission and goals:

PVUSD Mission Statement

Our mission is to educate and 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.

PVUSD Goals

The CAF provides a structure that will guide PVUSD in meeting the following PVUSD goals:

Following are the PVUSD goals:

- 1. PVUSD will provide academic challenges for all students and will support and maintain programs that are successful and help build new opportunities so we keep all students engaged in their learning.*
- 2. PVUSD will provide a consistent and strategic program to achieve the goal of English acquisition.*
- 3. PVUSD will ensure that all schools provide a safe, healthy, and positive school environment for students and staff.*
- 4. PVUSD will attract, hire, develop and retain an excellent professional staff throughout the district.*
- 5. PVUSD will engage and sustain the trust, involvement, and responsibility of all parents and community to promote collaborative programs which result in high levels of success for all students.*
- 6. PVUSD will maintain a balanced budget while effectively maximizing all resources to fulfill educational priorities.*

The CAF will assist in ensuring PVUSD's commitment to continuous improvement where outstanding teaching and learning are demonstrated, supported, and celebrated. This framework will serve as a constructive tool to focus policy, leadership initiatives, and specific strategies on continuous improvement. The CAF includes both the *District-Wide Performance Indicators* and the *School Site and District Department Performance Indicators* that put the District's goals into measurable terms. This framework provides a plan for analyzing relevant assessment data and other pertinent information with the ultimate goal of improving academic achievement for all students. Furthermore, this framework establishes the plan for communication among students, parents, staff, Board of Trustees, and the community. In addition, the CAF guides the development and implementation of research-based educational initiatives that are most effective in PVUSD schools. This information provides a foundation for individual school and district department improvement plans.

The CAF creates a transparent system for reciprocal accountability that is student-centered, educator-generated, and data-driven. The system goes beyond test scores as the sole measure of student achievement. Multiple indicators will be considered and analyzed when monitoring progress toward meeting district goals. The CAF provides three levels of indicators from which to gauge progress toward meeting the district-wide goals:

- **District-Wide Performance Indicators** provide evidence of progress toward achieving district-wide goals through a variety of quantitative performance data. This will provide the focus for writing school site and district department improvement plans
- **School Site and District Department Performance Indicators** measure performance and provide evidence of progress toward meeting school site and district department goals. These measurements come from a variety of quantitative sources
- **Reflections and Next Steps** provides a qualitative narrative focused on the impact of school site and district department efforts made toward continuous improvement. *Reflections and Next Steps* is included in improvement plans, providing a context for that improvement often not apparent in quantitative data. This narrative gives insights into the programs, projects, and strategies implemented toward meeting goals and objectives and provides next steps toward continuous improvement

PVUSD is mandated to perform as specified by federal, state and local guidelines, laws, policies, and procedures. Governing these are federal, state, local laws, and Board of Trustees' policies and procedures. The results of federal and state performance assessments such as, Annual Yearly Progress (AYP) and Annual Performance Indicators (API) as well as profiles such as the School Accountability Report Card (SARC) serve as indicators for the progress of the District. The CAF is aligned to support these performance standards and focuses the District's efforts on continuous improvement and student achievement.

Local Measures of Student Performance (*other* than State-level assessments)

Per NCLB Section 1112 regarding Local Educational Agency Plans, each LEA must provide the following descriptions in its Plan:

A description of high-quality student academic assessments, *if any*, that are in addition to the academic assessments described in the State Plan under section 1111(b) (3), that the local educational agency and schools served under this part will use to:

- a) Determine the success of students in meeting the State student academic achievement standards and provide information to teachers, parents, and students on the progress being made toward meeting student academic achievement standards;
- b) Assist in diagnosis, teaching, and learning in the classroom in ways that best enable low-achieving students to meet State student achievement academic standards and do well in the local curriculum;
- c) Determine what revisions are needed to projects under this part so that such children meet the State student academic achievement standards; and
- d) Identify effectively students who may be at risk for reading failure or who are having difficulty reading, through the use of screening, diagnostic, and classroom-based instructional reading assessments.

If the LEA uses such assessments in addition to State Academic assessments, please provide a succinct description below, and indicate grade levels and students served with such assessments.

Also, please describe any other indicators that will be used in addition to the academic indicators described in Section 1111 for the uses described in that Section.

The Pajaro Valley Unified School District (PVUSD), has developed common Benchmark Assessments for two content areas, Mathematics and English Language Arts. The Mathematics Benchmarks are administered four times per year in Grades 2-7, Pre-Algebra, Algebra I, Geometry, and Algebra II.

In English Language Arts common Benchmarks are administered in Grades 1-5. At the secondary level, Grades 6-12, sites administer common Pre- and Post Semester Assessments. The PVUSD Educational Services Department will be working collaboratively with teachers and site administrators to develop ELA Benchmarks for Grades 6-12 during the 2010-2011 school term. Students take a common Fall and Spring District Writing Assessment that is scored at the site level using a common rubric. The PVUSD Educational and English Learner Services Department is also currently working collaboratively with teachers and site administrators identifying power standards, pacing guides and common Benchmark Assessments for Social Studies and Science in Grades 6-12.

PVUSD assessments are aligned to the California State Standards and designed to inform teachers and students about instruction and performance.

All assessments are scanned into DataDirector, the district's assessment database. Pre-built and Custom DataDirector reports are used by teachers and administrations to analyze results at various levels, including, district, site, teacher and individual student data. Sites can disaggregate results by demographics, such as grade level, language fluency, or program participation. Reports may also include other indicators of student achievement such as classroom formative or statewide summative assessments.

Performance Goal 1: All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2013-14.

Planned Improvement in Student Performance in Reading

(Summarize information from district-operated programs and approved school-level plans)

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards:</p> <p>a) Revise District Power Standards</p> <p>b) Create and Implement District Benchmarks/Semester Tests</p> <p>c) Utilize District Content Coaches</p> <p>d) Provide Orientation to Common Core California Standards</p>	<p>a) District Committee/Ongoing 4-5 times/year</p> <p>b) Elementary 3X/year, Secondary 4X/year</p> <p>c) Two TOSA's supporting site teachers in all subject areas, including ELD/Ongoing.</p> <p>d) Content Coordinators presentation to district instructional leaders and teachers. 30 minutes presentations during Winter and Spring 2011.</p>	<p>2009-2010 Supplemental pay Substitutes Print Cost Translations</p> <p>2010-2011 Substitutes Supplemental pay Salary/benefits</p>	<p>\$130,000</p> <p>\$ 210,000</p>	<p>DAIT</p> <p>Title I Title III</p>
<p>2. Use of standards-aligned instructional materials and strategies:</p> <p>a) Continue to implement Renaissance Learning (Accelerated Reader, STAR Early Literacy, STAR Reading) to support student independent reading</p> <p>b) Support Response to Instruction (Targeted homogenous</p>	<p>a) On-site support 3-4 times/year from Renaissance Learning. 3 Year contract. Students use on a daily basis.</p> <p>b) 9 Elementary School sites</p>	<p>None – previous contract</p> <p>RTI Consultant</p>	<p>\$18,000 per</p>	<p>Title I</p>

<p>instruction during LA block across grade level)</p> <p>c) Provide Training and Support for Inside and Edge Secondary ELD Implementation</p> <p>d) Implement Systematic English Language Development for Elementary, including new curricular units</p>	<p>with outside consultant 4/times year for five years.</p> <p>c) District TOSA supports ELD teachers in secondary schools/ Ongoing.</p> <p>d) District TOSA supports teachers on site with implementation for ongoing support/ Ongoing.</p>	<p>None</p> <p>None</p>	<p>school</p>	
<p>3. Extended learning time:</p> <p>a) Small group instruction</p> <p>b) Read 180 and System 44 instruction</p>	<p>a) Various sites offer a second block of ELA time devoted to small group instruction./ Ongoing.</p> <p>b) One elementary site and Special Education teachers are using Read 180 and/or System 44/Ongoing.</p>	<p>None</p> <p>Site License upgrades</p>	<p>\$50,000</p>	<p>Title I Special Ed.</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>4. Increased access to technology:</p> <p>a) Continue to Support Renaissance Learning</p> <p>b) Support Read 180 and System 44</p> <p>c) Pilot Rosetta Stone</p> <p>d) Continue use of Lexia</p> <p>e) Continue use of My Access</p>	<p>a) All elementary and middle schools use Accelerated Reader on a daily basis/ Ongoing.</p> <p>b) Both programs have a strong technological component to the daily lessons/ Ongoing.</p> <p>c) Pilot occurring at three elementary sites this school year.</p> <p>d) Used at school sites to support reading instruction/ Ongoing.</p> <p>e) Used for grades 8 and 9 only. Ongoing training and support provided by outside consultant.</p>	<p>None- previous 3 year contract</p> <p>Previously purchased licenses</p> <p>Previously purchased licenses</p> <p>Previously purchased licenses</p>		
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <p>a) LA Curriculum Committee (Power Standards, Benchmark/Semester exams review and input. Writing assessments and prompts, Common Core California Standards)</p> <p>b) Renaissance Learning</p>	<p>a) 4-5 full-day meetings held each school year with reps. from every school and grade level, including special ed. and migrant ed. /Ongoing.</p> <p>b) Site Coordinators and Library Media Techs.</p>	<p>See 1(a)</p> <p>See 2(a)</p>		

	received 4 days of Training of trainers. Follow-up planned for spring 2011. Company consultants also provide specific support to sites, depending on needs and requests. 3 year contract.			
c) My Access	c) Training provided by outside consultant based on specific needs of sites. Consultant works at sites every week./ Current contract ends June 2011.	See 2(a)		
d) Systematic English Language Development	d) Training provided to 5 full school sites as of May 2011. Remaining elementary schools will be trained by May 2012. Use of district and outside trainers. /Ongoing.	Per participant fee, substitutes	\$50,000	Title III
e) Language Art Academy	e) District LA Coordinator and district TOSAs provide training 4-5 times/year. /Ongoing.	None		
f) Site Academic Assessment and Accountability Coordinators	f) Monthly meeting directed by Director of Educational and English Language Services./ Ongoing.	None		
g) English Learner Specialists	g) Monthly meeting directed	None		

<p>h) Data Director</p> <p>i) Data Teams</p>	<p>by Director of Ed. and EL Services./ Ongoing.</p> <p>h) Site-based teacher training provided by site administrators. District training provided for site administrators.</p> <p>i) Specific training provided for data team leads, site and district administrators./ Ongoing</p>	<p>Software License, Training, support</p> <p><u>2009-2010</u> Consultant Fees</p> <p><u>2010-2011</u> Substitute Costs</p>	<p>\$ 66,000</p> <p>\$86,000</p> <p>\$54,000</p>	<p>Lottery</p> <p>DAIT</p> <p>Title I</p>
<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <p>a) Accelerated Reader Home Connect</p> <p>b) Annual Parent Conference</p> <p>c) Data Director-Student Reports</p>	<p>a) Site trainer/administrator shares this information with parents. Several sites have has parent nights for this purpose./ Ongoing.</p> <p>b) District Parent Coordinator organizes this conference held in February each year.</p> <p>c) Specific student reports generated from Data Director list all district and state level assessments.</p>	<p>None</p> <p>Conference Costs</p> <p>None</p>	<p>\$20,000</p>	<p>Title III</p> <p>Title I</p>
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p>				

<p>8. Monitoring program effectiveness:</p> <p>a) Data Director</p> <p>b) Surveys</p> <p>c) STAR Early Literacy and STAR Reading</p>	<p>a) District Assessment Coordinator oversees program. Provides various training and support throughout the year./ Ongoing.</p> <p>b) Content Coordinators use an online survey tool to collect data from teachers. District Assessment Coordinator collects data with parents survey./ Annually</p> <p>c) Results from computerized assessments given to every 1-8th grade student. LA Coordinator oversees with site leads.</p>			
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<p>9. Targeting services and programs to lowest-performing student groups:</p> <p>a) Systematic English Language Development</p> <p>b) Response to Instruction</p> <p>c) Renaissance Learning (Accelerated Reader)</p> <p>d) Data Teams</p>	<p>a) Director of Ed. and EL Services ensures training is ongoing and specific.</p> <p>b) Director of Ed. and EL Services ensures training is ongoing and site specific.</p> <p>c) District LA Coordinator oversees use./ Ongoing.</p> <p>d) Director of Educational and English Learners Services is coordinating and supervising the implementation and training of Data Teams. Ongoing.</p>			
<p>10. Any additional services tied to student academic needs:</p>				

Performance Goal 1: All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2013-14.

Planned Improvement in Student Performance in Mathematics

(Summarize information from district-operated programs and approved school-level plans)

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards:</p> <p>a. Curriculum Mapping – realignment of Power Standards and District Assessment Guides to incorporate threading of grade-level standards toward Algebra One success.</p> <ul style="list-style-type: none"> • Revise Power Standards Gr. K-Alg 2 • Revise District Assessment Guides, Gr. K-Alg 2 • Develop grade-level curriculum maps Gr. K-Alg 2 	<p>a. Grade-level teacher leaders, Math coordinator/ 2010-2011, thru life of adoption</p>	<p>a. Substitute costs, supplies and materials, clerical support</p>	<p>a. \$3,000</p>	<p>a. Title I</p>
<p>2. Use of standards-aligned instructional materials and strategies:</p> <p>a. Side-by-Side Tool for Mathematics: in development</p>	<p>a. Math coordinator, District TOSA,/ 2010-2011</p>	<p>a. Clerical support</p>	<p>a. Daily Rates of Math Coord. & TOSA</p>	<p>a. Title I & Title III</p>

<p>3. Extended learning time:</p> <p>a. SuccessMaker: continue implementation of SM as an intervention/acceleration tool. SM will be used at each Elementary and Middle School, the Jr. High, and at two High Schools. Elementary focus: Grade 5 Middle School focus: Grade 7</p> <ul style="list-style-type: none"> • provide teacher support in program content and reports 	<p>a. District technology support technician, Instruction technology coach, Math coordinator, <i>2010-2011</i></p>	<p>a. Instructional technology coach, supplies and materials, clerical support</p>	<p>b. 50% of Instr. tech coach</p>	<p>a. Title I</p>
<p>4. Increased access to technology:</p> <p>a. SuccessMaker</p> <ul style="list-style-type: none"> • redesign of server configuration for more efficient support and access • increase access – load classroom teacher station • support new labs at AHS and RHS <p>b. District mathematics web page</p> <ul style="list-style-type: none"> • Develop subject area web page • Provide teachers with subject specific information: e.g., archived curriculum maps, lesson plans, relevant research information, Framework and Released Items, grade-level blogs, website reviews and links. 	<p>a. District technology support technician, Instruction technology coach, Math coordinator, <i>2010-2011</i></p> <p>b. Math coordinator & Tech Liaison/ <i>winter 2011</i></p>	<p>a. Instructional technology coach, supplies and materials, clerical support, technical support from Pearson Learning</p> <p>b. Training on web design, maintenance</p>	<p>a. 50% of Instr. technology coach, Pearson support at \$50,000</p> <p>b. \$1,500</p>	<p>a. Title I</p> <p>b. Title I</p>

<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <p>a. Data Team support, Gr. K-Alg 2</p>	<p>a. Grade-level teacher, site administration, Math coordinator/ 2010-2011</p>	<p>a. Supplies and materials, clerical support</p>	<p>a. Daily rate of Math coordinator</p>	<p>a. Title I</p>
<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <p>a. Placement Process: articulate district protocols for transition from elementary to middle school/junior high, and from middle school to high school.</p>	<p>a. Site admin team, department chairs, district leadership</p>	<p>a. Supplies and materials, Clerical support</p>	<p>a. \$500</p>	<p>a. Title I</p>
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p>				
<p>8. Monitoring program effectiveness:</p> <p>a. Benchmark Assessments: Grades 1 – Alg 2</p> <ul style="list-style-type: none"> • Assemble Development Teams to create exams and practice exams, aligned to Assessment Guides • Monitor administration of assessments • Monitor scanning of Benchmarks into Data Director <p>b. Successmaker: Reporting System</p> <ul style="list-style-type: none"> • Provide timely data analysis of student usage and achievement, showing progress toward meeting projected benchmark levels (per Pearson) <ul style="list-style-type: none"> ○ Prescriptive Scheduling Reports ○ Cumulative Gains Reports 	<p>a. Math coordinator, Assessment Coordinator/ 2010-2011</p> <p>b. Site admin team, Instructional technology coach, Math coordinator</p>	<p>a. Supplies & materials, clerical support</p> <p>b. Instructional technology coach, supplies and materials, clerical support</p>	<p>a. Daily rate of Math Coord.</p> <p>b. 50% of Instr. tech coach</p>	<p>a. Title I</p> <p>b. Ed Services/ Categorical</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>9. Targeting services and programs to lowest-performing student groups:</p> <p>b. SuccessMaker: continue implementation of SM as an intervention/acceleration tool. SM will be used at each Elementary and Middle School, the Jr. High, and at two High Schools. Elementary focus: Grade 5 Middle School focus: Grade 7</p> <ul style="list-style-type: none"> • provide teacher support in program content and reports 	<p>b. District technology support technician, Instruction technology coach, Math coordinator, 2010-2011</p>	<p>c. Instructional technology coach, supplies and materials, clerical support</p>	<p>d. 50% of Instr. tech coach</p>	<p>b. Title I</p>
<p>10. Any additional services tied to student academic needs:</p>				

Performance Goal 2: All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Planned Improvement in Programs for LEP Students and Immigrants (Title III)

(Summarize information from district-operated programs and approved school-level plans)

1. (Per Sec. 3116(b) of NCLB, this Plan must include the following:

a. Describe the programs and activities to be developed, implemented, and administered under the subgrant;

English Language Mainstream (ELM)

The English Language Mainstream classroom is designed for students who are either native English speakers, fluent English proficient, or have acquired reasonable fluency in English. K-12 English learner students who have been assessed on the CELDT and have found to be at “reasonable levels of fluency in English” receive daily instruction in ELD and grade-level instruction in the core content areas with ongoing attention paid to the language demands of the instruction. SDAIE strategies are used in the ELM program. Teachers who work with EL students in the ELM program possess appropriate state authorizations.

Structured English Immersion (SEI):

Instruction in the SEI program is overwhelmingly in English. This program allows the use of primary language and primary language materials (up to 30% of the time), as appropriate, to meet student needs. Core content instruction is based on state grade level standards, and teachers utilize appropriate strategies to ensure comprehensibility of instruction. Both ELD and SDAIE content courses are taught by teachers with the appropriate state authorizations. Parents are notified annually regarding student placement.

The Alternative Bilingual Education Program Options:

• **K-8 Dual Language Bilingual Model**

Students receive instruction and support in both English and Spanish. Academic instruction provides access to the core curriculum in both languages and develops literacy in the native language while developing literacy in the second language. Students are expected to be at grade level in English by 3rd grade but no later than fifth grade.

• **Early Exit 50/50 Transitional Bilingual Model**

Students in grades K-3 receive support in both Spanish and English. Spanish reading/language arts instruction is provided in the early grades as a foundation for the development of English literacy which begins in Kindergarten. Some content instruction is provided in Spanish and transition to English is planned and purposeful. Students are expected to achieve reasonable fluency in English within 2 to 3 years.

• **Late Exit 50/50 Developmental Bilingual Model**

Students in grades K- 5 receive instruction and support in the targeted primary language and English. Academic instruction provides access to the core curriculum in both languages and develops literacy in the native language while developing literacy in the second language. Students are expected to be at grade level in English by their 3rd year and reclassify no later than fifth grade. Students are expected to meet all grade level standards and assessments.

• **Newcomer Bilingual Program Model**

Students receive instruction and support in both the primary language and English. Instruction begins at 50% in each language increasing in English during the year. Language Arts is provided in the primary language and skills are transferred to English. Some content instruction is provided in the primary language and transition to English is planned and purposeful so it occurs as rapidly as possible without sacrificing or delaying the learning of the academic core content. Students are expected to achieve reasonable fluency in English within 1 to 3 years depending on the amount of prior schooling in their native country/language.

b. Describe how the LEA will use the subgrant funds to meet all annual measurable achievement objectives described in Section 3122;

PVUSD will use Title III funds to provide the following support services to EL students:

- District Teachers on Special Assignment (TOSAs) will work with the Director of Educational and English Learner Services to identify/develop common formative assessments and benchmarks to guide ELD instruction district-wide. Support and training will be provided through the monthly English Learner Specialist and Site Academic Coordinator meetings and additional times as needed.
- Teachers on Special Assignment (TOSAs) will assist in the implementation and monitoring of the District’s Master Plan for English Learners. TOSAs will provide demonstrations to schools on best instructional practices.
- With assistance from the Department of Educational and English Learner Services each site (including classroom teachers and administrators) will monitor program implementation, use data to inform program improvement decisions and improve program implementation.
- Professional development will be provided in the areas of Systematic English Language Development (elementary), English Language Development using adopted program (secondary), Secondary Academic Language Tools (SALT), and Side by Side. TOSAs and administrators monitor the implementation of the skills learned during professional development to ensure the effects of the PD are systematic and consistent with the Title III Addendum and Action Plan remedies.

c. Description of how the LEA will hold elementary and secondary schools accountable.

PVUSD schools are expected to continue to meet the following State Board of Education approved AMAO’s for annual ELL student growth. English Learners will meet or exceed the state Annual Measurable Academic Objectives (AMAOs) for English language acquisition, as measured by the California English Language Development Test (CELDT) and described in the Title III Addendum and Action Plan.

Year	AMAO 1 Percent Making Annual Gains on CELDT	AMAO 2 Percent at English Proficient level
2010-11	54.6%	33.9%
2011-12	56%	35.6%
2012-13	57.5%	37.3%

All schools develop a School Plan that is updated annually and approved by the School Site Council and the Board of Education. The School Plans are aligned with the District's Comprehensive Accountability Framework (CAF) and contain student achievement goals and measurable benchmarks that are consistent with the CAF:

GOAL 1: Provide academic challenges for all students. Support and maintain programs that are successful and help build new opportunities so we keep all students engaged in their learning.

GOAL 2: PVUSD will provide a consistent and strategic program to achieve the goal of English acquisition.

District-Wide Performance Indicators	Data Source	Disaggregate by Subgroup	Data collected and included in improvement plan
Percentage of students scoring proficient or above in reading, writing, math, social studies, science	CST, STS, CMA, CAPA, District Benchmarks	Yes	
Percentage of students progressing one or more levels per year in reading, writing, math, social studies, science	CST, STS, CMA, CAPA	Yes	
Percentage of English learners progressing one or more levels per year	CELDT, CST (separately and together)	No	
Percentage of students attending schools 95% or more of the time	District Student Information System	Yes	
Percentage of eighth graders meeting promotion requirements	District Student Information System	Yes	
Percentage of high school students with credit on track to graduate in four years by grade level	District Student Information System	Yes	
Percentage of 10 th grade students passing CAHSEE	CAHSEE	Yes	
Percentage of students enrolled in AP classes	District Student Information System	Yes	
Percentage of students in AP classes who pass AP exams	District Student Information System	Yes	
Percentage of graduates who receive a high school diploma (Pass CAHSEE & meet grade requirements)	District Student Information System	Yes	
Percentage of graduating seniors who have been accepted to colleges and universities	CAL-PASS	Yes	
Percentage of 5 th , 7 th and 9 th graders who achieve Proficiency on the state Physical Fitness exam	BMI baseline readings (kindergarten).	Yes	

All EL student information is recorded in a district database that is accessible to individual sites and teachers via the Internet. Site staff members input student information/ assessment data and download reports from this database. A thorough data analysis is completed on an annual basis when School Plans are updated. In addition, schools monitor and report on progress towards student achievement goals on a quarterly basis.

In PVUSD, the English Language Development growth of English learners is measured by annual growth on the CELDT. Academic growth in reading/language arts and math is measured on an annual basis by student performance on the California Standards Test. Curriculum embedded assessments are used to monitor student academic growth on a formative basis and to inform instruction. Use of Data Team process monitors students for modification of instruction, implementation of instructional strategies, or immediate intervention.

d. Description of how the LEA will promote parental and community participation in LEP programs.

PVUSD has a strong parent component that supports a full partnership between the home and the school. State and federal advisory committees exist at school site and the district levels. In addition, school sites, Migrant Education, Extended Learning, Adult Education, SELPA and the Categorical Programs department sponsor a variety of ongoing opportunities for parents to realize the goal of a full partnership. These opportunities include: an annual Parent conference, parent forums, Latino Literacy, Literatura Infantil, and specific topics on student achievement. The district employs a TOSA parent trainer to assist sites to implement the above mentioned initiatives.

Advisory Committees

All schools with at least 21 English Learners have elected English Learner Advisory Committees (ELAC). The school site ELAC selects a representative to the district ELAC (DELAC). This person reports to the ELAC pertinent information disseminated at the DELAC meetings. Both ELAC and DELAC parent representatives receive materials and training appropriate to assist them in carrying out their responsibilities.

The Director of Educational Services English Learner Services and District Teacher on Special Assignment (TOSA) oversee the functions of the DELAC to ensure that the following occur:

- That each school site is represented at monthly DELAC meetings;
- That officers are elected to serve on the DELAC: President, Vice-President, Secretary and Membership Chairperson, as detailed in the PVUSD DELAC By-laws;
- That parents receive timely information, training and guidance to adequately make decisions at the school sites concerning English Learners;
- Meetings are held on a monthly basis at the district office.

Parent Education Opportunities

The district and the school sites offer parent education opportunities based on identified needs. Suggested topics include the following:

- Leadership training for ELAC and DELAC committee members;
- Leadership training for School Site Council members;

- Programs available at different school sites;
- Successful instructional models and innovative programs;
- Information to all parents on district programs for ELL students: SEI, Mainstream Programs, and all alternative program models;
- Programs (i.e., GATE, Special Education) for English learners with special needs;
- Strategies for assisting children with literacy and with other homework;
- Graduation, college entrance information;
- Career awareness for students and parents;
- Understanding achievement test data for their children and their school;
- Understanding state standards and the standards-based report cards;
- Information about the educational system and advocacy for their children.

2. Description of how the LEA will provide high quality language instruction based on scientifically based research (per Sec. 3115(c)).

The effectiveness of the EL programs will be determined by the increase in:

- English proficiency; and
- Academic achievement in the core academic subjects

PVUSD currently offers daily ELD, SDAIE, and/or primary language instruction in the core academic subjects in its SEI, ELM and alternative program models for the ELL students. Standards-aligned content curricula and instruction are implemented at all sites. The Data Team Process in place at all sites ensures that ongoing monitoring of student progress takes place. The Title III Addendum and Action Plan outlines remedies for not meeting ELD and content accountability measures.

3. Description of the LEA will provide high quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel.

In order for administrators, teachers, parents and the community to meet the needs of EL students at all proficiency levels, they must participate in a comprehensive standards-based professional development program. The District's Comprehensive Accountability Framework (CAF) sets forth both Site and District-Wide Performance Indicators regarding high quality professional development for teachers, administrators and other school or community-based personnel. The CAF requires that all professional development address the following:

- Theoretical Understanding
- Demonstrations
- Practice and Feedback
- On-the-Job Coaching

Title I and Title III funds will be used to design and implement a professional development plan that is aligned with and supporting the high quality instructional practices outlined in the CAF.

Allowable Activities	4. Upgrade program objectives and effective instruction strategies.	<u>Yes or No</u>	<p>If yes, describe:</p> <p>On a monthly basis, the Director of Educational and EL Services, along with department staff, meet with elementary Site Academic Coordinators and secondary English Learner Specialists. These meetings ensure district-wide articulation, consistent program implementation and coordination. These meetings focus on:</p> <ul style="list-style-type: none"> • Effective support strategies for EL students • The pedagogy of coaching and modeling lessons • Use of data to inform instruction
	Description of how the LEA is meeting or plans to meet this requirement.		
Allowable Activities	5. Provide – a. tutorials and academic or vocational education for LEP students; and b. intensified instruction.	<u>Yes or No</u>	<p>If yes, describe:</p> <p>All extended learning services are coordinated and focused to ensure maximum effectiveness. Extended learning opportunities are part of a school-wide strategy to increase the academic success of students who are at risk of failure. These interventions are designed to remedy and/or accelerate diagnosed areas of student need.</p> <p>The departments of Migrant Education and Extended Learning Programs also provide after school programs using a variety of state and federal funding.</p>
	6. Develop and implement programs that are coordinated with other relevant programs and services.	<u>Yes or No</u>	<p>If yes, describe: District-wide coordination of programs and services occurs through the following structures:</p> <ul style="list-style-type: none"> • Weekly Cabinet meetings • Monthly meetings for elementary principals, secondary principals and Leadership Team (includes all administrators) • Monthly meetings of ELSs, Site Academic Coordinators, and Department of Educational and English Learner Services

<p>7. Improve the English proficiency and academic achievement of LEP children.</p>	<p><u>Yes or No</u></p>	<p>If yes, describe:</p> <p>In order to facilitate the timely, appropriate placement of English Learners, the district conducts centralized oversight of initial and annual CELDT testing.</p> <p>ELD programs have been purchased for middle, high schools, and elementary schools. Training and ongoing coaching is being provided at all three grade spans. Coaching is provided by district TOSAs, ELS's, Site Academic Coordinators and the Santa Cruz County Office of Education. All programs will continue to be monitored for consistent implementation across sites and grade levels.</p> <p>Teachers will also receive training in Side by Side, a planning tool that provides an understanding of the relationships of ELD and ELA, the transference of skills from primary language to English, and how to use the ELA/ELD standards to accelerate EL students toward mastery of grade level content standards.</p> <p>The District's Comprehensive Accountability Framework (CAF) outlines the implementation of the Data Team Process at all school sites to ensure a focus on student-centered learning and support for that learning. All PVUSD employees will be part of a Data Team. Data Teams are small grade-level or department teams that examine individual student work generated from common formative assessments. All Data Teams follow a collaborative, structured process that focuses on the effectiveness of teaching and learning for all students. Data Teams also plan how to deliver interventions and accelerate learning to meet the diverse needs of their students.</p>
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		Description of how the LEA is meeting or plans to meet this requirement.	
Allowable Activities	<p>8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families –</p> <ul style="list-style-type: none"> ○ To improve English language skills of LEP children; and ○ To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children. 	<u>Yes or No</u>	<p>If yes, describe: The district has hired a Parent Education Trainer (TOSA) whose major responsibilities include the facilitation of the District English Learner Advisory Committee (DELAC), training of D/ELAC membership, and implementation of parent involvement projects and the district and school sites.</p> <p>District staff will continue to work with school sites to inform parents of their rights to participate in school governance organizations and to coordinate education offerings. Parents stated needs generated through ELAC and DELAC will be addressed in the parent education program.</p>
	<p>9. Improve the instruction of LEP children by providing for –</p> <ul style="list-style-type: none"> ○ The acquisition or development of educational technology or instructional materials ○ Access to, and participation in, electronic networks for materials, training, and communication; and ○ Incorporation of the above resources into curricula and programs. 	<u>Yes or No</u>	<p>If yes, describe: The district maintains several databases to allow teachers and administrators access to information relative to the EL programs. Our Extended Learning program has provided most sites with hardware, software and training to implement computer-assisted instruction programs in reading, writing, mathematics and ELD. In additions, the <i>Rosetta Stone</i> software program is being piloted at three district sites. <i>Successmaker</i> has been purchased and is in use at all elementary and middle school sites to support students struggling in mathematics.</p>
	<p>10. Other activities consistent with Title III.</p>	<u>Yes or No</u>	<p>If yes, describe: The district has submitted and regularly monitors it's Title III Addendum and Action Plan to Remedy.</p>

Plans to Notify and Involve Parents of Limited-English-Proficient Students

Parents of Limited-English-Proficient students must be notified: The outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents.	Description of how the LEA is meeting or plans to meet this requirement.
<div style="display: flex;"> <div style="writing-mode: vertical-rl; transform: rotate(180deg); font-weight: bold; padding-right: 10px;">Required Activity</div> <div> <ol style="list-style-type: none"> 1. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB): <ol style="list-style-type: none"> a. the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program; b. the child's level of English proficiency, how such level was assessed, and the status of the student's academic achievement; c. the method of instruction used in the program in which their child is or will be, participating, and the methods of instruction used in other available, programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction; d. how the program in which their child is, or will be participating will meet the educational strengths and needs of the child; e. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation; f. the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools; g. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child; </div> </div>	<p>The process for enrollment and language proficiency assessment is described in the PVUSD master Plan for Services to English Learners.</p> <ul style="list-style-type: none"> • Parents take their child/ren to their neighborhood school in order to enroll. Parents fill out enrollment paperwork. • The student's English language proficiency will be assessed within a day or two of enrollment. An initial assessment of the EL's primary language is conducted as soon as possible after the completion of the English language assessment, as part of the enrollment process. Assessments are coordinated by the district's Language Assessment Resource Center (LARC). • Upon completion of testing, the parents are notified of the assessment results and are given a description of the default program placement. Parents are also provided an explanation of all available programs and alternative model options and discuss the benefits of each. Once the program and alternative model options have been explained, the parents of English Learners are informed of their right to apply for a parental exception waiver. (See p. 34 for a description of the PVUSD program options.) • A copy of all Parental Exception Waivers and requests, and requests to be placed in an English Language Mainstream program are kept on file by the site principal. • The parent notification letter and annual Title III letter are sent home to the parents.

		Description of how the LEA is meeting or plans to meet this requirement.
Required Activity	<ul style="list-style-type: none"> h. information pertaining to parental rights that includes written guidance detailing – <ul style="list-style-type: none"> i. the right that parents have to have their child immediately removed from such program upon their request; and ii. the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; iii. the LEA assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the LEA. 	
<p>Note: Notifications must be provided to parents of students enrolled since the previous school year: not later than 30 days after the beginning of the schools year. If students enroll after the beginning of the school year, parents must be notified within two weeks of the child being placed in such a program.</p>		
<p>LEA Parent Notification Failure to Make Progress If the LEA fails to make progress on the annual measurable achievement objectives it will inform parents of a child identified for participation in such program, or participation in such program, of such failure not later than 30 days after such failure occurs.</p>		

Plans to Provide Services for Immigrants

IF the LEA is receiving or planning to receive Title III Immigrant funding, complete this table (per Sec. 3115(e)).		Description of how the LEA is meeting or plans to meet this requirement.	
Allowable Activities	1. Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children:	Yes or No	If yes, describe: N/A
	2. Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth:	Yes or No	If yes, describe: N/A
	3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;	Yes or No	If yes, describe: N/A
Allowable Activities	4. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds:	Yes or No	If yes, describe: N/A

	5. Basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services:	Yes or No	If yes, describe: N/A
	6. Other instruction services designed to assist immigrant children and youth to achieve in elementary and secondary schools in the USA, such as programs of introduction to the educational system and civics education:	Yes or No	If yes, describe: N/A
Allowable Activities	7. Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services:	Yes or No	If yes, describe: N/A

Performance Goal 3: *By 2005-06, all students will be taught by highly qualified teachers.*

Summary of Needs and Strengths for Professional Development

Based on a needs assessment of teacher data for your district, include a narrative that describes areas of needed professional development and areas where adequate professional development opportunities exist.

[Description of activities under Title II, Part A, Subpart 1, Grants to LEA]

STRENGTHS	NEEDS
<p>The district has continued to develop a culture that emphasizes the building of a learning community with paraprofessionals, certificated staff and administration that involves rigorous standards for hiring and training to support the increased performance of the district's students. PVUSD has partnerships with local universities, the junior college to promote the building of the "grow your own" system. The district is also a partner with the nationally recognized UCSC New Teacher Project (SCNTP). All of the district's first and second year teachers, who have AB2042 Preliminary Credentials, participate in the program, receiving intensive coaching and professional development. New administrators to PVUSD receive coaching, support, and training from the New Administrator Project for their first two years as well. In the last three years, the program has supported 14 new principals with an 86% retention rate. The district's adult Education works to support instructional assistants with training to meet the NCLB requirements. At this time 100% of all paraprofessionals in schools receiving Title I funds are NCLB compliant. The Human Resources Department has established a targeted, centralized recruitment plan to fill openings as early as possible once enrollment projections are established. With the goal of hiring more qualified teachers initially, the district has trained administrative staff that will be involved in a hiring process, to use a more standardized procedure through previous trainings of "Ventures for Excellence." The district goal is 100% highly qualified teachers in every district classroom by 2010. At the end of the 10'-11' year, it is a District goal to have 100% of all district teachers NCLB</p>	<p>At the end of the '05-'06 school year, 75 of the district's 1000 teachers did not meet the credentialing requirements of teachers with appropriate certification to work with ELL students; CLAD or BCLAD certification.</p> <p>The recruitment and retention of teachers continues to be a challenge in the following areas: math, science, special education, especially, speech & language, bilingual education.</p> <p>The district continues to struggle with teachers and administrators seeking employment in other districts due to the high cost of living in the immediate area. This becomes the biggest issue between the fifth and seventh years of teaching.</p>

compliant. In addition, the district is aiming for 100% compliance with Williams monitoring of CLAD and BCLAD classroom requirements and 100% of all classroom teachers

Performance Goal 3: *By 2005-06, all students will be taught by highly qualified teachers.*

Planned Improvements for Professional Development (Title II)

(Summarize information from district-operated programs and approved school-level plans)

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. How the professional development activities are aligned with the State's challenging academic content standards and student academic achievement standards, State assessments, and the curricula and programs tied to the standards:</p> <p>The SCNTP's professional development is content related, standards based and includes synthesizing student data, determining flexible groupings, lesson planning, analyzing student work, case studies, SCNTP seminar series focused on student content; i.e. how to teach ELL's and special populations effectively, formative assessment aligned with the new 2009 CSTP, work in setting standards for student behavior, how to communicate with students' families about individual progress and writing district goals/individual learning plans in specific content area. Programs to assist teachers with peer support in meeting the CSTP.</p> <p>The New Administrator Project work is aligned with the California Administrative Standards as is the administrative evaluation system developed jointly with WestEd. The district's state-wide recruitment process promotes a standardized approach to hiring and induction that aligns with state standards. Human Resources coordinator participates as a member of the SCNTP "Steering Committee" designed to ensure a match of services to teachers meet identified student needs.</p> <p>District Coordination of services and training related to recruitment, hiring, credentialing and evaluating, all within the realm of compliance under bargaining unit contract language. Activities and support of certificated staff related to the development, articulation and implementation of school community, culture, instructional programs and proper management of the organization and its resources to provide for a safe, efficient and effective learning environment for all stakeholders.</p>	<p>SCNTP</p> <p>New Administrator Project</p> <p>Teacher Assistance Program</p> <p>WestEd</p> <p>Human Resources Coordinator</p>	<p>\$2,500 per new teacher</p> <p>\$4,000 per new administrator</p> <p>PAR: mentoring and coaching teachers</p> <p>Training & Collaborative work w/ WestEd</p>	<p>\$157,500</p> <p>\$8,000</p> <p>\$37,000</p> <p>\$2,500</p> <p>\$85,000</p>	<p>Title II A State block funding for BTSA</p> <p>Title II A</p> <p>HR Budget</p> <p>Title II A</p> <p>Title II A</p>

<p>2. How the activities will be based on a review of scientifically based research and an explanation of why the activities are expected to improve student academic achievement:</p> <p>Data is tracked to follow the number of fully credentialed teachers district-wide, including new hires, ongoing retention of teachers at Title I schools, number of teachers participating in BTSAs aligned with student performance in English language arts and reading, number of new hired paraprofessionals that meet the NCLB standards. Data is collected around teachers who meet district evaluation standards which includes systematic goal setting aligned with student performance data. Data collected also includes an online survey regarding the effectiveness of the teacher evaluation system itself, as the newly adopted California Teaching Standards from 2009 are implemented.</p> <p>Contracting services with Leading and Learning, under the direction of Dr. Reeves, to build collaborative environments at all sites for grade level and department analyzing of student achievement data and sharing of best practices and instructional strategies. Currently site focus with plans to collaborate at a District-wide level through staff development and training of Data Team leaders.</p>	<p>Technology Department</p> <p>Human Resources</p> <p>Human Resources</p> <p>Human Resources Coordinator, as listed above</p>	<p>Online evaluation survey</p>		<p>Title II A</p> <p>Title II A</p>

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>3. How the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students:</p> <p>Beginning teachers meet weekly with New Teacher Advisors to determine areas of growth to improve practice. NTP Advisors support teachers with current resources and research regarding best practices to build a strong foundation. On-going student assessments are part of the on-going advisors focus.</p> <p>Trained administrators assisting teachers in meeting the academic needs, as identified by District and site goals derived from tracked student data as well as supporting teachers in meeting the CSTP as documented through a rigorous evaluation process.</p>	<p>NTP Advisors</p> <p>Assistant Principals (.25 FTE of 6 middle schools and .5 FTE of 1 HS)</p>	<p>(listed above under new teacher support)</p>	<p>\$228,930.00</p>	<p>Title II A</p> <p>Title II A</p>
<p>4. How the LEA will coordinate professional development activities authorized under Title II, Part A, Subpart 2 with professional development activities provided through other Federal, State, and local programs:</p> <p>Collaborative meetings are regularly scheduled with all participating partners to coordinate services including: New Teacher Project, UCSC, EPC-Gear-Up, SCCOE, Assistant Superintendents, Human Resources, State & Federal Programs, and Curriculum and Instruction and Technology Services.</p> <p>Peer-Assistance opportunity for supporting teachers in meeting the CSTP.</p>	<p>SCNTP UCSC EPC-Gear-Up SCCOE District Personnel</p> <p>Teacher Assistance Program (PAR); mentioned above</p>	<p>\$37,000.00</p>		
<p>5. The professional development activities that will be made available to teachers and principals and how the LEA will ensure that professional development (which may include teacher mentoring) needs of teachers and principals will be met:</p> <p>First and secondary year teachers with AB 2042 preliminary credentials participate in seven professional development seminars. Beginning teachers</p>	<p>Ed. & EL Services Dept.</p>			

<p>also meet with their advisors weekly.</p> <p>New principals receive coaches through the New Administrator Project. In addition, they attend the “New Administrator Institute” as part of the project support.</p> <p>District Pre-Assistance Program available to all teachers not qualifying for new teacher support offers the support of a consulting teacher from the SCNTP.</p>	<p>SCNTP</p> <p>SCNAP</p> <p>Human Resources</p>	<p>(listed above under new administrator support)</p>		
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Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>6. How the LEA will integrate funds under this subpart with funds received under part D that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy:</p> <p>Beginning teachers will use technology resources both at the site and through the SB2042 approved on-line coursework. Beginning Teachers use computer programs and applications to analyze data and provide feedback to students and parents regarding student achievement. Additionally, a newly implemented student information system (SIS) has enabled daily reporting of student information, like attendance and instructional progress, so as to assist in the communication by teachers to parents/guardians. Additionally, the District supports several models of technology integration training for teachers and administrators. The “Liaison Network” is a train-the-trainer model with representation of all sites. Liaison responsibilities include offering afterschool staff development trainings so as to assist teachers in integration of both hardware and software into the instructional setting.</p> <p>Site administrators support and mentor teachers, especially new teachers to the site/District, on the hardware and software utilized so as to meet instructional goals as well as for collaboration and communication with colleagues, students, and parents.</p>	<p>Beginning teachers</p> <p>SCNTP</p> <p>Technology Department: Liaison Network</p> <p>As mentioned above: Assistant Principals (.25 FTE of 6 middle schools and .5 FTE of 1 HS)</p>		<p>\$21,600.00</p> <p>\$228,930.00</p>	<p>Tech. Services Dept.</p> <p>Title II A</p>
<p>7. How students and teachers will have increased access to technology;</p>				

<p>and how ongoing sustained professional development for teachers, administrators, and school library media personnel will be provided in the effective use of technology. (Note: A minimum of 25 percent of the Title II, Part D Enhancing Education through Technology funding must be spent on professional development.):</p> <p>All district administration have received technology professional development through AB75 and the Administrator Training Program (ATP), formerly known as AB 430 training offered through the County Office of Education. Both teachers, administrators are offered on-going technology professional development through courses made available through the district's technology department. In addition, each school site has a "technology liaison" to work with individual teachers. In addition, administrators and teachers have access to on-line formative and summative assessment data via "in house" developed systems.</p> <p>The District plans and delivers professional development to teachers, both in and out of the classroom, with a focus of integrating hardware and software into the instructional setting to increase student achievement and engagement.</p>	<p>Santa Cruz County Office of Education</p> <p>District Technology Department & Technology Liaisons</p> <p>Instructional Technology Coach, Tech Services</p>	<p>ATP Training</p> <p>District Training & data systems development</p>	<p>\$21,600.00</p> <p>\$ 92,000</p>	<p>Title II D</p> <p>ARRA Grant & Title II D</p>
<p>8. How the LEA, teachers, paraprofessionals, principals, other relevant school personnel, and parents have collaborated in the planning of professional development activities and in the preparation of the LEA Plan:</p> <p>The SCTP is a collaborative consortium of 27 school districts, the SCCOE, UCSC, CSUMB, and SJSU. Together, beginning teacher's professional development is designed to meet BTSA and pre-intern standards. Ongoing surveys for induction solicit feedback from administrators, teachers and advisors. The development of the LEA plan has involved all groups writing and reviewing the plan as it is developed.</p>				

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>9. How the LEA will provide training to enable teachers to:</p> <ul style="list-style-type: none"> □ Teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency; □ Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn; □ Involve parents in their child's education; and □ Understand and use data and assessments to improve classroom practice and student learning. <p>PVUSD is a strong and active partner in the SCNTP. We have also developed partnerships with SJSU, CSUMB and project IMPACT to build a special education intern program. Within SCNTP are courses designed to develop teaching strategies for differentiation of instruction, parent participation and systematic approaches to understanding and collection and use of data to drive instruction.</p>	<p>Project Impact Mentors</p> <p>English Language Learner Training</p>	<p>\$11,800.00</p> <p>\$15,400.00</p>		<p>Title II A</p> <p>Title II A</p>
<p>10. How the LEA will use funds under this subpart to meet the requirements of Section 1119:</p> <p>PVUSD has implemented rigorous academic assessments for paraprofessionals hired on or before Jan. *, 2002, who chose to meet the knowledge of an ability to assist in the instruction of reading, writing or math. Adult School provides additional preparatory classes. Cabrillo Junior College (Project TEACH) along with the Santa Cruz Office of Education is also an active partner in meeting the NCLB standards for paraprofessionals.</p>				

Performance Goal 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

Environments Conducive to Learning (Strengths and Needs):

Please provide a list of the LEA's strengths and needs regarding how students are supported physically, socially, emotionally, intellectually, and psychologically in environments that are conducive to learning, along with the LEA's strengths and needs regarding student barriers to learning (e.g., attendance, mobility, and behavior).

STRENGTHS	NEEDS
<p>A district wide (K-12) daily school attendance program is in place with a school attendance letter provided to each family upon enrollment into school.</p> <p>District policies are provided to each family in English and Spanish.</p> <p>Daily student attendance is supported by an elaborative prevention and intervention system with family services for students and parents, (School Attendance Review Board), an enforcement system using District and community agencies and an incentive program that frequently acknowledges and rewards outstanding student attendance.</p> <p>School site administrator and staff are kept informed of their students' attendance rate on a monthly basis and are provided with incentives to improve attendance each year.</p> <p>The District has developed a progressive student behavior model to preserve a positive learning environment at all schools.</p> <p>After school programs are established at the sites so that students receiving academic support while also participating in structured activities after the school day ends.</p> <p>The District's Coordinated School Health Council is piloting changes to students' recesses and snack schedules.</p> <p>The District has developed a strong "0-5" Early Childhood Education (ECE), First 5, Head Start and Even Start programs.</p> <p>A District-wide student counseling program is provided at each school (K-12), facilitated by a joint-powers community agency, Pajaro Valley Prevention and Student Assistance (PVPSA).</p>	<p>On-going staff in-service at all school sites on the shared responsibility of enforcing daily student attendance for the students' stability and the fiscal stability of our schools.</p> <p>Consistency in implementing District-wide procedures regarding truancy and personnel to support the systems already in place.</p> <p>Develop support from law enforcement for District schools located in North Monterey County.</p> <p>Educate parents to understand the negative effect on their children's education when they withdraw their children from school for unsanctioned vacation time or take them to school late.</p> <p>Review combined data from surveys conducted by other departments within the District.</p> <p>Develop District support programs to assist children in their education during certain necessary interruptions in their school attendance.</p> <p>Better inform staff, parents and students of the student behavioral statistical information at a particular school site to better allocate resources to address specific problems.</p> <p>On-going parent education to support understanding gang behavior and how to prevent youth gang involvement.</p> <p>On-going campus security training. California Healthy Kids Survey (CHKS) demonstrate frequent physical intimidation of students by students.</p>

<p>Established partnerships with County Mental Health, school psychologists, probation, law enforcement and PVPSA continue to meet to address the increased need for services.</p> <p>Local law enforcement is on call to assist in providing intervention as needed at all school sites.</p> <p>Annual statistical student behavior information is provided to each school's staff, and the progressive student discipline model can be continually evaluated and be redirected as needed. California Healthy Kids Survey information is disseminated to schools and community.</p> <p>Increased mental health services to North Monterey County students attending District schools.</p> <p>Increased support for suspended and/or expelled students and their families to achieve school re-entry.</p> <p>Annual participation in Parent Conference by PVPSA to bring awareness and resources to address gang prevention.</p>	
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Environments Conducive to Learning (Activities):

Please list the activities or programs supported by all NCLB or state funded programs that the LEA will implement to support students physically, socially, emotionally, intellectually, and psychologically in environments that are conducive to learning. Include programs and strategies designed to address students' barriers to learning (e.g. attendance and behavior). Include a copy of the LEA's code of conduct or policy regarding student behavior expectations.

ACTIVITIES

The Student Services Department will continue to sponsor an attendance workshop for the PVUSD staff, law enforcement, probation, district attorney and judges.

The Student Services Department will continue to participate in BASTA, a multi-disciplinary meeting with Watsonville Police Department, probation, district attorney and Pajaro Valley Prevention and Student Assistance (PVPSA).

The Student Services Department will continue to sponsor School Attendance Review Board (SARB) meetings in conjunction with the Watsonville Police Department (WPD) and other community agencies.

PVPSA, in conjunction with the Student Services Department, will assist students who have been expelled from the District to comply with school requirements in order to return to a District school.

In-service will be provided to school site administrators on a regular basis so they are current on all State Education Code changes that affect student discipline and attendance.

The District Healthy Start Program, in conjunction with the school nurses and health clerks, will in-service staff as to its resources (Lice Buster Program, Health Insurance, Teen Mother Support, Students in Transition, Foster Youth, etc.).

The District Healthy Start Program, in conjunction with Pajaro Valley Prevention and Student Assistance will recruit and refer parents and families to PVPSA's parenting classes.

PVPSA will continue to provide parent training to deal with student issues of drug and alcohol use, anger management and gang prevention.

The student LINK Crew Program will continue to be provided to high school freshmen to better orient students to the high school program and resources.

Alcohol, tobacco, marijuana, and other drug curriculum is being delivered by PVPSA.

The Student Services Department will hold quarterly Law Enforcement meetings where administrators, school resource officers, and law enforcement agencies meet to discuss issues and concerns at school sites and in the community.

The District's Healthy Start Program operates three Resource Centers where children, youth and their families are able to receive a variety of support services, including medical, dental, vision, and mental health referrals. Support services for Students-in-Transition (homeless students) and Foster Youth are also provided.

School site safety assessments are conducted.

Performance Goal 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

Safe and Drug Free Schools and Communities (SDFSC) and Tobacco Use Prevention Education (TUPE)

Prevention Program Performance Indicators (4115(a)(1)(B)):

The LEA is required to establish a biennial goal for all of the performance indicators listed below. List specific performance indicators for each grade level served, and for each listed measure, as well as the date of, and results from, the baseline administration of the Healthy Kids Survey:

Alcohol, Tobacco, Other Drug Use, and Violence Prevention Performance Measures From the California Healthy Kids Survey	Most Recent Survey date: 3/20/09 Baseline Data	Biennial Goal (Performance Indicator)
The percentage of students that have ever used cigarettes will decrease biennially by:	5 th 7% 7 th 16%	5 th 1% 7 th 2%
The percentage of students that have used cigarettes within the past 30 days will decrease biennially by:	7 th 6% 9 th 11% 11 th 12%	7 th 1% 9 th 1% 11 th 1%
The percentage of students that have used marijuana will decrease biennially by:	5 th 2% 7 th 19%	5 th 1% 7 th 1%
The percentage of students that have used alcohol within the past 30 days will decrease biennially by:	7 th 21% 9 th 33% 11 th 36%	7 th 1% 9 th 2% 11 th 2%
The percentage of students that have used marijuana within the past 30 days will decrease biennially by:	7 th 11% 9 th 24% 11 th 25%	7 th 1% 9 th 2% 11 th 2%

Alcohol, Tobacco, Other Drug Use, and Violence Prevention Performance Measures From the California Healthy Kids Survey	Most Recent Survey date: 3/20/09 Baseline Data	Biennial Goal (Performance Indicator)
The percentage of students that feel very safe at school will increase biennially by:	5 th 53% 7 th 15% 9 th 16% 11 th 18%	5 th 3% 7 th 2% 9 th 1% 11 th 1%
The percentage of students that have been afraid of being beaten up during the past 12 months will decrease biennially by:	7 th 31% 9 th 19% 11 th 18%	7 th 2% 9 th 2% 11 th 2%
Truancy Performance Indicator		
The percentage of students who have been truant will...	1.74%	.74%

Protective Factors Performance Measures from the California Healthy Kids Survey	Most Recent Survey date: 3/1/08 Baseline Data	Biennial Goal (Performance Indicator)
The percentage of students that report high levels of caring relationships with a teacher or other adult at their school will increase biennially by:	5 th 61% 7 th 32% 9 th 28% 11 th 33%	5 th 2% 7 th 3% 9 th 3% 11 th 2%
The percentage of students that report high levels of high expectations from a teacher or other adult at their school will increase biennially by:	5 th 65% 7 th 52% 9 th 42% 11 th 45%	5 th 2% 7 th 3% 9 th 3% 11 th 2%
The percentage of students that report high levels of opportunities for meaningful participation at their school will increase biennially by:	5 th 20% 7 th 12% 9 th 13% 11 th 17%	5 th 2% 7 th 2% 9 th 2% 11 th 2%
The percentage of students that report high levels of connectedness at their school will increase biennially by:	5 th 63% 7 th 46% 9 th 41% 11 th 43%	5 th 2% 7 th 2% 9 th 3% 11 th 2%

Alcohol, Tobacco, Other Drug Use, and Violence Prevention Performance Measures From the California Healthy Kids Survey	Grade	3/1/2007	3/20/2009	Target	Actual
The percentage of students that have ever used cigarettes will decrease biennially by:	5 th	4%	7%	-1%	3%
	7 th	18%	16%	-2%	-2%
The percentage of students that have used cigarettes within the past 30 days will decrease biennially by:	7 th	5%	6%	-1%	1%
	9 th	9%	11%	-1%	2%
	11 th	9%	12%	-1%	3%
The percentage of students that have used marijuana will decrease biennially by:	5 th	2%	2%	-1%	0%
	7 th	13%	19%	-1%	6%
The percentage of students that have used alcohol within the past 30 days will decrease biennially by:	7 th	17%	21%	-1%	4%
	9 th	35%	33%	-2%	-2%
	11 th	37%	36%	-2%	-1%
The percentage of students that have used marijuana within the past 30 days will decrease biennially by:	7 th	8%	11%	-1%	3%
	9 th	17%	24%	-2%	7%
	11 th	18%	25%	-2%	7%
The percentage of students that feel very safe at school will increase biennially by:	5 th	52%	53%	3%	1%
	7 th	17%	15%	2%	-2%
	9 th	12%	16%	1%	4%
	11 th	14%	18%	1%	4%
The percentage of students that have been afraid of being beaten up during the past 12 months will decrease biennially by:	7 th	28%	31%	-2%	3%
	9 th	24%	19%	-2%	-5%
	11 th	23%	18%	-2%	-5%

Protective Factors Performance Measures from the California Healthy Kids Survey	Grade	3/1/2007	3/20/2009	Target	Actual
The percentage of students that report high levels of caring relationships with a teacher or other adult at their school will increase biennially by:	5 th	58%	61%	2%	3%
	7 th	28%	32%	3%	4%
	9 th	26%	28%	3%	2%
	11 th	30%	33%	2%	3%
The percentage of students that report high levels of high expectations from a teacher or other adult at their school will increase biennially by:	5 th	64%	65%	2%	1%
	7 th	40%	52%	3%	12%
	9 th	36%	42%	3%	6%
	11 th	38%	45%	2%	7%
The percentage of students that report high levels of opportunities for meaningful participation at their school will increase biennially by:	5 th	21%	20%	2%	-1%
	7 th	17%	12%	2%	-5%
	9 th	11%	13%	2%	2%
	11 th	18%	17%	2%	-1%
The percentage of students that report high levels of connectedness at their school will increase biennially by:	5 th	64%	63%	2%	-1%
	7 th	39%	46%	2%	7%
	9 th	36%	41%	3%	5%
	11 th	32%	43%	2%	11%

Other Performance Measures

List below any other performance measures and performance indicators the LEA has adopted specific to its prevention programs (drug, violence, truancy, school safety, etc.). Specify the performance measure, the performance indicator goal, and baseline data for that indicator.

LEA Specified Performance Measures	Performance Indicator Goal	Baseline Data
<hr/> (Process to Collect Data)		

Science Based Programs (4115 (a)(1)(C)):

The LEA must designate and list the science-based programs (programs proven by science to effectively prevent tobacco use, alcohol use, other drug use, and violence) selected from Appendix C. From Appendix C, list the scientifically based programs the LEA will adopt and implement to serve 50 percent or more of the students in the target grade levels. Indicate below your program selections, and provide all other requested information.

Science-Based Program Name	Program ATODV Focus	Target Grade Levels	Target Population Size	Purchase Date	Staff Training Date	Start Date
N/A						

Research-based Activities (4115 (a)(1)(C)):

Based on the research cited in Appendix D, check the box for each activity the LEA will implement as part of the comprehensive prevention program and provide all other requested information.

Check	Activities	Program ATODV Focus	Target Grade Levels
✓	After School Programs	ATODV	2-12
	Conflict Mediation/Resolution		
✓	Early Intervention and Counseling	ATODV	K-12
✓	Environmental Strategies	ATODV	K-12
✓	Family and Community Collaboration	ATODV	K-12
	Media Literacy and Advocacy	ATODV	
	Mentoring		
	Peer-Helping and Peer Leaders		
✓	Positive Alternatives	ATODV	6-12
✓	School Policies	ATODV	K-12
	Service-Learning/Community Service		
✓	Student Assistance Programs	ATODV	K-12
✓	Tobacco-Use Cessation	ATODV	9-12

Check	Activities	Program ATODV Focus	Target Grade Levels
✓	Youth Development Caring Schools Caring Classrooms	ATODV	Selected Students
✓	Parenting Wisely	ATODV	6-8
✓	Guiding Good Choice	ATODV	6-8
✓	Toward No Drug Use	ATODV	9-12
✓	Too Good For Drugs	ATODV	K-8
✓	Seven Challenges	ATODV	Selected Students
✓	Multi Systemic Therapy	ATODV	K-12

Promising or Favorable Programs (4115 (a)(3)):

The LEA may – but is not required to – designate and list the promising or favorable programs (programs whose effectiveness is not as strongly established though scientific evidence) selected from Appendix E. From Appendix E, list the promising or favorable programs the LEA will adopt and implement to serve 50 percent or more of the students in the target grade levels. Indicate below your program selections, and provide all other requested information.

Promising Program name	Program ATODV Focus	Target Grade Levels	Target Population Size	Purchase Date	Staff Training Date	Start Date
N/A						

Waiver to Adopt Promising or Favorable Programs not listed in Appendix E:

Check the box below if the LEA will submit an application for waiver in order to include other promising or favorable programs not found in Appendix E. Programs not listed in Appendix E will be considered on a case-by-case basis. The LEA must demonstrate that the program for which a waiver is requested is legitimately innovative or demonstrates substantial likelihood of success. The CDE will provide under separate cover additional information and the forms for submitting a waiver request.

Analysis of Data for Selection of Programs and Activities (4115 (a)(1)(D)):

For each selected Appendix C programs or Appendix D activities, provide a brief narrative rationale based on the LEA's analysis of CSS, CHKS, and CSSA data related to why the LEA selected these programs and activities for implementation.

Programs selected in sections C and D respond to the areas of need identified in the CHKS, local crime reports, and CWA data. The PVUSD has in place a K-12 Student Assistance Program (SAP) that maintains wide support from a variety of stakeholders. Student behavior infractions mandate student participation. Students and families are referred to a community-based agency for brief strategic family therapy and multi-systemic therapy.

The District's SDATE Advisory Board was involved in the selection of the new curriculum. "Too Good For Drugs" was selected for grades K-8. "Project Toward No Drug Use" was selected for grades 9-12. Activities that support curriculum for grades K-12 in two high schools include positive alternatives and youth development activities.

Parenting Wisely, the Seven Challenges and Guiding Good Choices were selected from the list of evidence based programs to meet the needs of students and families in the PVUSD.

Evaluation and Continuous Improvement (4115 (a)(2)(A)):

Provide a description for how the LEA will conduct regular evaluations of the effectiveness of the LEA's alcohol, tobacco, other drug use and violence prevention program. Describe how the results of the evaluation will be used to refine, improve and strengthen the program.

The District in conjunction with PVPSA is in contract with a local evaluator, Andrew Davis, to evaluate all ATOD prevention and intervention programs provided in the District. All information is reported back to district staff, parents and community. A Prevention Board with community agency partners receives the evaluation.

Use of Results and Public Reporting (4115 (a)(2)(B)):

Describe the steps and timeline the LEA will use to publicly report progress toward attaining performance measures for the SDFSC and TUPE programs. Describe how the evaluation results will be made available to the public including how the public will be provided notice of the evaluation result's availability.

A press conference is held to release the results of the California Healthy Kids Survey (CHKS). Results are aired on local television and published in the newspaper. Presentations are made to the District's Board of Trustees, parent groups including the District parent meetings, parent site council meetings and migrant education meetings. Other community presentations are made at the Children's Network, Pajaro Valley Prevention and Student Assistance Board of Directors and the Juvenile Justice Task Force. District level presentations are made to principals and other school site staff. School site reports are presented at the high schools and middle school staff meetings.

Mandatory Safe and Drug Free Schools and Communities (4114(d)(2)(E)):

Briefly describe how SDFSC funded program services will be targeted to the LEA's schools and students with the greatest need. (Section 4114 [d][3])

Students who are caught using or under the influence of alcohol or other drugs are mandated to counseling sessions provided by the Student Assistance Program. Schools that report high number of alcohol or other drug and violence related incidents receive targeted services. The CHKS results are also used to target available resources.

Coordination of All Programs (4114 (d)(2)(A)):

Provide a detailed, but brief, explanation of how the LEA will coordinate SDFSC funded alcohol, tobacco, other drug and violence prevention programs with other federal state and local prevention programs.

Programs are coordinated through District-wide meetings of all program representatives; the County Children’s Network, Healthy Start, PVPSA Board, BASTA Collaborative, County Health Services Agency meetings, Together for Youth collaborative and with the County Office Prevention Coordinator. Participants on these collaborative include parents, law enforcement, county government officials, health service workers, probation officers, school/community policing officers, city recreation staff, community based agency staff, Director of Student Services and PVPSA.

Parent Involvement (4115 (a)(1)(e)):

Provide a brief, but detailed, description of the parent involvement and describe the parent notification procedures used to meet requirements under NCLB Title IV, Part A – SDFSC program.

Parents are provided with back-to-school packets outlining the District’s policies and procedures relating to drug use and violence. This packet also contains information about drug prevention and the student assistance program services. Parents are presented with the results of the CHKS at Back-To-School nights, District meetings, migrant parent meetings and School Site Council meetings. Parents are also involved in parent education programs and Safe Graduation nights at Watsonville and Aptos High Schools. Parents also participate in the District’s annual Parent Conference,

TUPE Services for Pregnant Minors and Minor Parents (H&SC 104460):

Describe the TUPE services and referral procedures for pregnant minors and minor parents enrolled in the LEA and how they will be provided with tobacco-use prevention services. Include students participating in programs such as the California School Age Families Education (Cal-SAFE) program, the Adolescent Family Life Program (AFLP) administered through the Department of Health Services, and the Cal-Learn program administered by the Department of Social Services.

Tobacco Education services to pregnant minors and minor's parents, focus on special health risks and hazards of tobacco use and secondhand smoke. The Tobacco Prevention Specialist works closely with the Cal-SAFE (Teen Parenting Program) staff to train and implement the U.S. Public Health Services guidelines for tobacco screening and referral. The three step process – Ask, Advise, Refer – is incorporated in the intake screening and periodic follow up for all students in the program.

Classroom presentations to the pregnant minors and minor parents in the program include video clips, hands-on activities and focus groups. Materials are provided in English and Spanish.

TUPE Funded Positions (Health & Safety Code 104420(b)(3)):

Provide full time equivalent (FTE) staffing configuration for all TUPE funded positions. (Health and Safety Code section 104420 [b](3))

Position/Title	Full time equivalent
Program Director	.025%
Program Coordinator/Curriculum Specialist	.50%
Program Specialist	.60%
Administrative Assistant	.15%

Performance Goal 5: All students will graduate from high school.

Planned Improvements: High School Graduation Rates, Dropouts, and AP

This section of the plan is intended to reflect the LEA's efforts to reduce the percentage of students dropping out of school, and therefore, increase the percentage of students who graduate from high school. Also include a description below of the LEA's efforts to ensure that all students have equal access to advanced placement (AP) opportunities.

Performance Indicator	Activities/Actions	Students Served	Timeline/ Person(s) Involved	Benchmarks/ Evaluation	Funding Source
5.1 (High School Graduates)	<ul style="list-style-type: none"> • Academic Counselors • College Preparation • Articulation 7-12 • Alternative Programs <ul style="list-style-type: none"> ○ AVCI ○ Renaissance ○ New School ○ Pacific Coast Charter • Use of Data Team process to inform instruction 	<u>AHS</u> Total students: 1394 Seniors graduated: 305 Enrolled: 326 <u>PVHS</u> Total students: 1468 Seniors graduated: 313 Enrolled: 361 <u>WHS</u> Total students: 2140 Seniors graduated: 376 Enrolled: 460	High School Administrators, Assistant Superintendent, Counselors, Staff	Increase in H.S. graduation completion, Increase in passage of CAHSBE	General Funds, Grants, Title I
5.2 (Dropouts)	<ul style="list-style-type: none"> • H.S. Goals Action Team to increase graduation rate • Guest speakers • Study skills training • Link Crew • Focus on entering Freshmen • Counseling • Dropout Prevention 	All students	High School Administrators, Assistant Superintendent, Counselors, Staff	Decrease in drop-out rate	General Funds, Grants, Title I
5.3 (Advanced Placement)	<ul style="list-style-type: none"> • K-12 Vertical Partnership with post secondary • Field trips to colleges & universities • Workshops for parents • College prep Coordinator • Gear-up support, CP math success • 4-year plan for students 		High School Administrators, Assistant Superintendent, Counselors,	Increase completion of A-G requirements by _____%, Freshmen taking AP Honors English classes & Algebra, Geometry, Annual review of students academic status	Title I General Funds, Partnership with UCSC, EPC and SCCOE

Additional Mandatory Title I Descriptions

Please include in the space below the following descriptions mandated by NCLB legislation. If the LEA has already included any of the descriptions, they do not need to be provided again here; please indicate the page number or section of the Plan where this information is included.

Describe the measure of poverty that will be used to determine which schools are eligible for Title I funding in accordance with Section 1113, "Eligible School Attendance Areas."	
	Description of how the LEA is meeting or plans to meet this requirement:
<p>Identify one of the following options as the low-income measure to identify schools eligible for Title I funding:</p> <ul style="list-style-type: none"> • Number of children in families receiving assistance under the CalWorks program; • Number of children eligible for Free/Reduced Price Lunch programs; • Number of children ages 5-17 in poverty counted by the most recent census data; • Number of children eligible to receive medical assistance under the Medicaid program; • Or a composite of the above. 	<p>The district uses the number of children eligible for Free/Reduced Price Lunch programs as the measure to identify schools eligible for Title I. The department of Food Services prepares the data report for the district.</p>
<p>Describe how the low-income measure described above is used to rank and select schools to receive Title I funds:</p> <ul style="list-style-type: none"> • All schools with a 75% or above poverty level are funded • All other schools are funded by poverty ranking district wide or by grade span. 	<p>All schools with a 75% or above poverty level are funded.</p>

Additional Mandatory Title I Descriptions
(continued)

<p>Please provide a general description of the nature of the programs to be conducted by the LEA's schools under Sections 1114, "Schoolwide Programs," and/or Section 1115, "Targeted Assistance Schools." Direct-funded charters and single school districts, if conducting a schoolwide program authorized under Section 1114, may attach a copy of the Schoolwide Plan or Single Plan for Student Achievement in lieu of this description. All ten of the required components must be addressed. (For more information on Schoolwide, please go to http://www.cde.ca.gov/sp/sw/rt/; for Targeted Assistance go to http://www.cde.ca.gov/sp/sw/rt/tasinfo.asp).</p>	
	<p>Description of how the LEA is meeting or plans to meet this requirement:</p>
<p>For schoolwide programs (SWP), describe how the LEA will help schools to bring together all resources to upgrade the entire educational program at the school and include assistance in activities such as:</p> <ul style="list-style-type: none"> • A comprehensive needs assessment of the entire school in relation to state standards. Schoolwide reform strategies that provide opportunities for all children to meet state standards. • Effective methods and instructional strategies based on scientifically-based research. • Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. • Proven strategies that address the needs of historically under served students, low achieving students, and those at risk of not meeting state standards. • Instruction by highly qualified teachers and strategies to attract and keep such teachers. • High quality and ongoing professional development for teachers, principals, paraprofessionals, and if appropriate, pupil services personnel, parents and other staff. • Strategies to increase parental involvement. 	<p>The District has developed a Comprehensive Accountability Framework (CAF) to help focus schools based on district-wide goals set by the PVUSD Board of Trustees. The CAF contains the School Improvement Plan template for all schools to use. The template allows schools to use the Data Team process to identify smart goals, strategies, actions and measures. The School Improvement Plan includes the following components:</p> <ul style="list-style-type: none"> • Comprehensive Needs Assessment • Action and Monitoring Plan • Professional Development Plan • Ongoing Evaluation • Reflection and Next Steps <p>The School Improvement Plan template also describes how appropriate funding is guided and monitored at various levels in the approval process.</p>

<ul style="list-style-type: none"> • Assistance to preschool children in transitioning from early childhood programs to elementary school programs. • Timely and effective additional assistance to students who experience difficulty mastering state standards. 	
<p>For targeted assistance programs (TAS), describe how the LEA will help schools to identify participating students most at risk of failing to meet state standards and help those students to meet the State's challenging academic standards. The description should include activities such as:</p> <ul style="list-style-type: none"> • Effective methods and instructional strategies based on scientifically-based research. • Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. • Strategies that minimize removing children from the regular classroom during regular school hours for instruction. • Instruction by highly qualified teachers. • Professional development opportunities for teachers, principals, and paraprofessionals, including if appropriate, pupil services personnel, parents, and other staff. • Strategies to increase parental involvement. 	<p>N/A</p>

Additional Mandatory Title I Descriptions

(continued)

<p>Please describe how teachers, in consultation with parents, administrators, and pupil services personnel in targeted assistance schools under Section 1115, "Targeted Assistance Schools," will identify the eligible children most in need of services under this part. Please note that multiple, educationally related criteria must be used to identify students eligible for services. Where applicable, provide a description of appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children in community day school programs, and homeless children.</p>	
	<p>Description of how the LEA is meeting or plans to meet this requirement:</p>
<p>Describe who is involved and the criteria used to identify which students in a targeted assistance school will receive services. The criteria should:</p> <ul style="list-style-type: none"> • Identify children who are failing or most at risk of failing to meet the state academic content standards. • Use multiple measures that include objective criteria such as state assessments, and subjective criteria such as teacher judgment, parent interviews and classroom grades. • Include solely teacher judgment, parent interviews and developmentally appropriate measures, if the district operates a preschool through grade 2 program with Title I funds. 	<p>N/A</p>
<p>The description should include services to homeless children, such as the appointment of a district liaison, immediate enrollment, transportation, and remaining in school of origin.</p>	
<p>The description should include services to children in a local institution for neglected or delinquent children and youth or attending a community day program, if appropriate.</p>	

Additional Mandatory Title I Descriptions

(continued)

Please describe the actions the LEA will take to assist in its low-achieving schools identified under Section 1116, "Academic Assessment and Local Educational Agency and School Improvement," as in need of improvement.

	Description of how the LEA is meeting or plans to meet this requirement:
<p>If the LEA has a PI school(s), describe technical assistance activities the LEA will provide to help the PI school, such as the following:</p> <ul style="list-style-type: none"> • Assistance in developing, revising, and implementing the school plan. • Analyzing data to identify and address problems in instruction, parental involvement, professional development and other areas. • Assistance in implementing proven and effective strategies that will address the problems that got the school identified as PI and will get the school out of PI. • Assistance in analyzing and revising the school budget so the school's resources are used effectively. 	<p>The District's CAF provides the template for all schools in the development of their School Improvement Plan. The Director of Educational and English Learner Services and the Assistant Superintendents provide technical assistance to sites in the development and implementation of the School Improvement Plans.</p>

Additional Mandatory Title I Descriptions

(continued)

<p>Please describe the actions the LEA will take to implement public school choice with paid transportation and Supplemental Educational Services, consistent with the requirements of Section 1116, "Academic Assessment and Local Educational Agency and School Improvement."</p>	
	<p>Description of how the LEA is meeting or plans to meet this requirement:</p>
<p>Describe the process for parent notification of the school's identification as PI, including notification of the right for students to transfer to another school that is not PI with paid transportation, and the right to receive supplemental services.</p>	<p>District staff provides a letter for distribution to all parents of schools identified for Program Improvement at the end and the start of the school year. The letter is sent to parents in Program Improvement schools. It informs parents of the opportunity to choose another school for their child to attend which is not a Program Improvement School.</p> <p>The letter will contain, at a minimum, statement that the school is in Program Improvement, the definition of the term, and what the school is doing to improve achievement. A list of schools not in Program Improvement is included.</p>
<p>Describe how the LEA will provide school choice and supplemental services to eligible children, including the selection of the children to receive services.</p>	<p>District staff will provide a letter for distribution to all parents of schools identified for Program Improvement at the end of the school year and at start of the school year. The letter will be sent to all parents in Program Improvement schools.</p> <p>The letter contains information as to how and why they may transfer their child to a non-program improvement school. Parents are provided a choice of more than one school. Lack of capacity at a parent's first (or second) school of choice will not deny the child's transfer to a school in the district not in Program Improvement. The letter also includes information on how transportation is provided for transfers to other schools within the district.</p> <p>At the beginning of the school year, and immediately after publication of</p>

the state's list of approved providers of supplemental educational services, PVUSD will notify parents of eligible students in eligible schools of these opportunities. The letter includes a list of approved providers serving students within PVUSD, and an application form. The information will be in both English and in Spanish. Parents will be given application forms to complete and return. Services will commence no later than thirty days following receipt of their application.

Providers selected by parents will use district generated student performance data and the Supplemental Education Services program pre-testing to place individual students into appropriate groupings or levels. The provider will develop goals for each student based upon this information and meet with parents. This process will be completed no later than the end of the first four weeks of services.

Additional Mandatory Title I Descriptions

(continued)

<p>Please describe the strategy the LEA will use to coordinate programs under Title I with programs under Title II to provide professional development for teachers and principals, and, if appropriate, pupil services personnel, administrators, parents, and other staff, including LEA-level staff in accordance with Section 1118, "Parental Involvement," and Section 1119, "Qualifications for Teachers and Paraprofessionals."</p>	
	<p>Description of how the LEA is meeting or plans to meet this requirement:</p>
<p>Describe the LEA's strategies for coordinating resources and efforts to help schools retain, recruit and increase the number of highly qualified teachers, principals, and other staff.</p>	<p>The Comprehensive Accountability Framework (CAF) includes District-wide Performance Indicators for each of the six PVUSD goals. The following Performance Indicators are used to measure district wide alignment to PVUSD Goal 4: Attract, hire, develop, and retain and excellent professional staff throughout the district.</p> <ul style="list-style-type: none"> • Percentage of teachers meeting the highly qualified criteria • Percentage of highly qualified teachers who stay in the district more than five years • Percentage of district and site initiated professional development experiences that meet the School Improvement Plan components of professional development. (theoretical understanding, demonstrations, practice and feedback, and on the job coaching) • Percentage of teachers who participated in district and site initiated professional development experiences • Relative ranking of PVUSD in overall compensation with comparable districts
<p>Describe the LEA's strategies for coordinating resources and efforts to prepare parents to be involved in the schools and in their children's education.</p>	<p>PVUSD has a strong parent component that supports a full partnership between the home and the school. State and federal advisory committees exist at school site and the district levels. In addition, school sites, Migrant Education, Extended Learning, Adult Education, SELPA and the Categorical Programs department sponsor a variety of ongoing opportunities for parents to realize the goal of a full partnership. These opportunities include: an annual Parent conference, parent forums, Latino Literacy, Literatura Infantil,</p>

	and specific topics on student achievement. The district employs a TOSA parent trainer to assist District and sites to implement the above mentioned initiatives.
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Additional Mandatory Title I Descriptions

(continued)

Coordination of Educational Services	
<p>In the space below, please describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. Include programs such as: Even Start; Head Start; Reading First; Early Reading First and other preschool programs (including plans for the transition of participants in such programs to local elementary school programs; services for children with limited English proficiency; children with disabilities; migratory children; neglected or delinquent youth; Native American (Indian) students served under Part A of Title VII; homeless children; and immigrant children.</p>	
	<p>Description of how the LEA is meeting or plans to meet this requirement:</p>
<p>Describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program, including programs such as:</p> <ol style="list-style-type: none"> a. Even Start b. Head Start c. Reading First d. Early Reading First e. Other preschool programs f. Services for children that are migratory, neglected or delinquent, Native American (Title VII, Part A), homeless, immigrant, and limited-English proficient, and children with disabilities. <p>Compare to programs listed on Page 11 of the LEA Plan to determine if all active programs have been addressed.</p>	<p>On monthly basis the Superintendent convenes an Extended Cabinet that is composed of the following:</p> <ul style="list-style-type: none"> • Superintendent • Assistant Superintendents • Director, Human Resources • Director, Extended Learning • Director, SELPA • Director, Migrant Education • Director, Child Development Programs • Director, Technology • Director, Educational and English Learner Services • Director, Adult Education <p>The purpose of Extended Cabinet is to coordinate and integrate educational services at the district and site level, in order to increase program effectiveness.</p>

ASSURANCES

To assure the LEA's eligibility for funds included in this Plan, the Superintendent must provide an original signature below attesting to compliance with all of the following statements.

GENERAL ASSURANCES

1. Each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.
2. The LEA will comply with all applicable supplement not supplant and maintenance of effort requirements.
3. (a) The control of funds provided under each program and title to property acquired with program funds will be in a public agency, a non-profit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; (b) the public agency, non-profit private agency, institution or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing law.
4. The LEA will adopt and use proper methods of administering each such program, including (a) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and (b) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.
5. The LEA will cooperate in carrying out any evaluation of each such program conducted by, or for, the State educational agency, the Secretary, or other Federal officials.
6. The LEA will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program.
7. The LEA will: (a) submit such reports to the State educational agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and Secretary to perform their duties under each such program; and (b) maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties.
8. The LEA has consulted with teachers, school administrators, parents, and others in the development of the local consolidated application/LEA Plan to the extent required under Federal law governing each program included in the consolidated application/LEA Plan.
9. Before the application was submitted, the LEA afforded a reasonable opportunity for public comment on the application and considered such comment.
- 9a. The LEA will provide the certification on constitutionally protected prayer that is required by section 9524.

10. The LEA will comply with the armed forces recruiter access provisions required by section 9528.

TITLE I, PART A

The LEA, hereby, assures that it will:

11. Participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under section 411(b)(2) of the National Education Statistics Act of 1994.
12. If the LEA receives more than \$500,000 in Title I funds, it will allow 1 percent to carry out NCLB Section 1118, Parent Involvement, including promoting family literacy and parenting skills; 95 percent of the allocation will be distributed to schools.
13. Inform eligible schools and parents of schoolwide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources.
14. Provide technical assistance and support to schoolwide programs.
15. Work in consultation with schools as the schools develop the schools' plans pursuant to section 1114 and assist schools as the schools implement such plans or undertake activities pursuant to section 1115 so that each school can make adequate yearly progress toward meeting the State student academic achievement standards.
16. Fulfill such agency's school improvement responsibilities under section 1116, including taking actions under paragraphs (7) and (8) of section 1116(b).
17. Provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1120, and timely and meaningful consultation with private school officials regarding such services.
18. Take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part.
19. In the case of an LEA that chooses to use funds under this part to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act.
20. Work in consultation with schools as the schools develop and implement their plans or activities under sections 1118 and 1119 and *California Education Code Section 64001*.
21. Comply with requirements regarding the qualifications of teachers and paraprofessionals and professional development.
22. Inform eligible schools of the local educational agency's authority to obtain waivers on the school's behalf under Title IX.
23. Coordinate and collaborate, to the extent feasible and necessary as determined by the local educational agency, with the State educational agency and other agencies providing services to

children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under section 1116 if such a school requests assistance from the local educational agency in addressing major factors that have significantly affected student achievement at the school.

24. Ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.
25. Use the results of the student academic assessments required under section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress of each school served by the agency and receiving funds under this part to determine whether all of the schools are making the progress necessary to ensure that all students will meet the State's proficient level of achievement on the State academic assessments described in section 1111(b)(3) within 12 years from the baseline year described in section 1111(b)(2)(E)(ii).
26. Ensure that the results from the academic assessments required under section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language or other mode of communication that the parents can understand.
27. Assist each school served by the agency and assisted under this part in developing or identifying examples of high-quality, effective curricula consistent with section 1111(b)(8)(D) and *California Education Code Section 64001*.
28. Ensure that schools in school improvement status spend not less than ten percent of their Title I funds to provide professional development (in the area[s] of identification to teachers and principals) for each fiscal year.
29. Prepare and disseminate an annual LEA report card in accordance with section 1111(h)(2).
30. Where applicable, the applicant will comply with the comparability of services requirement under section 1120A(c). In the case of a local educational agency to which comparability applies, the applicant has established and implemented an agency-wide salary schedule; a policy to ensure equivalence among schools in teachers, administrators, and other staff; and a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies. Documentation will be on file to demonstrate that the salary schedule and local policies result in comparability and will be updated biennially.

TITLE I, PART D – SUBPART 2

31. Where feasible, ensure that educational programs in the correctional facility are coordinated with the student's home school, particularly with respect to a student with an individualized education program under Part B of the Individuals with Disabilities Education Act.
32. Work to ensure that the correctional facility is staffed with teachers and other qualified staffs that are trained to work with children and youth with disabilities taking into consideration the unique needs of such children and youth.
33. Ensure that the educational programs in the correctional facility are related to assisting students to meet high academic achievement standards.

TITLE II, PART A

34. The LEA, hereby, assures that:

- The LEA will target funds to schools within the jurisdiction of the local educational agency that:
 - (A) Have the lowest proportion of highly qualified teachers;**
 - (B) Have the largest average class size; or**
 - (C) Are identified for school improvement under section 1116(b).**
- The LEA will comply with section 9501 (regarding participation by private school children and teachers).
- The LEA has performed the required assessment of local needs for professional development and hiring, taking into account the activities that need to be conducted in order to give teachers the means, including subject matter knowledge and pedagogy skills, and to give principals the instructional leadership skills to help teachers, to provide students with the opportunity to meet California's academic content standards. This needs assessment was conducted with the involvement of teachers, including teachers participating in programs under Part A of Title I.
- The LEA will assure compliance with the requirements of professional development as defined in section 9101 (34).

TITLE II, PART D

35. The LEA has an updated, local, long-range, strategic, educational technology plan in place that includes the following:

- Strategies for using technology to improve academic achievement and teacher effectiveness.
- Goals aligned with challenging state standards for using advanced technology to improve student academic achievement.
- Steps the applicant will take to ensure that all students and teachers have increased access to technology and to help ensure that teachers are prepared to integrate technology effectively into curricula and instruction.
- Promotion of curricula and teaching strategies that integrate technology, are based on a review of relevant research, and lead to improvements in student academic achievement.
- Ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel to further the effective use of technology in the classroom or library media center.
- A description of the type and costs of technology to be acquired with Ed Tech funds, including provisions for interoperability of components.
- A description of how the applicant will coordinate activities funded through the Ed Tech program with technology-related activities supported with funds from other sources.

- A description of how the applicant will integrate technology into curricula and instruction, and a timeline for this integration.
 - Innovative delivery strategies – a description of how the applicant will encourage the development and use of innovative strategies for the delivery of specialized or rigorous courses and curricula through the use of technology, including distance learning technologies, particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources.
 - A description of how the applicant will use technology effectively to promote parental involvement and increase communication with parents.
 - Collaboration with adult literacy service providers.
 - Accountability measures – a description of the process and accountability measures that the applicant will use to evaluate the extent to which activities funded under the program are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling student to reach challenging state academic standards.
 - Supporting resources – a description of the supporting resources, such as services, software, other electronically delivered learning materials, and print resources that will be acquired to ensure successful and effective uses of technology.
36. The LEA must use a minimum of 25 percent of their funds to provide ongoing, sustained, and intensive high quality professional development in the integration of advanced technology into curricula and instruction and in using those technologies to create new learning environments.
37. **Any LEA that does not receive services at discount rates under section 254(h)(5) of the Communications Act of 1934 (47 U.S.C. 254(h)(5) hereby assures the SEA** that the LEA will not use any Title II, Part D funds to purchase computers used to access the Internet, or to pay for direct costs associated with accessing the Internet, for such school unless the school, school board, local educational agency, or other authority with responsibility for administration of such school:
- Has in place a policy of Internet safety for minors that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene, child pornography, or harmful to minors
 - Is enforcing the operation of such technology protection measure during any use of such computers by minors
 - Has in place a policy of Internet safety that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene or child pornography, and is enforcing the operation of such technology protection measure during any use of such computers, and
 - Any LEA that *does* receive such discount rates hereby assures the SEA that it will have in place a policy of Internet safety for minors required by Federal or State law.

TITLE III

38. The LEA assures that it consulted with teachers, researchers, school administrators, parents, and, if appropriate, with education-related community groups, nonprofit organizations, and institutions of higher education in developing the LEA Plan.
39. The LEA will hold elementary and secondary schools accountable for increasing English language proficiency and for LEP subgroups making adequate yearly progress.
40. The LEA is complying with Section 3302 prior to, and throughout, each school year.
41. The LEA annually will assess the English proficiency of all students with limited English proficiency participating in programs funded under this part.
42. The LEA has based its proposed plan on scientifically based research on teaching limited-English-proficient students.
43. The LEA ensures that the programs will enable to speak, read, write, and comprehend the English language and meet challenging State academic content and student academic achievement standards.
44. The LEA is not in violation of any State law, including State constitutional law, regarding the education of limited-English-proficient students, consistent with Sections 3126 and 3127.

TITLE IV, PART A

45. The LEA assures that it has developed its application through timely and meaningful consultation with State and local government representatives, representatives of schools to be served (including private schools), teachers and other staff, parents, students, community-based organizations, and others with relevant and demonstrated expertise in drug and violence prevention activities (such as medical, mental health, and law enforcement professionals).
46. The activities or programs to be funded comply with the principles of effectiveness described in section 4115(a) and foster a safe and drug-free learning environment that supports academic achievement.
47. The LEA assures that funds under this subpart will be used to increase the level of State, local, and other non-Federal funds that would, in the absence of funds under this subpart, be made available for programs and activities authorized under this subpart, and in no case supplant such State, local, and other non-Federal funds.
48. Drug and violence prevention programs supported under this subpart convey a clear and consistent message that acts of violence and the illegal use of drugs are wrong and harmful.
49. The LEA has, or the schools to be served have, a plan for keeping schools safe and drug-free that includes:
 - Appropriate and effective school discipline policies that prohibit disorderly conduct, the illegal possession of weapons, and the illegal use, possession, distribution, and sale of tobacco, alcohol, and other drugs by students.

- Security procedures at school and while students are on the way to and from school.
- Prevention activities that are designed to create and maintain safe, disciplined, and drug-free environments.
- A crisis management plan for responding to violent or traumatic incidents on school grounds.
- A code of conduct policy for all students that clearly states the responsibilities of students, teachers, and administrators in maintaining a classroom environment that:
 - Allows a teacher to communicate effectively with all students in the class.
 - Allows all students in the class to learn.
 - Has consequences that are fair, and developmentally appropriate.
 - Considers the student and the circumstances of the situation.
 - Is enforced accordingly.

50. The application and any waiver request under section 41 15(a)(3) (to allow innovative activities or programs that demonstrate substantial likelihood of success) will be available for public review after submission of the application.

TITLE IV, PART A, SUBPART 3

51. The LEA assures that it has, in effect, a written policy providing for the suspension from school for a period of not less than one year of any student who is determined to have brought a firearm to school or who possesses a firearm at school and the referral of a student who has brought a weapon or firearm to the criminal or juvenile justice system. Such a policy may allow the Superintendent to modify such suspension requirement for a student on a case-by-case basis.

TITLE V, PART A

52. The LEA has provided, in the allocation of funds for the assistance authorized by this part and in the planning, design, and implementation of such innovative assistance programs, for systematic consultation with parents of children attending elementary schools and secondary schools in the area served by the LEA, with teachers and administrative personnel in such schools, and with such other groups involved in the implementation of this part (such as librarians, school counselors, and other pupil services personnel) as may be considered appropriate by the LEA.

53. The LEA will comply with this Part, including the provisions of section 5142 concerning the participation of children enrolled in private nonprofit schools.

54. The LEA will keep such records, and provide such information to the SEA, as may be reasonably required for fiscal audit and program evaluation.

55. The LEA will annually evaluate the programs carried out under this Part, and that evaluation:

- Will be used to make decisions about appropriate changes in programs for the subsequent year;
- Will describe how assistance under this part affected student academic achievement and will include, at a minimum, information and data on the use of funds, the types of services furnished, and the students served under this part; and

- Will be submitted to the SEA at the time and in the manner requested by the SEA.

New LEAP Assurances

56. Uniform Management Information and Reporting System: the LEA assures that it will provide to the California Department of Education (CDE) information for the uniform management information and reporting system required by No Child Left Behind, Title IV in the format prescribed by CDE. That information will include:
- (i) Truancy rates;
 - (ii) The frequency, seriousness, and incidence of violence and drug-related offenses resulting in suspensions and expulsions in elementary schools and secondary schools in the State;
 - (iii) The types of curricula, programs, and services provided by the chief executive officer, the State educational agency, local educational agencies, and other recipients of funds under this subpart; and
 - (iv) The incidence and prevalence, age of onset, perception of health risk, and perception of social disapproval of drug use and violence by youth in schools and communities. (Section 4112, General Provisions, Title IV, Part A, PL 107-110)
57. Unsafe School Choice Policy: the LEA assures that it will establish and implement a policy requiring that a student attending a persistently dangerous public elementary school or secondary school, as determined by the State, or who becomes a victim of a violent criminal offense, as determined by State law, while in or on the grounds of a public elementary school or secondary school that the student attends, be allowed to attend a safe public elementary or secondary school within the local educational agency, including a public charter school. The LEA will submit on a format to be designated by CDE the information the state requires to complete annual federal reporting requirements on the number of schools that have been designated "persistently dangerous" in accordance with California State Board of Education policy. (Section 9532, General Provisions, Title IX, PL 107-110.)

Other

58. The LEA assures that a minimum of 95 percent of all students and a minimum number of students in each subgroup (at both the school and district levels) will participate in the state's assessments program.

SIGNATURE PAGE

(Signatures must be original. Please use blue ink.)

The superintendent and governing board of the LEA submitting this Plan must sign on behalf of all participants included in the preparation of the Plan. LEAs in Program Improvement Year 3 assigned or required to contract with a District Assistance and Intervention Team (DAIT) must also secure signatures from their DAIT leads.

Dorma Baker

Print Name of Superintendent

Signature of Superintendent

Date

Willie Yahiro

Print Name of Board President

Pending Board Approval on March 23

Signature of Board President

Date

Print Name of District Assistance and Intervention Team (DAIT)

Signature of DAIT Lead

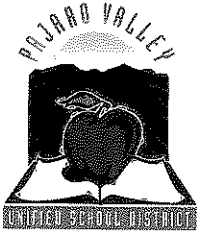
Date

Print Name of Title III Regional County Office of Education Lead (if applicable)

Signature of Title III Regional
County Office of Education Lead (if applicable)

Date

Certification: *I hereby certify that all of the applicable state and federal rules and regulations will be observed by this LEA and that, to the best of my knowledge, information contained in this Plan is correct and complete. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained onsite. I certify that we accept all general and program specific assurances for Titles I, II, and/or III as appropriate, except for those for which a waiver has been obtained. A copy of all waivers will remain on file. I certify that actual ink signatures for this LEA Plan/Plan Addendum/Action Plan are on file, including signatures of any required external providers, i.e., district assistance and intervention team and/or Title III regional lead.*



Board Agenda Backup

Item No: 10.10

Date: March 23, 2011

Item: Consulting Services Agreement with Total Compensation Systems, Inc. for GASB45 – Other Post Employee Benefits Actuarial Report

Overview: The Governmental Accounting Standards Board (GASB) issues accounting standards that affect the way all governmental employers account for and report their costs and obligations. GASB Statement 45 was issued to account for and report costs and obligations relating to postemployment benefits other than pensions (OPEB). Pajaro Valley Unified School District provides health and welfare benefits for employees upon their retirement up to age 65. Per GASB 45, the District is required to have an actuarial valuation done every two years.

We are recommending the use of Total Compensation Systems, Inc. They have provided actuarial reports to us since 2005. They are well known in the industry and have provided actuarial reports for school districts, county offices of education and other educational and public entities throughout California.

Recommendation: Approve District recommendation to have Total Compensation Systems, Inc. to consolidate and prepare our GASB 45 OPEB actuarial.

Budget Considerations:

Funding Source: General Fund

Budgeted: Yes No

Amount: \$6,600.00

PREPARED BY: Helen Bellangi

REVIEWED BY: Brett McFadden

SUPERINTENDENT SIGNATURE: Darlene Baker (H)

CONSULTING SERVICES AGREEMENT

This Agreement is entered into effective the 1st day of May, 2011 by and between Total Compensation Systems, Inc. ("Consultant"), a California corporation with principal offices located at 5655 Lindero Canyon Road, Suite 223, Westlake Village, California, 91362 and Pajaro Valley Unified School District ("Customer").

The following shall govern the provision of consulting services by Consultant to Customer.

1. Consulting Services. Consultant shall provide the consulting services described on Schedule 1 attached hereto.

2. Compensation to Consultant. Customer shall pay Consultant for the consulting services described on Schedule 1 attached hereto the compensation set forth on Schedule 2 attached hereto.

3. Term and Termination. (a) Term. This Agreement shall commence on the date first written above and shall continue in effect until October 31, 2011, or until all consulting services described on Schedule 1 have been performed, whichever occurs first, unless sooner terminated in accordance with the provisions of this Agreement. (b) Termination Without Cause. This agreement may be terminated at any time by either party upon sixty (60) days prior written notice to the other party. (c) Termination With Cause. Either party shall have the right to terminate this Agreement upon the failure of either party to observe any of the covenants and agreements required to be observed by it under this Agreement, and such failure continues for a period of thirty (30) days after written notice thereof. (d) Rights and Obligations after Termination. Termination of this agreement shall not relieve either party of any rights or obligations arising out of the Agreement prior to termination, with the exception that the amount of the final payment that shall be made by Customer shall be based solely upon the percentage of work that was completed by Consultant.

4. Customer Will Provide Information. Customer shall provide Consultant with the information necessary for Consultant to provide the consulting services described on Schedule 1 attached hereto.

5. Authorization to Acquire Information. Customer hereby authorizes Consultant to acquire the necessary information reasonably required by Consultant to provide the consulting services described on Schedule 1 attached hereto from any agency, agencies, source or sources.

6. Customer's Right to Provide Information. Customer represents and warrants to Consultant that it has the right to provide the information that will be given by Customer to Consultant, or which will be acquired by Consultant pursuant to paragraphs 4 and 5 above.

7. Limitation on Services. Customer understands that Customer retains sole authority and responsibility for the operation and design of all Customer's employee benefit plans.

8. Ownership of Systems and Materials. All systems, programs, operating instructions, forms and other documentation prepared by or for Consultant shall be and remain the property of Consultant. All data source documents provided by Customer shall remain the property of Customer.

9. Indemnification. (a) By Customer. Customer hereby agrees to defend and

indemnify Consultant and hold Consultant harmless against any claims, injury, costs or damages (including actual attorneys' fees incurred) resulting from Customer's gross negligence or willful misconduct. (b) By Consultant. Consultant hereby agrees to defend and indemnify Customer and hold Customer harmless against any claims, injury, costs or damages (including actual attorneys' fees incurred) resulting from Consultant's gross negligence or willful misconduct.

10. General.

a. Relationship of the Parties. The relationship between Consultant and Customer established by this Agreement is that of independent contractors. Consultant and Customer shall each conduct its respective business at its own initiative, responsibility, and expense, and shall have no authority to incur any obligations on behalf of the other.

b. Force Majeure. No party shall have liability for damages or non-performance under this Agreement due to fire, explosion, strikes or labor disputes, water, acts of God, war, civil disturbances, acts of civil or military authorities or the public enemy, transportation, facilities, labor, fuel or energy shortages, or other causes beyond that party's control.

c. Entire Agreement. This Agreement and the Schedules attached hereto contain the entire agreement between the parties and supersedes all previous agreements and proposals, oral or written, and all negotiations, conversations, or discussions between the parties related to the subject matter of this Agreement. This Agreement shall not be deemed or construed to be modified, amended, rescinded, canceled or waived in whole or in part, except by written amendment signed by both of the parties hereto.

11. Confidentiality. Consultant recognizes that its work will bring it into close contact with confidential information of Customer, including personal information about employees of Customer. Consultant agrees not to disclose anything that is the confidential information of Customer, or that is proprietary to Customer, including its software, its legacy applications, and its databases, to any third party.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be executed as set forth below.

"CONSULTANT"
TOTAL COMPENSATION SYSTEMS, INC.

"CUSTOMER"
PAJARO VALLEY UNIFIED SCHOOL DISTRICT

Signed: _____

Signed: _____

By: _____

By: _____

Title: _____

Title: _____

Date: _____

Date: _____

SCHEDULE 1

For the purposes of this Agreement, "consulting services" shall include the following services provided by Consultant to Customer:

A consulting report including all actuarial information necessary for Customer to comply with the requirements of current and future GASB accounting standards related to retiree health benefits. Study results will be separated between three employee classifications. Consultant will provide as many copies of the final report as Customer shall reasonably request.

Services do not include Consultant's attendance at any meetings, unless requested at the fee shown in Schedule 2.

SCHEDULE 2

Customer shall pay Consultant for the retiree health valuation report a total of \$6,600. One-half, or \$3,300 shall be due within 30 days of the commencement of work by Consultant. One-half, or \$3,300 shall be due within 30 days of the delivery by Consultant to Customer of the final consulting report (or within 30 days of contract termination, if earlier).

In addition to the above fees, Customer agrees to pay Consultant an all-inclusive fee of \$1,600 per meeting to attend meetings related to the consulting services. Customer shall pay such meeting fees within 30 days of the meeting.

Valuation Data Checklist

The following data is needed to conduct the valuation of retiree health benefits.

General Information: We prefer to receive any documents in an electronic format, such as PDF's

- Benefit Description, including retiree health eligibility rules, extent of employer contribution and duration of coverage (typically found in collective bargaining agreements, board policies, etc.)
- The balance and "as of" date for any funds held explicitly for retiree health benefits in an irrevocable trust
- OPEB Notes section from most recent available audit report

Demographic Information: We prefer to receive data via email in a standard digital format (e.g., Excel, ASCII Text, DBF, Access, etc.) Our email address is totcomp@aol.com. Please ensure that Active and Retiree data have the same "as of" date:

Active Employees:

- SSN, ID # or other unique identifying information
- DOB – date of birth
- Sex
- DOH – date of hire
- % of FTE Indicator
- Employee classification/bargaining unit
- Current rate of regular pay used to generate pension credits
- Frequency of above pay rate: e.g., hourly, monthly, annual, etc.

Retired Employees:

- Include only record for retirees who receive medical/dental benefits indicating which benefit(s) each retiree has
- SSN, ID # or other unique identifying information
- DOB – date of birth
- Sex
- Retirement Date, if available
- Employee classification/bargaining unit
- District Contribution for retiree health benefits or enrollment plan, if available.

Total Compensation Systems, Inc.

TCS Actuarial Clients

Following is a list of California public employers for which we have performed retiree health valuation services.

ABC Unified School District	Castro Valley Unified School District
Acalanes Union High School District	Central Elementary School District
Adelanto Elementary School District	Central Union School District
Albany Unified School District	Ceres Unified School District
Alisal Elementary School District	Cerritos Community College District
Allan Hancock Joint Community College District	Chabot-Las Positas Community College District
Alta Loma Elementary School District	Chaffey College
Alum Rock Union Elementary School District	Charter Oak Unified School District
Alvord Unified School District	Chino Valley Unified School District
Amador County Unified School District	Citrus Community College District
Amador County Office of Education	City of Arcata
American River Flood Control District	City of Bellflower
Anaheim Union High School District	City of Colton
Anderson Union High School District	City of Downey
Antelope Valley Community College District	City of Elk Grove
Antelope Valley – East Kern Water Agency	City of Emeryville
Arcadia Unified School District	City of Folsom
Arcata Elementary School District	City of Garden Grove
Arcohe Union School District	City of Glendora
Armona Union Elementary School District	City of Hawthorne
Auburn Union Elementary School District	City of Industry
Azusa Unified School District	City of Ione
Banning Unified School District	City of Irwindale
Banta Elementary School District	City of La Cañada Flintridge
Barstow Community College District	City of La Palma
Bassett Unified School District	City of Lawndale
Bear Valley Unified School District	City of Loma Linda
Bella Vista Elementary School District	City of Los Banos
Belmont – Redwood Shores School District	City of Malibu
Berkeley Unified School District	City of Modesto
Big Bear City Community Services District	City of Monrovia
Bonny Doon Union Elementary School District	City of Norwalk
Brawley Elementary School District	City of Palm Springs
Burbank Unified School District	City of Palos Verdes Estates
Burnt Ranch Elementary School District	City of Rialto
Butte Valley Unified School District	City of San Clemente
Butte - Glenn Community College District	City of San Pablo
Cabrillo College Foundation	City of Scotts Valley
Cabrillo Community College District	City of Signal Hill
Calexico Unified School District	City of Simi Valley
Calistoga Joint Unified School District	City of Solvang
Capistrano Unified School District	City of Sparks
Carmichael Water District	City of Tustin
Cascade Union Elementary School District	Claremont Unified School District
Castaic Union School District	Cloverdale Unified School District

Total Compensation Systems, Inc.

Clovis Unified School District
Coachella Valley Unified School District
Coalinga-Huron Unified School District
Coast Community College
Coastline ROP
Colfax Elementary School District
College of Marin
College of the Desert
College of the Redwoods
College of the Sequoias
College of the Siskiyous
Colton Joint Unified School District
Columbia Elementary School District
Community Development Commission of the County of Los Angeles
Compton Community College District
Conejo Valley Unified School District
Contra Costa County Office of Education
Contra Costa Special Education Local Plan Area
Corcoran Joint Unified School District
Corning Union Elementary School District
Corona-Norco Unified School District
Cottonwood Elementary School District
County of San Benito
Cucamonga Elementary School District
Culver City Unified School District
Cupertino Unified School District
Cypress Unified School District
Davis Joint Unified School District
Del Norte County Office of Education
Del Norte Unified School District
Del Paso Manor Water District
Delano Union Elementary School District
Denair Unified School District
Desert Healthcare District
Desert Sands Unified School District
Duarte Unified School District
Ducor Union School District
Durham Unified School District
East Side Union High School District
East Whittier City School District
Eastside Union School District
Eden Area ROP
El Camino Community College District
El Rancho Unified School District
El Segundo Unified School District
Elk Grove Unified School District
Emery Unified School District
Enterprise Elementary School District
Escalon Unified School District
Esparto Unified School District
Etiwanda School District
Eureka City Schools
Evergreen Elementary School District
Fairfax School District
Fall River Joint Unified School District
Feather River Community College District
Ferndale Unified School District
Fontana Unified School District
Foothill-De Anza Community College District
Forest Hill Union School District
Forestville Union School District
Fortuna Union High School District
Fountain Valley School District
Fowler Unified School District
Fremont Unified School District
Fremont Union High School District
Freshwater Elementary School District
Fresno Unified School District
Fullerton Joint Union High School District
Galt Joint Union Elementary School District
Garvey Elementary School District
Gateway Unified School District
Gavilan Joint Community College District
Glendale Community College District
Glenn County Office of Education
Grant Joint Union High School District
Grenada Elementary School District
Grossmont-Cuyamaca Community College District
Guerneville Elementary School District
Hacienda La Puente Unified School District
Hanford Joint Union High School District
Happy Camp Union Elementary School District
Hart – Ransom Academic Charter School
Hart – Ransom Union Elementary School District
Hartnell Community College District
Hayward Unified School District
Hemet Unified School District
Hillsborough City School District
Hope Elementary School District
Hughson Unified School District
Humboldt County Office of Education
Igo-Ono-Platina Elementary School District
Imperial Community College District
Indian Springs Elementary School District
Jacoby Creek Charter School (Northern Humboldt UHSD)

Total Compensation Systems, Inc.

Jefferson Elementary School District – San Joaquin
Jefferson Elementary School District – San Mateo
Jefferson Union High School District
Junction Elementary School District
Kelseyville Unified School District
Kerman Unified School District
Kern Community College District
Kernville Union School District
King City Joint Union High School District
King City Union Elementary School District
Kings County Office of Education
Kings River – Hardwick Union School District
Kit Carson Union School District
Knights Ferry Elementary School District
Konocti Unified School District
La Habra City School District
Lafayette School District
Lake County Office of Education
Lake Elsinore Unified School District
Lake Tahoe Community College District
Lakeport Unified School District
Lakeside Union School District
Lancaster School District
Las Lomas Elementary School District
Las Virgenes Municipal Water District
Las Virgenes Unified School District
Lassen Community College District
Lassen County Office of Education
Le Grand Union Elementary School District
Le Grand Union High School District
Lemoore Union High School District
Lemoore Union School District
Lewiston Elementary School District
Liberty Union High School District
Lincoln Unified School District
Linden Unified School District
Live Oak School District
Live Oak Unified School District
Long Beach Community College District
Loomis Union School District
Los Gatos – Saratoga Joint Union High School District
Los Gatos Union School District
Lucerne Elementary School District
Madera County Office of Education
Magnolia School District
Marin County Office of Education
Mark West Union School District
Martinez Unified School District
Marysville Joint Unified School District
McKinleyville Union School District
Mendocino – Lake Community College District
Mendota Unified School District
Menlo Park City Elementary School District
Merced City School District
Merced Community College District
Merced County Office of Education
Merced Union High School District
Metropolitan Cooperative Library System
Mid Peninsula Open Space District
Mid Placer Public Schools Transportation Authority
Middleton Unified School District
Millbrae School District
Milpitas Unified School District
Mission Union School District
Montecito Water District
Monterey County Schools Insurance Group
Monterey Peninsula Community College District
Monterey Peninsula Unified School District
Moorpark Unified School District
Moraga Elementary School District
Moreland School District
Morongo Unified School District
Mount Diablo Unified School District
Mount Pleasant Elementary School District
Mount San Antonio Community College District
Mount San Jacinto Community College District
Mount Shasta Union School District
Mountain View Elementary School District
Mountain View – Los Altos High School District
Muroc Joint School District
Murrieta Valley Unified School District
Napa County Office of Education
Natomas Unified School District
Nevada Joint Union High School District
New Hope Elementary School District
New Jerusalem Elementary School District
Newcastle Elementary School District
Newman Crows Landing Unified School District
North Cow Creek Elementary School District
North Monterey County Unified School District
North Orange County Community College District
North Orange County Regional Occupational Program
North Sacramento Elementary School District
Northern Humboldt Union High School District
Norwalk – La Mirada Unified School District
Oakland Unified School District

Total Compensation Systems, Inc.

Oakdale Joint Unified School District
Oakley Union School District
Ocean View School District (Ventura County)
Oceanside Unified School District
Ohlone Community College District
Ontario- Montclair School District
Orange County Department of Education
Orcutt Union School District
Oxnard Elementary School District
Oxnard Union High School District
Pacheco Elementary School District
Pacific Grove Unified School District
Pajaro Valley Unified School District
Palm Springs Unified School District
Palmdale School District
Palo Alto Unified School District
Palo Verde Community College District
Palo Verde Unified School District
Palomar Community College District
Palos Verdes Peninsula Unified School District
Paradise Elementary School District
Pasadena Area Community College District
Paso Robles Public Schools
Patterson Joint Unified School District
Perris Elementary School District
Piedmont City Unified School District
Pioneer Union School District
Pittsburg Unified School District
Placer County Office of Education
Planada School District
Pleasant Valley School District
Plumas Unified School District
Rancho Santiago Community College District
Reclamation District 1000
Redding Elementary School District
Redlands Unified School District
Reef-Sunset Unified School District
Rialto Unified School District
Richfield Elementary School District
Rim of the World Unified School District
Rincon Valley Union Elementary School District
Rio Hondo Community College District
Rio School District
Ripon Unified School District
Riverbank Unified School District
Riverside Community College District
Riverside Transit Agency
Roberts Ferry Elementary School District
Robla School District
Rocklin Unified School District
Romoland School District
Rosedale Union Elementary School District
Roseville City Elementary School District
Ross Elementary School District
Rowland Unified School District
Sacramento City School District
Saddleback Valley Unified School District
Salinas City Elementary School District
Salinas Union High School District
San Benito County Office of Education
San Benito County Water District
San Bernardino City Unified School District
San Bernardino Community College District
San Bernardino County Superintendent of Schools Office
San Bruno Park School District
San Francisco Community College District
San Francisco Unified School District
San Gabriel Valley Water District
San Jacinto Unified School District
San Joaquin County Office of Education
San Joaquin Delta Community College District
San Jose/Evergreen Community College District
San Juan Unified School District
San Lorenzo Valley Unified School District
San Luis Coastal Unified School District
San Luis Obispo County Superintendent of Schools
San Mateo Community College District
San Mateo County Office of Education
San Mateo - Foster City School District
Santa Ana Unified School District
Santa Barbara Community College District
Santa Clarita Community College District
Santa Cruz City Schools
Santa Cruz County Office of Education
Santa Cruz Metropolitan Transit District
Santa Monica Community College District
Santa Monica - Malibu Unified School District
Santa Rita Union School District
Saugus Union School District
Savanna Elementary School District
Scotts Valley Unified School District
Selma-Kingsburg-Fowler County Sanitation District
Sequoia Union High School District
Shasta County Office of Education
Shasta Union Elementary School District
Shasta Union High School District

Total Compensation Systems, Inc.

Shasta-Tehama-Trinity Joint Community College District
Shasta-Trinity Regional Occupational Program
Silver Valley Unified School District
Simi Valley Unified School District
Siskiyou County Superintendent of Schools Office
Siskiyou Union High School District
Snowline Joint Unified School District
Solano County Community College District
Solano County Office of Education
Soledad Unified School District
Sonoma County Library District
Soquel Union Elementary School District
South Bay Union Elementary School District
South Fork Union School District
South Orange County Community College District
Southern Trinity Unified School District
Southwestern Community College District
St. Helena Unified School District
Stanislaus County Office of Education
Stellar Charter School (Redding SD)
Stockton Unified School District
Sulphur Springs Union School District
Sunnyvale Elementary School District
Susanville School District
Sutter County Office of Education
Sylvan Union Elementary School District
Tahoe-Truckee Sanitation Agency
Tahoe-Truckee Unified School District
Temple City Unified School District
Torrance Unified School District
Town of Fairfax
Tracy Unified School District
Trinity County Office of Education
Trinity Union High School District
Truckee Fire Protection District
Truckee Sanitary District
Trust for Retirees of Associated California Schools
Turlock Unified School District
Tustin Unified School District
Twin Hills Union School District
Upper Lake Union Elementary School District
Upper Lake Union High School District
Val Verde Unified School District
Valley Home Elementary School District
Ventura County Community College District
Victor Valley Community College District
Victor Valley Elementary School District
Victor Valley Union High School District
Walnut Creek Elementary School District
Washington Charter School (Desert Sands USD)
Washington Unified School District
Washington Union High School District
Washington Union School District
Weaverville Elementary School District
Weed Union Elementary School District
West Hills Community College District
West Kern Community College District
West Sonoma Union High School District
West Valley-Mission Community College District
Western Placer Unified School District
Westside Union School District
Wheatland Elementary School District
William S. Hart Union High School District
Williams Unified School District
Wilsona School District
Winters Joint Unified School District
Winton School District
Woodlake Union Elementary School District
Woodlake Union High School District
Woodland Joint Unified School District
Yolo County Office of Education
Yorba Linda Water District
Yosemite Community College District
Yreka Union Elementary School District
Yreka Union High School District
Yuba Community College District
Yuba County Office of Education
Yucaipa-Calimesa Unified School District

PAJARO VALLEY UNIFIED SCHOOL DISTRICT



Board Agenda Backup

Item No: 10.11

Date: March 23, 2011

Item: Reimbursement Agreement Between Pajaro Valley Unified School District and the Santa Cruz County Superintendent of Schools

Overview: On October 8, 2010, the Governor of the State of California vetoed all state funding for educationally-related mental health services provided pursuant to AB 3632 and unilaterally declared the mandate on county mental health agencies to provide these services suspended. The Legislature failed to appropriate State funds necessary to pay counties for the required student services. The attached agreement will between the Santa Cruz Office of Education for the District's portion of the additional costs to meet continuing mandates resulting from the State actions.

Budget Considerations: N/A

Funding Source:

Budgeted: Yes: No:

Amount: 41,597.10

Prepared By: Dorma Baker, Superintendent

Superintendent's Signature:

Dorma Baker (Ad)



County of Santa Cruz

HEALTH SERVICES AGENCY

1400 EMELINE AVENUE SANTA CRUZ, CA 95060
(831) 454-4170 FAX: (831) 454-4484 TDD: (831) 454-4123

Community Mental Health

March 2, 2011

Dear School Superintendents:

It is important that school districts are made aware of the new appellate court ruling that was filed on February 25. In California School Boards Association v. Brown, the Second District Court of Appeal denied the California School Boards Association's petition for writ of mandate and held that "the Governor's veto was properly exercised and had the legal effect of suspending operation of the mandate" on counties regarding AB3632 mental health services. (See page 15 of attachment in email.)

According to our county counsel, this court is at a higher level (just below the Supreme Court) than the Sacramento Superior Court that issued the previous "Minute Order" the school superintendents were apparently concerned about. This new decision supersedes any other court decisions in California. (Of course, this decision can be challenged by appeal to the California Supreme Court or by a conflicting ruling in another California appellate court district.)

Since the court has determined that the state mandate for AB3632 mental health services is suspended, the federal IDEA mandate clearly falls on schools for these IEP-related mental health services at this time. Locally, Mental Health and the County Office of Education have made a good faith collaborative effort to provide bridge funding for the remainder of the fiscal year we're in (through June 2011).

As you know, the County Office of Education has offered to pick up a significant portion of the funds needed to keep mental health services in place for this year. The remainder, split between your districts per formula developed by COE with data supplied by the County Mental Health Department, represents a relatively small amount of funds to ensure that your students continue to receive their federally mandated IEP-related mental health services for which you are responsible. Our plan is to enter into an MOU with COE for the full amount to facilitate agreement and transfer of funds, with a second MOU between COE and the school districts for transferring specific school district portion back to COE. Refer to COE's previous grid on projected district costs.

Without such agreement, Mental Health will have to scale back services in order to stay within available funds for the remainder of the school year. Changes include:

- ♦ Immediately requiring school districts (per existing law) to transport students receiving 3632 mental health services to our Emeline or Watsonville clinics for mandated services. Currently our clinicians tend to see students on their own school sites, saving the district significant dollars and making services more easily available for students and teachers.
- ♦ Prioritizing existing services for ED classrooms, which will include scaling down non-ED classroom out-patient services to all school districts.

Mental Health is facing a funding emergency given the court determination, since it eliminates the ability to pay for remaining services through the state mandate claim process. Therefore, we must take immediate steps to finalize the aforementioned MOU, or begin reducing provision of services and return that responsibility to the districts. We have attempted to work collaboratively with the schools all year on this process. ~~We are now as stated above at a critical funding crisis point due to the fact we will not receive additional funds to continue services and do not have funds to maintain the services in place. We ask that, but now need, the districts to step up and fulfill their~~ mandate to ensure that their students receive their IEP approved mental health services through the MOU process with the County Office of Education. Failure to do so may result in much more expensive legal action from parents, advocates, or scrutiny by the Federal government regarding IDEA mandate/funds.

We would like to seek approval of this draft agreement again at the Superintendents' meeting on March 10. In the meantime, it would be important for each district to begin reviewing transportation/cost options for their students receiving out-pt services since, unless a new MOU is approved, Mental Health will need to begin implementing these service reductions and changes in practice.

Sincerely,

Dane Cervine, Chief
Children's Mental Health
Santa Cruz County Mental Health/Substance Abuse

Leslie Tremaine, Director
Santa Cruz County Mental Health/Substance Abuse Department

**AMENDMENT TO EXISTING
MEMORANDUM OF UNDERSTANDING BETWEEN
THE COUNTY OF SANTA CRUZ
HEALTH SERVICES AGENCY
MENTAL HEALTH/SUBSTANCE ABUSE DIVISION AND
THE SANTA CRUZ COUNTY SUPERINTENDENT OF SCHOOLS
FOR AB 3632 CHILDREN'S MENTAL HEALTH SERVICES**

The parties hereto (County of Santa Cruz Health Services Agency Mental Health/Substance Abuse Division, formally known as Santa Cruz County Mental Health Agency, ("CMH") and the Santa Cruz County Superintendent of Schools ("SCCOE") have an existing memorandum of understanding ("MOU") covering the term of July 1, 2008 through June 30, 2011 and wish to enter into this Amendment of the existing MOU as follows:

WHEREAS, Government Code sections 7570 *et seq.* (also known as "AB 3632") shifts the state's obligation to counties and their county mental health agencies to provide an array of educationally-related mental health services, including residential care-based treatment required by students with disabilities as determined by an individualized education program ("IEP");

WHEREAS, the State Legislature, in the Budget Act, provides federal Individuals with Disabilities Education Act ("IDEA") local assistance funding for the provision of educationally-related mental health services that are provided to students with disabilities as determined by an IEP pursuant to AB 3632 by transmitting the funds to county offices of education;

WHEREAS, in previous fiscal years the Budget Act required each county office of education and county mental health agency to enter into a Memorandum of Understanding for the purpose of transferring these federal IDEA funds, subject to the fulfillment of the grant's terms and conditions, to the county mental health agency for educationally-related mental health services as set forth in AB 3632 that are provided to students with disabilities as determined by an IEP;

WHEREAS, in previous fiscal years the state has also provided General Fund support directly to the counties to provide an array of educationally-related mental health services to students with disabilities pursuant to an IEP;

WHEREAS, on October 8, 2010, the Governor of the State of California vetoed all state funding for educationally-related mental health services provided pursuant to AB 3632 and unilaterally declared the mandate on county mental health agencies to provide these services suspended;

WHEREAS, the Governor's authority to suspend the mandate on county mental health agencies to provide AB 3632 services to students with disabilities is currently in dispute in various pending federal and state court cases;

WHEREAS, the Legislature failed to appropriate State funds in the approximate amount of \$70 million required by Welfare and Institutions Code section 18355 necessary to pay counties for the room and board costs for seriously emotionally disturbed students;

WHEREAS, on October 29, 2010, the State Superintendent of Public Instruction (“SPI”) announced that the California Department of Education (“CDE”) will continue to allocate \$76 million in available federal IDEA funds to maintain essential mental health services for students with disabilities despite the Governor’s unilateral suspension of mental health services for eligible students and his line-item veto of \$133 million in mandate reimbursement for services provided by county mental health agencies;

WHEREAS, the SPI stated that the \$76 million to be disbursed by the CDE will ensure mental health services that are included within a student’s IEP, pursuant to the IDEA, are appropriately provided during the 2010-11 fiscal year by county mental health agencies consistent with current statute;

WHEREAS, the federal IDEA funds are insufficient to entirely fund the AB 3632 services for the 2010-2011 fiscal year;

WHEREAS, the General Assurances and Federal Funds Conditions, required by CDE, are part and parcel of this MOU and must be agreed to prior to release of funds to each county office of education and subsequently to the county mental health agency; and

WHEREAS, the Parties have collaborated and enter into this MOU Amendment in order to: (1) to ensure the continuity of the provision of AB 3632 educationally-related mental health services to students with disabilities within the Santa Cruz County school districts (“School Districts”), who receive such services as part of their IEPs; and 2) reasonably address the funding for such services during the 2010-2011 fiscal year.

NOW, THEREFORE, it is agreed as follows:

Section A – Provision of AB 3632 Services

1. Subject to the terms of this MOU Amendment, CMH agrees to continue to provide AB 3632 educationally-related mental health services from July 1, 2010 through and including June 30, 2011 to students of the School Districts. AB 3632 educationally-related mental health services for eligible students may include, but are not limited to, assessments, individual therapy, group therapy, collateral services, case management, medication management, intensive day treatment, day rehabilitation, and other mental health services (“AB 3632 Services”). However, CMH’s obligation to fund room and board and related treatment costs for residentially placed eligible students ends on October 8, 2010 (except for the pre-existing placement, which student has now returned home). School Districts shall now assume responsibility for room and board services and related treatment costs for the students within their boundaries during the term of this MOU or the parties enter into a new written agreement, whichever occurs first.
2. CMH agrees to seek out and apply for other sources of county, state, or federal funding, including but not limited to, funding from Medi-Cal or the Department of Social Services and reimbursement from the State for unfunded mandates, at least to the same

extent as in prior years and consistent with applicable laws. Such funding and/or reimbursements received by CMH for AB 3632 Services as defined above in Section A.1 shall offset any amount SCCOE is required to fund under this MOU Amendment (“Offset”). The accounting of expenditures described in paragraph 8 below shall reflect the costs of services, the amount and payment source of any Offsets and the net cost for the reimbursement. CMH shall advise SCCOE in writing of any Offsets it receives from sources other than SCCOE prior to submitting any invoices to SCCOE.

Section B – Transfer of IDEA Funds for AB 3632 Services Until IDEA Funds Are Exhausted

3. SCCOE shall continue to transfer all federal IDEA funds in its possession as well as all additional IDEA funds it receives from CDE for AB 3632 services as defined above in Section A.1 during the term of this MOU Amendment to CMH as set forth in the Parties existing MOU.
 - a. CMH shall use all such federal and state IDEA funds only for AB 3632 services as defined above in Section A.1 for eligible students of the School Districts, rendered from October 9, 2010 through June 30, 2011 or until the funding allocated and distributed by CDE is exhausted, whichever of these events occurs first.
 - b. CMH will provide data to SCCOE and the School Districts as to what portion of 2010/2011 AB 3632 services costs will be covered by the federal IDEA funds allocated and distributed from CDE to SCCOE for mental health services, what portion will be covered by Medi-Cal and SB-90 state mandate claims, and what portion will be covered by the Additional funds from Education upon execution of this MOU Amendment and within ___ days of any transfers to the extent not previously provided.

Section C – Reimbursement for AB 3632 Services Once IDEA Funds are Exhausted

4. The parties are bound to the terms of this agreement contingent upon the written approval and acceptance of this MOU Amendment by CMH, each of the School Districts, and/or execution by SCCOE and the individual School Districts of a written Reimbursement Agreement concerning AB 3632 services funding. SCCOE on behalf of the School Districts will reimburse CMH for the provision of AB 3632 Services as defined above in Section A.1 rendered by CMH during the 2010-2011 fiscal year through and including June 30, 2011, that exceed the amount of federal IDEA funds allocated and distributed from CDE to SCCOE for such AB 3632 Services (IDEA funds to cover the period of October 9, 2010 through and including June 30, 2011), less the Offset. This amount shall be referred to as the “Additional Costs.”
 - a. SCCOE will initially reimburse CMH for two hundred thousand (\$200,000) dollars of the Additional Costs within 30 days of the Parties’ execution of this

MOU Amendment. Thereafter, SCCOE will reimburse CMH for the remainder of the Additional Costs after receipt of approved Reimbursement Agreements from the individual School Districts, subject to receipt of the accounting of expenditures and subject to verification by SCCOE, within 30 days

- b. The Additional Costs shall only be for AB 3632 Services as defined above in Section A.1 and the projected Additional Costs are reflected on Attachment "A."
- c. The total Additional Costs for the 2010-2011 fiscal year shall not exceed \$339,000. This maximum amount is calculated based upon full utilization of IDEA funds within the period of October 9, 2010 through and including June 30, 2011.

Section D – AB3632 Residential Placements (including mediation, administrative hearing and settlement costs) from July 1, 2010 to June 30, 2011 (except for 1 pre-existing placement, now returned home).

5. School Districts will be responsible for contracting with residential treatment facilities during the term of this MOU. CMH will cooperate with School Districts in assessing the propriety of residential placement and will inform School Districts whether it recommends such placement. Regardless of CMH's recommendation, School Districts will be responsible for making residential placements and paying all costs related to residential placement, including but not limited to Room & Board Costs, and any additional education or treatment costs required by the residential facility. In addition, School Districts also will be responsible for any residential-related mediation, administrative hearing, or settlement costs related to residential placement during the terms of this MOU. CMH agrees to cooperate closely with School Districts as necessary, in CMH's sole discretion, around challenges to treatment service to resolve or defend disputes relating to the residential placement that arise during the term of this MOU.
6. If School Districts place an individual in residential placement despite CMH's recommendation that such placement is unwarranted or inappropriate, the School District shall continue to be responsible for all costs associated with such placement, regardless of the restoration of the AB3632 mandate and funding to CMH at any time during or subsequent to the term of this MOU.

Section E – Miscellaneous

7. **Termination.** Should a court of competent jurisdiction issue a final decision, or, the Legislature and the Governor determine that the State Department of Mental Health and its local county mental healthy agencies continue to be or are responsible for providing AB 3632 Services during the 2010-2011 fiscal year, this Agreement shall be null and void and SCCOE's obligation to reimburse CMH for the Additional Costs shall terminate effective the same date that it is determined that the State Department of Mental Health and its local county mental health agencies are responsible for providing

AB 3632 Services. In such an event, CMH will immediately stop invoicing SCCOE for the Additional Costs and CMH shall reimburse SCCOE for the Additional Costs within twelve months or immediately upon receipt of the funds applicable to the mandated services whichever occurs first.

8. Records. CMH will provide SCCOE with an accounting of expenditures incurred pursuant to this MOU Amendment. The accounting of expenditures will cover the period of the 2010-11 fiscal year through and including June 30, 2011, (with IDEA funds covering the period of October 9, 2010 through and including June 30, 2011) and will be provided on or before September 14, 2011. The accounting records will cover the same service and cost data as already provided for the Federal IDEA fund transfer between SCCOE and CMH.
9. Audit. SCCOE auditors will have access to CMH records supportive of claims filed pursuant to this MOU Amendment if required for audit purposes as allowed by state and federal law. In the event of the need for an audit appeal, CMH and SCCOE will mutually agree upon the most expedient process for resolution. This audit provision shall survive the term of this MOU Amendment, but in no event longer than three years after the MOU Amendment's termination.
10. Referrals and Assessment Reports. CMH and SCCOE agree to abide by the policies and procedures for making student referrals and providing the necessary assessment reports as set forth in Government Code section 7576 and clarified in California Code of Regulations, Title 2, Division 9, section 60040.
11. Privacy. CMH and SCCOE acknowledge the protections afforded to student health information under regulations adopted pursuant to the Health Insurance Portability and Accountability Act of 1996 ("HIPAA"), Pub. L. No. 14-109, students' records under the Family Educational Rights and Privacy Act, section 1232g of Title 20 of the United States Code; and under provisions of state law relating to privacy. CMH and SCCOE shall ensure that all activities undertaken under this MOU Amendment will conform to the requirements of these laws.
12. Indemnity. CMH and SCCOE shall each defend, hold harmless and indemnify the other party, its governing board, officers, administrators, agents, employees, independent contractors, subcontractors, consultants, and other representatives from and against any and all liabilities, claims, demands, costs, losses, damages, or expenses, including reasonable attorneys' fees and costs, and including but not limited to consequential damages, loss of use, extra expense, cost of facilities, death, sickness, or injury to any person(s) or damage to any property, from any cause whatsoever arising from or connected with its service under this MOU Amendment that arise out of or result from, in whole or in part, the gross negligent, wrongful or willful acts or omissions of the indemnifying party, its employees, agents, subcontractors, independent contractors, consultants, or other representatives.

This indemnity provision shall survive the term of this MOU Amendment and is in addition to any other rights or remedies that CMH or SCCOE may have under law and/or the MOU Amendment.

13. The Parties acknowledge that their original MOU remains in place and binding upon each of them except to the extent that the provisions of this MOU Amendment revise, alter, or contradict the original MOU. The Parties further acknowledge that aside from the original MOU and this MOU Amendment there are no other understandings, representations, promises, or agreements, oral or written, between them. This MOU Amendment may not be modified or altered except in writing signed by both parties hereto. .
14. **Laws and Venue.** This MOU Amendment shall be interpreted in accordance with the laws of the State of California. If any action is brought to interpret or enforce any term of this MOU Amendment, the action shall be brought in a state or federal court situated in the County of Santa Cruz, State of California, unless otherwise specifically provided for under California law.
15. **Third Party Rights.** Nothing in this MOU Amendment shall be construed to give any rights or benefits to anyone other than SCCOE, CMH and School Districts.
16. **Severability.** The unenforceability, invalidity or illegality of any provision(s) of this MOU Amendment shall not render the other provisions unenforceable, invalid, or illegal.
17. **Term.** Except as otherwise provided for herein, this MOU Amendment shall cover the period of the 2010-2011 fiscal year through and including June 30, 2011. Except as otherwise provided, this MOU Amendment shall terminate as of the close of business on June 30, 2011, except as provided in section E, 7 above. However, this MOU Amendment may be extended by the parties' mutual written consent if an extension is required to transfer additional federal IDEA funds made available by the State for the same purpose.
18. **General Assurances.** As a condition of receiving funds under Section B of this MOU Amendment, CMH has reviewed and executed the attached General Assurances and Federal Funds Conditions as required by CDE as stated in the grant letter of intent. SCCOE shall provide CMH with a copy of any amendments to the General Assurances and Federal Funds Conditions for CMH's review, which attached hereto as "Attachment B". Within ten (10) days of receiving any amendments to the General Assurances and Federal Funds Conditions, CMH shall execute the General Assurances and Federal Funds Conditions and return a signed copy. Receipt of an executed copy of the General Assurances and Federal Funds Conditions and any amendments thereto is a condition precedent to release of funds under this MOU Amendment to the CMH.
19. **Voluntary Dispute Resolution.** CMH and SCCOE agree that the following process will be used to address disputes on the implementation and interpretation of the MOU

Amendment only after collaborative resolution efforts have been attempted at the lowest possible level. Notwithstanding the provisions of this paragraph, each party shall retain their full rights to pursue its claims as otherwise provided under law.

CMH and SCCOE will name a mutually agreed upon administrator of a county department or agency in the State to act as a mediator/facilitator and work with the Parties to resolve their dispute. The mediator and the parties agree to use the following process:

- The initiating party will deliver to the other party a written notice of the request for dispute resolution that includes a description of the issues to be addressed.
 - If the parties are unable to mutually resolve the identified issues within five (5) business days, the party initiating dispute resolution shall contact the mediator and request that he/she schedule a mutually agreeable date for mediation with the other party.
 - The mediator shall meet with the parties no later than 30 days after she or he is contacted and work with the parties to develop a resolution plan that shall be completed no later than sixty (60) calendar days from the date mediator initially is contacted. The signatories of this MOU Amendment or their designee shall be responsible for assuring the agreements included in the resolution plan are implemented.
 - If there is no agreement between the parties regarding a resolution plan, the parties may consider and adopt other dispute resolution processes or take other available legal action.
 - The costs for this voluntary dispute resolution service shall be shared equally between CMH and SCCOE.
20. Neither party shall be deemed to be in default of the terms of this MOU Amendment if either party is prevented from performing the terms of this MOU by causes beyond its control, including without being limited to: acts of God; any laws and/or regulations of state or federal government; or any catastrophe resulting from flood, fire, explosion, or other causes beyond the control of the defaulting party. If any of the stated contingencies occur, the party delayed by force majeure shall immediately give the other parties written notice of the cause for delay. The party delayed by force majeure shall use reasonable diligence to correct the cause of the delay, if correctable, and if the condition that caused the delay is corrected, the party delayed shall immediately give the other parties written notice thereof and shall resume performance of the terms of this MOU Amendment.

Neither party shall be liable for any excess costs if the failure to perform the MOU Amendment arises from any of the contingencies listed above.

IN WITNESS WHEREOF, the parties have caused this MOU Amendment to be executed by their duly authorized officers in the County of Santa Cruz, California.

This MOU Amendment is entered into this ____ day of _____ 2011 by and between the undersigned parties.

COUNTY MENTAL HEALTH AGENCY

Rama Khalsa, Director, Health Services Agency

Date

COUNTY OFFICE OF EDUCATION

Michael Watkins, Superintendent, Santa Cruz County Office of Education

Date

REIMBURSEMENT AGREEMENT BETWEEN PAJARO VALLEY UNIFIED SCHOOL DISTRICT AND THE SANTA CRUZ COUNTY SUPERINTENDENT OF SCHOOLS

This Reimbursement Agreement (“Agreement”) is made and entered into by and between the Pajaro Valley Unified School District (“School District”) and the Santa Cruz County Superintendent of Schools (“SCCOE”), together with School District (“Parties”).

WHEREAS, Government Code sections 7570 *et seq.* (also known as “AB 3632”) shifts the state’s obligation to counties and their county mental health agencies to provide an array of educationally-related mental health services, including residential care-based treatment required by students with disabilities as determined by an individualized education program (“IEP”);

WHEREAS, the State Legislature, in the Budget Act, provides federal Individuals with Disabilities Education Act (“IDEA”) local assistance funding for the provision of educationally-related mental health services that are provided to students with disabilities as determined by an IEP pursuant to AB 3632 by transmitting the funds to county offices of education;

WHEREAS, in previous fiscal years the Budget Act required each county office of education and county mental health agency to enter into a Memorandum of Understanding for the purpose of transferring these federal IDEA funds, subject to the fulfillment of the grant’s terms and conditions, to the county mental health agency for educationally-related mental health services as set forth in AB 3632 that are provided to students with disabilities by county mental health agencies as determined by an IEP;

WHEREAS, in previous fiscal years the state has also provided General Fund support directly to the counties to provide an array of educationally-related mental health services to students with disabilities pursuant to an IEP;

WHEREAS, on October 8, 2010, the Governor of the State of California vetoed all state funding for educationally-related mental health services provided pursuant to AB 3632 and unilaterally declared the mandate on county mental health agencies to provide these services suspended;

WHEREAS, the Governor’s authority to suspend the mandate on county mental health agencies to provide AB 3632 services to students with disabilities is currently in dispute in various pending federal and state court cases;

WHEREAS, the Legislature failed to appropriate State funds in the approximate amount of \$70 million required by Welfare and Institutions Code section 18355 necessary to pay counties for the room and board costs for seriously emotionally disturbed students;

WHEREAS, on October 29, 2010, the State Superintendent of Public Instruction (“SPI”) announced that the California Department of Education (“CDE”) will continue to allocate \$76 million in available federal IDEA funds to maintain essential mental health services for students with disabilities despite the Governor’s unilateral suspension of mental health services for eligible students and his line-item veto of \$133 million in mandate reimbursement for services provided by county mental health agencies;

WHEREAS, the SPI stated that the \$76 million to be disbursed by the CDE will ensure mental health services that are included within a student's IEP, pursuant to the IDEA, are appropriately provided during the 2010-11 fiscal year by county mental health agencies consistent with current statute;

WHEREAS, the federal IDEA funds are insufficient to entirely fund the AB 3632 services for the 2010-2011 fiscal year;

WHEREAS, the General Assurances and Federal Funds Conditions, required by CDE, are part and parcel of this MOU and must be agreed to prior to release of funds to each county office of education and subsequently to the county mental health agency; and

WHEREAS, SCCOE is or will be entering into an amendment to its existing memorandum of understanding (which amendment is referred to herein as the "Additional Cost MOU") with the County of Santa Cruz Health and Human Services Agency Behavioral Health Division ("CMH") to: (1) ensure the continuity of the provision of AB 3632 educationally-related mental health services to students with disabilities, including residential care-based treatment, within the ten (10) Santa Cruz County school districts who receive such services as part of their IEPs; and 2) reasonably address the funding for such services during the 2010-2011 fiscal year; and

WHEREAS, the Parties hereto have collaborated and entered into this Agreement for the purpose of: (1) ensuring the continuity of the provision of AB 3632 educationally-related mental health services to students with disabilities of the School District, including residential care-based treatment, who receive such services as part of their IEPs; and 2) reasonably address the funding for such services during the 2010-2011 fiscal year.

NOW, THEREFORE, it is agreed as follows:

1. **AB 3632 Services**

- a. SCCOE, on behalf of the ten (10) Santa Cruz County school districts and through the Additional Cost MOU, will reimburse CMH for the provision of AB 3632 educationally-related mental health services for eligible students, which include, but are not limited to, the following: attending IEP meetings, assessments, individual therapy, group therapy, collateral services, case management, medication management, intensive day treatment, day rehabilitation, and other mental health services ("AB 3632 Services"). Residential placement including residential care-based treatment, room and board, became the responsibility of individual school districts as of October 8, 2010 per elimination of mandate and state funds allocated for this purpose. All reimbursement will be for AB 3632 Services rendered by CMH to eligible students during the 2010-2011 fiscal year through and including June 30, 2011, that exceed the amount of federal funds allocated under the IDEA and distributed by CDE to SCCOE for 2010-2011 AB 3632 Services, minus any funding and/or reimbursements CMH receives for 2010-2011 AB 3632 Services. This amount shall be referred to as the "Additional Costs." The estimated Additional Costs for the School Districts range from \$1,400 to \$50,000 as described in Attachment A. This amount shall be referred to as the "School District's Additional Cost."

- b. SCCOE shall process an auditor's transfer to charge the School District for its portion of the Additional Costs paid to CMH by SCCOE (the School District's Additional Costs) pursuant to paragraph 1.a. above, for AB 3632 Services rendered by CMH to students residing within the School District's jurisdiction or for which they have responsibility for providing special education and related services under the IDEA and related state law, upon receiving the accounting of expenditures provided by CMH to SCCOE and the School District pursuant to the Additional Cost MOU. The School District must verify the School District's Additional Cost within 20 days of receipt of the aforementioned accounting of expenditures at which time SCCOE will process the auditor's transfer for those charges. As explained below, CMH will provide this accounting of expenditures two times for the 2010-11 fiscal year and this information will reflect the costs of services, the amount and payment source of any offsets and the net cost for the reimbursement.
 - i. The first accounting of expenditures will cover the period of July 1, 2010 through October 31, 2010, and will be provided on or before April 1, 2011 by CMH to SCCOE and School District. The second accounting of expenditures will cover the period of November 1, 2010 through June 30, 2011, and will be provided on or before August 11, 2011 to SCCOE and School District.
 - ii. The accounting records will include for each student the following data: the school district of residence, as provided most recently in writing by the School District; the Service Function Code ("SFC") only of the services provided pursuant to Government Code section 7570 *et seq*; the units of service; and the cost per unit. The student's name, date of birth, provider name, date of service, unit/minutes/mode, estimated cost per unit, and SFC in sufficient detail to enable SCCOE and School District to establish a link between the services claimed and the individual student's IEP. CMH will also provide SCCOE and the School District with invoices that reconcile with the figures on the accounting records at the same time the accounting of expenditures is provided to SCCOE, as described above.

2. Miscellaneous

- a. **Termination.** Should a court of competent jurisdiction issue a final decision, or, the Legislature and the Governor determine that the State Department of Mental Health and its local county mental healthy agencies continue to be or are responsible for providing AB 3632 Services during the 2010-2011 fiscal year, this Agreement shall be null and void and SCCOE's obligation to reimburse CMH for the Additional Costs shall terminate effective the same date that it is determined that the State Department of Mental Health and its local county mental health agencies are responsible for providing AB 3632 Services. In such an event, CMH will immediately stop invoicing SCCOE for the Additional Costs and CMH shall

reimburse SCCOE for the Additional Costs within twelve months or immediately upon receipt of the funds applicable to the mandated services whichever occurs first.. Within 20 business days from the date SCCOE receives these funds from CMH, SCCOE shall reimburse the School District for the Additional Costs School District has paid to SCCOE for the provision of AB 3632 Services for eligible students of the School District prior to the effective date of such termination.

- b. **Effective Date.** This Agreement shall not be effective unless and until both of the Parties execute this Agreement and the School District's Governing Board approves or ratifies this Agreement.
- c. **Indemnification.** SCCOE and the School District shall each defend, hold harmless and indemnify the other party, its governing board, officers, administrators, agents, employees, independent contractors, subcontractors, consultants, and other representatives from and against any and all liabilities, claims, demands, costs, losses, damages, or expenses, including reasonable attorneys' fees and costs, and including but not limited to consequential damages, loss of use, extra expense, cost of facilities, death, sickness, or injury to any person(s) or damage to any property, from any cause whatsoever arising from or connected with its service hereunder, that arise out of or result from, in whole or in part, the gross negligent, wrongful or willful acts or omissions of the indemnifying party, its employees, agents, subcontractors, independent contractors, consultants, or other representatives.

This indemnity provision shall survive the term of this Agreement and is in addition to any other rights or remedies that SCCOE or the School District may have under law and/or this Agreement.

- d. **Integration.** This Agreement represents the entire understanding of SCCOE and the School District as to those matters contained herein, and supersedes and cancels any prior oral or written covered hereunder. This Agreement may not be modified or altered except in writing signed by both parties hereto. This is an integrated Agreement.
- e. **Laws and Venue.** This Agreement shall be interpreted in accordance with the laws of the State of California. If any action is brought to interpret or enforce any term of this Agreement, the action shall be brought in a state or federal court situated in the County of Santa Cruz, State of California, unless otherwise specifically provided for under California law.
- f. **Third Party Rights.** Nothing in this Agreement shall be construed to give any rights or benefits to anyone other than SCCOE, the School District and CMH.
- g. **Severability.** The unenforceability, invalidity or illegality of any provision(s) of this Agreement shall not render the other provisions unenforceable, invalid, or illegal.

- h. **Term.** Except as otherwise provided for herein, this Agreement shall cover the period of July 1, 2010 through and including June 30, 2011. This Agreement shall terminate as of the close of business on June 30, 2011, except as provided for in paragraph 3.a., above.
- i. **Execution by Facsimile or in Counterparts.** This Agreement may be signed in counterparts and the signatures may appear on separate signature pages. A copy or an original, with all signatures attached, shall be deemed a fully executed Agreement. A facsimile version of any party's signature shall be deemed an original signature.
- j. **Cooperation.** The Parties agree to cooperate fully in the execution of any and all additional documents and in the completion of any additional actions that may be necessary or appropriate to give full force and effect to the term of this Agreement.
- k. **Amendments.** The terms of the Agreement shall not be waived, altered, modified, supplemented or amended in any manner whatsoever except by written agreement signed by both Parties.
- l. **Dispute Resolution.** Disagreements concerning the meaning, requirements, or performance of this Agreement shall first be brought to the attention of the other party in writing in an attempt to resolve the dispute at the lowest level. Any remaining disputes or disagreements may be resolved: (1) as voluntarily agreed to by the parties, (2) by equitable remedies, or (3) by other legal means.
- m. **Execution.** The signatories of this Agreement or their designee shall be responsible for assuring the terms of this Agreement are implemented.
- n. Neither party shall be deemed to be in default of the terms of this Agreement if either party is prevented from performing the terms of this Agreement by causes beyond its control, including without being limited to: acts of God; any laws and/or regulations of state or federal government; or any catastrophe resulting from flood, fire, explosion, or other causes beyond the control of the defaulting party. If any of the stated contingencies occur, the party delayed by force majeure shall immediately give the other parties written notice of the cause for the delay. The party delayed by force majeure shall use reasonable diligence to correct the cause of the delay, if correctable, and if the condition that caused the delay is corrected, the party shall immediately give the other parties written notice thereof and shall resume performance of the terms of this Agreement.

Neither party shall be liable for any excess costs if the failure to perform the Agreement arises from any of the contingencies listed above.

- o. By entering into this Agreement, the Parties are not waiving their respective rights to file claims and/or seek other appropriate relief as a result of the Governor's unilateral suspension of mental health services for eligible students and his line-

item veto in mandate reimbursement for services provided by county mental health agencies during the 2010-2011 fiscal year.

IN WITNESS WHEREOF, the Parties hereto have caused this Agreement to be duly executed by such Parties acting by their representatives being thereunto duly authorized.

This Agreement is entered into this _____ day of _____, 2011 by and between the undersigned parties.

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

By (Authorized Signature)

Dorma Baker

Superintendent

Date

SANTA CRUZ COUNTY OFFICE OF EDUCATION

By (Authorized Signature)

Name (Type or Print)

Title

Date

ATTACHMENT A

	District	Scenario One	Scenario 2
		338,657.00	338,657.00
	COE pickup 200K		200,000.00
30%	PVUSD	101,597.10	41,597.10
36%	SC City	121,916.52	49,916.52
6%	Scotts Valley	20,319.42	8,319.42
9%	Live Oak	30,479.13	12,479.13
9%	Soquel	30,479.13	12,479.13
1%	Bonny Doon	3,386.57	1,386.57
7%	San Lorenzo Valley	23,705.99	9,705.99
1%	Happy Valley	3,386.57	1,386.57
1%	Mountain	3,386.57	1,386.57
0%	Pacific	-	-
	Total	338,657.00	338,657.00

PAJARO VALLEY UNIFIED SCHOOL DISTRICT



Board Agenda Backup

Item No: 12.1

Date: March 23, 2011

Item: Charter's School Annual Report to the Board of Trustees 2010-2011

Overview: The Charter Schools of the PVUSD have prepared a presentation to the Board of Trusting focusing on the following:

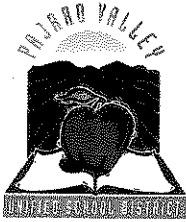
- Mission/Vision of Schools
- Goals
- Results/ API & AYP
- Improvement Actions

Prepared By: Dr. Albert J. Roman, Assistant Superintendent
Human Resources, Charter Schools and Alternative Ed

Superintendent's Signature: _____

Dorma Baker (Ad)

PAJARO VALLEY UNIFIED SCHOOL DISTRICT



Board Agenda Backup

Item No: 12.2

Date: March 23, 2011

Item: Partnerships with Our Schools

Overview: Our district's schools have a variety of partnerships with businesses and post secondary institutes. Two months ago the board heard about the partnership between Rolling Hills and Graniterock that led to the Algebra Academy for 53 students.

Tonight's presentation will highlight the partnerships that form through our Adopt a School program and partnerships that form in other ways.

On March 11, Mayor Daniel Dodge shadowed Ann Soldo, Principal, Sylvia Mendez. They will share their experience for the day and the other outcomes that might develop in a partnership between Ann Soldo and the City of Watsonville.

The Environmental Science and Natural Resources Academy at Watsonville High has a partnership with the Environmental Science Department at UCSC. Staff from WHS and UCSC will share information about their partnership.

The Rotary Club of Watsonville partners with E.A. Hall Middle School in two ways – recognition of students and READING BUDDIES. Members of the Rotary Club, staff and students from EA Hall will describe the partnership and the benefit for student learning.

As part of the backup material a list of partnerships with our schools is included.

Recommendation:

Prepared By: Murry Schekman, Assistant Superintendent

Superintendent's Signature:

Dorma Baker (HA)

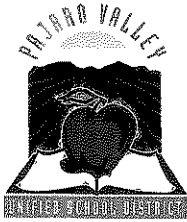
PVUSD PARTNERSHIPS
UPDATED: APRIL 2010

SITE	PARTNERS	PURPOSE
AHS	Bailey Properties	
AHS	Deluxe Foods	
AHS	Seascape Sports Club	
AHS	Corralitos Market	
Amesti	Applied Survey Research	Science camp; materials.
Amesti	Annie Glass	
Ann Soldo	Driscoll	Donation for Science Camp
Ann Soldo	Suncrest Nurseries	Donation of Plants
Ann Soldo	Willie Yahiro Insurance	Rewards
Ann Soldo	Ann Soldo	Science camp
Bradley	Driscoll	Reading intervention; books; science fair; fresh fruit for special occasions.
EA Hall	Rotary Club of Watsonville	Covers various areas of school needs, including furniture, t-shirts, sound system, school calendars, ready-buddy program, books, etc.
Freedom	Second Harvest Food Bank	Nutrition information education
Freedom	Freedom Rotary	School beautification, safety, RIF program
Hall District	Mas McDonald's	Rewards
Hall District	Baskin Robbins	Rewards
Lakeview	Carmona's BBQ	Discounts on Meals
Lakeview	Gizdich Ranch	Donor
Lakeview	Coast Produce	Donor
Lakeview	Home Depot	Donor
Lakeview	Wonder Bread	Donor
Lakeview	Martinelli's	Donor
Lakeview	Freedom Meat Locker	Donor
Lakeview	Driscoll's	Donor
Lakeview	Surf City	Donor
Landmark	Surf City	Donation of coffee
Landmark	West Marine	Reading
Landmark	Bay Federal	Rewards for good behavior (with ice cream)
Landmark	Landmark Realty	Tiles'
Landmark	SaveMart	Tour of the store
MacQuiddy	Terminal Freezer	Science camp
MacQuiddy	The VPS Company	Science camp

Mar Vista	Brittania Arms Restaurant	Fundraising
Mar Vista	Erik's Deli	Fundraising
Mar Vista	Quiznos Deli of Aptos	Math Rewards
Mar Vista	Wells Fargo Banks	Reading
Mar Vista	Baskin-Robbins of Aptos	Reading Rewards/Fundrasing
Mintie White	Cultural Arts Council	Arts program
Mintie White	Women in Philanthropy	Arts program
Mintie White	The Boys and Girls Club	Books
Mintie White	Santa Cruz Youth Foundation	Laptops for teachers
New School	COE - Alternative Education	At-risk students
New School	Youth Services	Counseling
New School	Community Restoration Project	Job placement
New School	Rotary Club of Watsonville	Student recognition; scholarships
Pacific Coast Charter	Rabobank	
Pajaro Middle	Lakeside Organics	Food and vegetables for community events
Pajaro Middle	United Way of Santa Cruz	Special equipment; enrichment activities; MESA club
Pajaro Middle	Women in Philanthropy	Special equipment; enrichment activities; MESA club
Pajaro Valley High	CTE	Cabrillo careers initiative
Pajaro Valley High	UCSC - Food What	
Pajaro Valley High	Monterey Bay Aquarium	
Pajaro Valley High	Granite Construction	
Pajaro Valley High	Rop's Bike Repair Program	
Pajaro Valley High	Wharf to Wharf	
Pajaro Valley High	Freedom Rotary	
Pajaro Valley High	Cultural Council of Santa Cruz	
Pajaro Valley High	Wetlands Watch	
Pajaro Valley High	EAOAP	
Pajaro Valley High	Barrios Unidos	
Pajaro Valley High	Pajaro Dunes	
Radcliff	Wells Fargo Banks	Cash donation
Radcliff	Dole Berry Compaty	School supplies
Renaissance High	Your Future is Our Business	Career information day
Renaissance High	KOA Campground Company	Meeting space use
Renaissance High	UCSC	Organic garden
Renaissance High	Rotary Club of Watsonville	Scholarships
Rio Del Mar	Rotary Club of Aptos/Capitola	Fence surrounding life lab; donation of dictionaries for each student
Rio Del Mar	Home Depot	Life lab (garden)
Rio Del Mar	Subway	Reward

Rio Del Mar	Seascape Sports Club	Reading specialists; math intervention; enrichment teacher; yard duty supervisor; computer technician.
Rio Del Mar	Baskin & Robbins of Aptos	Rewards for good behavior (with ice cream)
Rolling Hills	Graniterock	Rewards; food doantion; school supplies
Watsonville High	UCSC Environmental Science Dept.	Environmental Science; Health Academy
Watsonville High	Driscoll	ESNR Academy; Club Sociedad Bilingue
Watsonville High	Graniterock	E-Tech Academy
Watsonville High	Watsonville Community Health Trust	Health Academy
Watsonville High	Rotary Club of Watsonville	Mentors; guest speakers
Watsonville High	Granite Construction	MESA Competition; faculty recognition
Watsonville High	Ella's Restaurant	Mosaic Academy
Watsonville High	Community Television of Santa Cruz County	Video Academy

PAJARO VALLEY UNIFIED SCHOOL DISTRICT



Board Agenda Backup

Item No: 13.1

Date: March 23, 2011

Item: Options for Board Role in Migrant & Seasonal Head Start Program Governance

Overview: In accord with the amended Head Start Act of December 12, 2007 (Public Law 110-134) [Section 642 Powers & Functions of Head Start Agencies 42 U.S.C. 9837] which states, "Upon receiving designation as a Head Start agency, the agency shall establish and maintain a formal structure for program governance, for the oversight of quality services for Head Start children and families and for making decisions related to program design and implementation." To that end, options for the PVUSD Board of Trustees' Role in the Migrant & Seasonal Head Start's Program Governance Structure are attached.

Recommendation: Consider range of options and take action.

Funding Source: U.S. Department of Health and Human Services via Grantee (Central California Migrant Head Start/Stanislaus County Office of Education)

Budget Consideration:

Budgeted: Yes No

Prepared By: Carole L. Clarke, Director, Migrant & Seasonal Head Start Program

Superintendent's Signature: Durma Baker (Signature)

PVUSD

Migrant & Seasonal Head Start

OPTIONS FOR BOARD ROLE IN PROGRAM GOVERNANCE STRUCTURE

Option # 1

Board assumes direct responsibility for establishment and on-going implementation of shared governance system

OR

Option # 2

Board retains full responsibility but selects an Advisory Panel model to assist with shared-governance functions.

Question: Who does the “heavy lifting”?

Board alone or Board with Advisory Panel Assistance?

Option # 1

Board assumes direct responsibility for each aspect of the establishment and on-going implementation of the required shared-governance system

- More direct knowledge about the program and involvement in the direction of the program
- Avoids an Advisory Panel which requires resources to develop and maintain; sometimes group dynamics issues can arise between two entities
- Requires more initial Board time to come into compliance (shared governance & planning processes)
- And more direct Board involvement over time
- Need to develop on-going method of option for Board discussion on regular agendas to handle governance issues, policy/procedural issues

Question: Who does the “heavy lifting”?

Board alone or Board with Advisory Panel Assistance?

Option # 2 – ESTABLISH A BOARD-LEVEL MSHS ADVISORY PANEL

With an Advisory Committee option, Board retains full legal and financial responsibility, but obtains advice and recommendations on planning and other governance functions as described in Head Start Performance Standards and related regulations. The Board of Trustees, in conjunction with the District’s Human Resources Department and the Personnel Commission retains authority and responsibility for human resources management such as labor relations and negotiations with collective bargaining units and personnel policies. At the discretion of the Board, the Advisory Panel may be requested to provide recommendations with regard to designated or specific human resource management issues.

- Advisory Panel does a good deal of leg work, saving Board agenda time
- Board trusts Advisory Panel to sift through details and to make sound recommendations
- Broader public involvement by interested parties and those with expertise in Head Start related areas of service and management
- Resources needed to establish and maintain Advisory Panel; sometimes group dynamics issues can arise between two entities or cross-over members (Board/Advisory Panel)
- May lengthen time line sometimes for final decision-making (Advisory Panel meeting, then Board meeting and/or remand back to Advisory Panel)

2 Possibilities:

Option 2.A) ADVISORY PANEL - AS STANDING BOARD GROUP (in perpetuity)

Or

Option 2.B) LIMITED TERM MSHS ADVISORY PANEL (2 years or so?)

Remain in place as long as it takes to come into compliance with required systems, procedures, etc.; then transition to process whereby the Board assumes on-going direct responsibility for each aspect of shared governance & ADVISORY PANEL disappears altogether or for foreseeable future.

3 MODELS FOR COMPOSITION OF ADVISORY PANEL*

DISTRICT STAFF CANNOT SERVE ON ADVISORY PANEL NOR RECRUIT OR RECOMMEND MEMBERS

ADVISORY PANEL MODEL 1:

Board "Shadow" Model – Each Board member selects his/her own Advisory Panel Member – ensures geographic representation and would coordinate with election cycle

ADVISORY PANEL MODEL 2:

Members are recruited, recommended, and appointed by Board of Trustees

Members of the community may apply for membership on the Advisory Panel as long as they meet stated requirements.

ADVISORY PANEL MODEL 3

"MIX AND MATCH": One or more Board members could choose to represent themselves on the ADVISORY PANEL and others could be recruited & appointed by Board or through community application process and approved by Board

*Certain areas of knowledge and expertise among Advisory Panel members is recommended to conform to Head Start Performance Standards. Advisory Panel can have a couple of "Community at Large" members to fill in areas of expertise/advocacy.

PAJARO VALLEY UNIFIED SCHOOL DISTRICT



Board Agenda Backup

Item No: 13.2

Date:	March 23, 2011
Item:	<p>Consideration and possible adoption of a resolution finding that Ceiba College Preparatory Academy Charter School cannot be accommodated at a single school site for the 2011-2012 school year and directing staff to offer certain facilities pursuant to Education Code section 47614.</p> <p>Resolution #10-11-24</p>
Overview:	<p>Education Code section 47614 (approved by California voters via Proposition 39) provides that under certain conditions a school district shall provide a charter school with facilities sufficient for the charter school to accommodate its in-district students. The conditions of these facilities must be reasonably equivalent to those prevalent in the district's public schools. Statute further provides that such facilities shall be contiguous (except in cases where a finding is made by the district board of trustees), furnished, and equipped. The district is responsible for any repair and/or refurbishment of facilities to a condition whereby they would be suitable for its own students.</p> <p>Ceiba College Preparatory Academy Charter School ("Ceiba") has, since the 2008-2009 school year, occupied the Porter Building, a facility at 280 Main Street in Watsonville leased by the District from the City of Watsonville and provided to Ceiba pursuant to Proposition 39. Ceiba currently houses its grades 6-8 program at the Porter Building, but plans to expand to serve grade 9 in the 2011-2012 school year. The Porter Building does not have the capacity to house Ceiba's 9th grade.</p> <p>Ceiba and the district have been working cooperatively to identify adequate space within city limits. The lease on the Porter Building expires in 2013. City officials have indicated that they wish to seek other uses for the building upon expiration of the existing lease with the district.</p> <p>To date, no permanent facility has been identified by Ceiba. Several possible sites were considered not adequate by the city. With assistance of district staff, Ceiba has recently begun discussions with the Charter School Fund/Pacific Companies. This entity assists charters school in site acquisition, financing, and development. District staff is working closely with both entities to develop a long term option to address Ceiba's facility issues.</p>

On November 1, 2010, Ceiba made a Proposition 39 request to the district for facilities for the 2011-2012 school year. District staff preliminarily offered to allocate to Ceiba for the 2011-2012 school year both the Porter Building and 2-3 portable classrooms at nearby Watsonville High School (WHS), with such classrooms intended to house Ceiba's planned 9th grade expansion. This was intended to be a temporary option until a permanent facility for Ceiba was indentified and developed. This proposal also met the district's legal obligations under the law.

District staff conducted a thorough analysis of available district facilities. Staff identified 2-3 portable classrooms on the WHS campus that could temporarily be used by Ceiba without having a significant disruption to current operations at the high school. These portables are located on the southeastern side of the school off of Blackburn Street – near the district's Maintenance and Operations Yard. The portables will require cleaning and refurbishment to make them ready for daily instructional use. They are currently being used for storage and sports team functions. No other acceptable district facilities were identified.

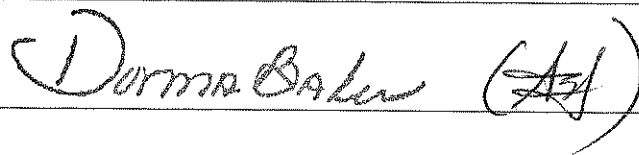
Ceiba's March 1, 2011 response (see attachment) to the district's preliminary facilities offer indicated a conditional willingness to accept that offer, despite the fact that the offered facilities are non-contiguous. Pursuant to statute, if a school district's offer of facilities does not accommodate a charter school at a single school site, the district's governing board must first make a finding that the charter school could not be accommodated at a single site and adopt a written statement of reasons explaining the finding.

Recommendation:

Adopt Resolution #10-11-24 as submitted and authorize district staff to offer Ceiba continued use of the Porter Building and such additional facilities at Watsonville High School as may be determined by staff, and to negotiate and finalize a facilities use agreement for such facilities, to be submitted to the Board for final approval.

Prepared By: Brett McFadden, CBO

Superintendent's Signature:

 (A3)

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

IN THE MATTER OF:
FACILITIES TO BE ALLOCATED UNDER
PROP 39 TO CEIBA COLLEGE
PREPARATORY ACADEMY CHARTER
SCHOOL FOR 2011-2012 SCHOOL YEAR

RESOLUTION NO. **10-11-24**
RESOLUTION FOR THE ALLOCATION
OF NON-CONTIGUOUS FACILITIES TO
CEIBA COLLEGE PREPARATORY
ACADMEY CHARTER SCHOOL FOR
2011-2012 SCHOOL YEAR

WHEREAS, Education Code section 47614 (“Prop 39”) provides that under certain conditions a school district shall provide a charter school with facilities sufficient for the charter school to accommodate all of the charter school’s in-district students in conditions reasonably equivalent to those conditions prevalent in the district’s public schools, and further provides that such facilities “shall be contiguous, furnished, and equipped”;

WHEREAS, Ceiba College Preparatory Academy Charter School (“Ceiba”) has since the 2008-2009 school year occupied the Porter Building, a facility at 280 Main Street in Watsonville leased by the District from the City of Watsonville and provided to Ceiba pursuant to Prop 39;

WHEREAS, Ceiba currently houses its 6-8 program at the Porter Building, but plans to expand to serve grade 9 in the 2011-2012 school year, and the Porter Building does not have the capacity to house Ceiba’s 9th grade;

WHEREAS, on November 1, 2010, Ceiba made a timely Prop 39 request for facilities for the 2011-2012 school year, indicating that Ceiba wanted to continue to house its 6-8 program at the Porter Building next year, and would consider an offer of facilities for the 9th grade class at a nearby location;

WHEREAS, by a February 1, 2011 letter, Chief Business Officer Brett McFadden preliminarily offered to allocate to Ceiba for the 2011-2012 school year both the Porter Building and certain classrooms at nearby Watsonville High School, with such classrooms intended to house Ceiba’s planned 9th grade;

WHEREAS, Ceiba’s March 1, 2011 response to the District’s preliminary facilities offer indicated a conditional willingness to accept that offer, despite the fact that the offered facilities are non-contiguous; and

WHEREAS, pursuant to California Code of Regulations, title 5, section 11969.2(d), if a school district’s offer of facilities does not accommodate a charter school at a single school site, the district’s governing board must first make a finding that the charter school could not be accommodated at a single site and adopt a written statement of reasons explaining the finding;

NOW, THEREFORE, based on the above-referenced recitals, the Board hereby finds, determines and orders as follows:

1. For the 2011-2012 school year, Ceiba cannot be accommodated at a single site for the following reasons:

(a) Ceiba has indicated its interest in continuing to operate its 6-8 program in the Porter Building, which is not large enough to accommodate Ceiba's planned 9th grade class;

(b) The nearest District facilities to Ceiba are at Watsonville High School, and locating Ceiba's 9th grade class at that site offers the best current option to launch that program in proximity to the Porter Building;

(c) No other facility in the District currently offers sufficient capacity to house Ceiba's entire program for the next school year; and

(d) The District and Ceiba are continuing to work together to address Ceiba's long term facilities needs, and are working to identify a future site than will permanently accommodate Ceiba.

2. The Board authorizes staff to offer Ceiba the use of the Porter Building and such additional facilities at Watsonville High School as may be determined by staff, and to negotiate and finalize a facilities use agreement for such facilities, to be submitted to the Board for final approval.

Adopted by the Governing Board of the Pajaro Valley Unified School District this 23rd day of March, 2011.

AYES:

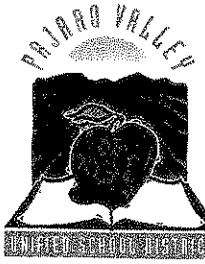
NOES:

ABSENT:

ABSTAIN:

IN WITNESS THEREOF, I have hereto set my hand this ____ day of _____, 2011.

Doug Keegan, Clerk of the Board of Trustees



Pajaro Valley Unified School District
Business Services
294 Green Valley Road, Watsonville, CA 95076
Phone: (831) 786-2140 • Fax: (831) 728-8160

Brett McFadden
Chief Business Officer

February 1, 2011

Thomas R. Brown
Ceiba College Preparatory Academy
280 Main Street
Watsonville, CA 95076

RE: Preliminary Offer of Facilities

Dear Tom:

By this letter, the Pajaro Valley Unified School District ("District") makes a preliminary offer of facilities in response to the November 1, 2010, request for facilities by Ceiba College Preparatory Academy Charter School ("Charter School") pursuant to Education Code section 47614 ("Prop 39") and implementing regulations.

The Charter School's request stated that the Charter School "seeks to locate its middle school program (grades 6-8) in the Porter Building at 280 Main Street in Watsonville." Accordingly, the District offers the Charter School continued use of the Porter Building located at 280 Main Street in Watsonville. The Charter School will continue to operate its grades 6-8 instructional program pursuant to the attached draft facility use agreement and existing building code requirements for the site.

The request also states that the "high school program could be located in a nearby facility". Accordingly, the District offers the Charter School 2 to 3 portable classroom structures at Watsonville High School, located on the southeastern edge of the high school campus off of Blackburn Street. The location is an approximately ten minute walk from the Porter Building. The District will provide appropriate parking for staff and appropriate egress/ingress for student drop off and pick up.

For purposes of making this preliminary facilities offer, the District has accepted the Charter School's projections of its in-District average daily attendance ("ADA") for the 2011-2012 school year. The conditions of use for the offered facilities, including the District's proposed pro rata share charge, are set forth in the enclosed draft facilities use agreement. Additional terms for use of the shared facilities, such as times allocated for the Charter School's use, shall be determined based on the respective needs of the Charter School and Watsonville High School. Prior to the Charter School's occupancy, the District shall perform such refurbishments and other modifications to the high school classroom structures as may be necessary, and shall consult with the Charter School regarding its plans for such refurbishments. The District intends to make the classrooms and site operational in time for the Charter School's 2011-12 instructional year.

The Prop 39 Regulations require the Charter School to respond to this initial offer on or before March 1 expressing any concerns, addressing any differences between this initial offer and the facilities request submitted, and presenting any counter proposals. My staff and I are happy to arrange an on-site tour and discussion regarding the Ceiba's facility needs at the high school site at a date acceptable to Ceiba.

District staff will continue to work closely with Ceiba's leadership to address Ceiba's long-term facilities needs, including but not limited to supporting Ceiba's efforts to acquire and develop a permanent facility in the Watsonville area.

The District looks forward to continuing its collaborative relationship with the Charter School on facilities issues. If I or my staff can be of further assistance, please contact me. I look forward to working with you further on this matter.

Sincerely,



Brett W. McFadden
Chief Business Officer

cc: Dorma Baker, Superintendent, PVUSD
Dr. Albert Roman, Assistant Superintendent, PVUSD
Murry Schekman, Assistant Superintendent, PVUSD
Elaine Legorreta, Principal Watsonville High School



March 1, 2011

Via E-Mail and Hand Delivery

Brett W. McFadden, Chief Business Officer
Pajaro Valley Unified School District
294 Green Valley Road
Watsonville, CA 95076

**RE: *Response to Preliminary Offer of Facilities
Ceiba College Preparatory Academy Proposition 39 Request 2011-2012***

Dear Brett:

Thank you for your Preliminary Offer letter of February 1, 2011, and the draft Facilities Use Agreements.

While we appreciate the District's efforts made to date to work with Ceiba College Preparatory Academy ("Charter School") and its students to find suitable space for the Charter School, the space offered at the Porter Building and Watsonville High School is legally deficient in many areas (notably the allocation of teaching stations) and fails to properly allocate specialized and non-teaching space as well as restrooms in accordance with Proposition 39 and its Implementing Regulations. More specifically, pursuant to 5 CCR Section 11969.3, the Charter School believes it is entitled to 10 teaching stations reasonably equivalent to the 8 existing stations at Porter as well as the 3 proposed classrooms at Watsonville High School. Finally, after a review of the teaching station to ADA ratio at the comparison schools, the Charter School is also entitled to shared use of science lab space, computer lab space, small group rooms, as well as kitchen, multi-use, gymnasium, shower-locker, storage and restroom facilities.

The District's offer also fails to provide information required under the Implementing Regulations (5 CCR Section 11969.9(f)) that would allow the Charter School to evaluate and respond to the District's proposal. In particular, there is no indication of how the space at Watsonville High School would be configured, whether it is available for the Charter School's exclusive use, how restrooms, lunch, recreation and other non-teaching space will be made available, and how the facilities will be furnished and equipped.

Given the inadequacies of the District's Preliminary Offer, the Charter School respectfully requests that the District consider a multi-year, in-lieu of Proposition 39 Agreement whereby the Charter School would establish a modular campus on District-owned land held for future



Maintenance and Operations facilities. This campus would be constructed and financed through a partnership between the Beacon Education Network and The Charter School Fund/The Pacific Companies. Depending on the availability of the constructed facility, the Charter School may require interim space at the Porter Building and Watsonville High.

If the District does not agree with the Charter School's proposed multi-year in-lieu arrangement, the Charter School will move forward with your office to reach agreement on plans to occupy the Porter Building and portable classrooms at Watsonville High School for the 2011-2012 request year subject to the following:

1. A 2011-2012 pro-rata share rate not to exceed \$1.20 per square foot annually that also INCLUDES the cost of utilities and property insurance on the Porter Building; and
2. A 2010-2011 pro-rata share rate not to exceed \$3.61 per square foot annually that also INCLUDES the cost of utilities and property insurance for the Porter Building.

Brett, it goes without saying that we appreciate your effort and look forward to developing a mutually agreeable plan to meet Ceiba's facilities needs for in-District students.

Sincerely,
Beacon Education Network

Thomas R. Brown
President

PAJARO VALLEY UNIFIED SCHOOL DISTRICT



Board Agenda Backup

Item No: 13.3

Date: March 23, 2011

Item: First Reading of the 2011-2012 Calendar

Overview: The District's Calendar Committee reconvened in January of 2011. The Committee, representative of several stakeholders including teachers, classified staff, management, community members and parents, met several times in February to discuss calendar proposals.

The Committee was successful in recommending to the board a calendar that took the following factors into consideration:

- Days in the school year
- Furlough days—number and location
- Balancing the number of days in both semesters for equity and to account for testing days
- Length of Winter Break
- Location of Spring Break
- SBC days—number and location for optimum use
- Length of Thanksgiving vacation—and school days after until Winter Break (due to student motivation)
- Weekday the breaks begin and end, relative to attendance
- Two February holidays—two consecutive three-day weekends vs. one four-day weekend
- Ensure Mondays aren't chosen too frequently for holidays, for equity (due to Block schedules, etc.)
- One day in June necessary for payroll reasons
- One day must be worked before or after a school holiday to be a classified paid-holiday
- Restructured days' location
- Three consecutive days for high school finals
- Secondary Commencement near the week's end due to venue rentals
- Location of the State Testing Window

The Calendar Committee's final recommendation took into consideration all of the above-mentioned factors.

Pursuant to the collective bargaining agreement between the PVUSD and the PVFT, the calendar must come to the board for a first reading following the recommendation.

Within ten (10) work days after presentation to the Board, either the District or the Union

may provide written notice to the other party of intent to meet and negotiate on any or all of the recommendations of the Calendar Committee that are within the scope of negotiations.

If neither party notifies the other in writing, then the Calendar Committee report shall be considered for adoption by the Governing Board at the next regular meeting following expiration of the ten (10) day notification period. If the Board does not adopt the recommended calendars, they shall be resubmitted for further negotiations. The calendar shall be subject to ratification by both the District and PVFT after completion of the process.

Recommendation: Approve the first reading of the Calendar for the 2011-2012

**Prepared By: Dr. Albert J. Roman, Assistant Superintendent
Human Resources, Charter Schools and Alternative Ed**

Superintendent's Signature:

Darmon Balun (Agt)

FINAL DRAFT

Pajaro Valley Unified School District 2011 -2012



JULY

M	T	W	T	F
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

AUGUST

M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

SEPTEMBER

M	T	W	T	F
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

OCTOBER

M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

NOVEMBER

M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
27	28	29	30	

DECEMBER

M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

1st Semester - 84 student days

4th of July - Holiday

CODE:

- State Testing Window
- Legal Holiday
- Stu/Tchr Recess
- Teacher Work Day
- Begin/End Qtr/Sem
- Trimesters
- SBC Days
- Furlough Day - no school

15 SBC Day
16 Teacher Work Day
17 Begin Qtr/Sem
11 Student days

5th Labor Day

21 Student days

14 End Qtr/Sem
17 Begin Qtr/Sem

21 Student days

11th Veteran's Day
23-25 Stu/Tchr Recess
24th Thanksgiving Day
25 CL Holiday

19 Student days

12/19-1/6 Winter Break
16 End Qtr/Sem
22nd CL Holiday
23rd Christmas Eve
26th Christmas Day
30th New Year's Eve
12 Student days

JANUARY

M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

FEBRUARY

M	T	W	T	F
	1	2	3	
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29		

MARCH

M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

APRIL

M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

MAY

M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

JUNE

M	T	W	T	F
			1	
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

2nd Semester 91 student days

2nd New Years Day
12/19-1/6 Winter Break
9 & 10 SBC Days
11 Begin Qtr/Sem
16th Martin Luther King
Holiday
14 Student days

17th Lincoln's Day
20th President's Holiday

19 Student days

16th End Qtr/Sem
2nd Stu/Tchr Recess
19th Stu/tchr Recess

20 Student days

2-9 Spring Recess
8th Easter
4/11-5/9 State testing
window
15 Student days

28th Memorial Day

22 Student days

1 End Sem/Qtr
4-8 Furlough Days
1 Student day

175 Instructional Days
5 Furlough Days

Board Agenda Back-up

ITEM #

13.4

DATE: March 23, 2011

ITEM: Uniform Complaint Procedures Board Policy

OVERVIEW:

Revise existing Board Policy and District "Uniform Complaint Procedure" forms so as to be in compliance with State and Federal requirements of the Uniform Complaint Procedures.

- Revise BP 1312.3 to include (b): "Compliance Officer Contact Information" Including name, address and telephone number

RECOMMENDATION:

The Administration recommends that the Board approve the revised Board Policy.

ASSISTANT SUPERINTENDENT SIGNATURE: _____

SUPERINTENDENT SIGNATURE: _____

Presented by: Dr. Albert J. Roman, Assistant Superintendent

UNIFORM COMPLAINT
PROCEDURES BOARD POLICY

CURRENT

Community Relations

BP 1312.3(a)

UNIFORM COMPLAINT PROCEDURES

The Board of Education recognizes that the district is primarily responsible for complying with applicable state and federal laws and regulations governing educational programs. The district shall investigate complaints alleging failure to comply with such laws and/or alleging discrimination and shall seek to resolve those complaints in accordance with the district's uniform complaint procedures. (5 CCR 4620)

The district shall follow uniform complaint procedures when addressing complaints alleging unlawful discrimination against any protected group as identified under Education Code 200 and 220 and Government Code 11135, including actual or perceived sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability, or age, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any district program or activity that receives or benefits from state financial assistance. (5 CCR 4610)

Uniform complaint procedures shall also be used when addressing complaints alleging failure to comply with state and/or federal laws in adult education programs, consolidated categorical aid programs, migrant education, career technical and technical education and career technical and technical training programs, child care and development programs, child nutrition programs, and special education programs. (5 CCR 4610)

- (cf. 0410 - Nondiscrimination in District Programs and Activities)*
- (cf. 1312.1 - Complaints Concerning District Employees)*
- (cf. 1312.2 - Complaints Concerning Instructional Materials)*
- (cf. 3553 - Free and Reduced Price Meals)*
- (cf. 4031 - Complaints Concerning Discrimination in Employment)*
- (cf. 5141.4 - Child Abuse Prevention and Reporting)*
- (cf. 5148 - Child Care and Development)*
- (cf. 6159 - Individualized Education Program)*
- (cf. 6171 - Title I Programs)*
- (cf. 6174 - Education for English Language Learners)*
- (cf. 6175 - Migrant Education Program)*
- (cf. 6178 - Vocational Education)*
- (cf. 6200 - Adult Education)*

Complaints related to sufficiency of textbooks or instructional materials, emergency or urgent facilities conditions that pose a threat to the health or safety of students or staff, and teacher vacancies and misassignments shall be investigated pursuant to the district's Williams uniform complaint procedure (AR 1312.4).

- (cf. 1312.4 - Williams Uniform Complaint Procedures)*

UNIFORM COMPLAINT PROCEDURES (continued)

The Board encourages the early, informal resolution of complaints at the site level whenever possible.

The Board acknowledges and respects every individual's right to privacy. Discrimination complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process. This may include keeping the identity of the complainant confidential, as appropriate and except to the extent necessary to carry out the investigation or proceedings, as determined by the Superintendent or designee, on a case-by-case basis.

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)
(cf. 5125 - Student Records)
(cf. 9011 - Disclosure of Confidential/Privileged Information)

The Board prohibits any form of retaliation against any complainant in the complaint process, including but not limited to a complainant's filing of a complaint or the reporting of instances of discrimination. Such participation shall not in any way affect the status, grades, or work assignments of the complainant.

The Board recognizes that a neutral mediator can often suggest a compromise that is agreeable to all parties in a dispute. In accordance with uniform complaint procedures, whenever all parties to a complaint agree to try resolving their problem through mediation, the Superintendent or designee shall initiate that process. The Superintendent or designee shall ensure that the results are consistent with state and federal laws and regulations.

Legal Reference: (see next page)

UNIFORM COMPLAINT PROCEDURES (continued)

Legal Reference:

EDUCATION CODE

- 200-262.4 Prohibition of discrimination
- 8200-8498 Child care and development programs
- 8500-8538 Adult basic education
- 18100-18203 School libraries
- 32289 School safety plan, uniform complaint procedure
- 35186 Williams uniform complaint procedure
- 41500-41513 Categorical education block grants
- 48985 Notices in language other than English
- 49060-49079 Student records
- 49490-49590 Child nutrition programs
- 52160-52178 Bilingual education programs
- 52300-52499.6 Career-technical education
- 52500-52616.24 Adult schools
- 52800-52870 School-based coordinated programs
- 54000-54041 Economic impact aid programs
- 54100-54145 Miller-Unruh Basic Reading Act
- 54400-54425 Compensatory education programs
- 54440-54445 Migrant education
- 54460-54529 Compensatory education programs
- 56000-56885 Special education programs
- 59000-59300 Special schools and centers
- 64000-64001 Consolidated application process

CODE OF REGULATIONS, TITLE 5

- 3080 Application of section
- 4600-4687 Uniform complaint procedures
- 4900-4965 Nondiscrimination in elementary and secondary education programs

PENAL CODE

- 422.6 Interference with constitutional right or privilege

UNITED STATES CODE, TITLE 20

- 6301-6577 Title I basic programs
- 6601-6777 Title II preparing and recruiting high quality teachers and principals
- 6801-6871 Title III language instruction for limited English proficient and immigrant students
- 7101-7184 Safe and Drug-Free Schools and Communities Act
- 7201-7283g Title V promoting informed parental choice and innovative programs
- 7301-7372 Title V rural and low-income school programs

Management Resources:

WEB SITES

- CSBA: <http://www.csba.org>
- California Department of Education: <http://www.cde.ca.gov>
- U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/offices/OCR>

PROPOSED

Community Relations

BP 1312.3(a)

UNIFORM COMPLAINT PROCEDURES

The Board of Education recognizes that the district is primarily responsible for complying with applicable state and federal laws and regulations governing educational programs. The district shall investigate complaints alleging failure to comply with such laws and/or alleging discrimination and shall seek to resolve those complaints in accordance with the district's uniform complaint procedures. (5 CCR 4620)

The district shall follow uniform complaint procedures when addressing complaints alleging unlawful discrimination against any protected group as identified under Education Code 200 and 220 and Government Code 11135, including actual or perceived sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability, or age, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any district program or activity that receives or benefits from state financial assistance. (5 CCR 4610)

Uniform complaint procedures shall also be used when addressing complaints alleging failure to comply with state and/or federal laws in adult education programs, consolidated categorical aid programs, migrant education, career technical and technical education and career technical and technical training programs, child care and development programs, child nutrition programs, and special education programs. (5 CCR 4610)

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 1312.1 - Complaints Concerning District Employees)
(cf. 1312.2 - Complaints Concerning Instructional Materials)
(cf. 3553 - Free and Reduced Price Meals)
(cf. 4031 - Complaints Concerning Discrimination in Employment)
(cf. 5141.4 - Child Abuse Prevention and Reporting)
(cf. 5148 - Child Care and Development)
(cf. 6159 - Individualized Education Program)
(cf. 6171 - Title I Programs)
(cf. 6174 - Education for English Language Learners)
(cf. 6175 - Migrant Education Program)
(cf. 6178 - Vocational Education)
(cf. 6200 - Adult Education)

Complaints related to sufficiency of textbooks or instructional materials, emergency or urgent facilities conditions that pose a threat to the health or safety of students or staff, and teacher vacancies and misassignments shall be investigated pursuant to the district's Williams uniform complaint procedure (AR 1312.4).

(cf. 1312.4 - Williams Uniform Complaint Procedures)

The Board encourages the early, informal resolution of complaints at the site level whenever possible.

UNIFORM COMPLAINT PROCEDURES (continued)

The Board acknowledges and respects every individual's right to privacy. Discrimination complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process. This may include keeping the identity of the complainant confidential, as appropriate and except to the extent necessary to carry out the investigation or proceedings, as determined by the Superintendent or designee, on a case-by-case basis.

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)
(cf. 5125 - Student Records)
(cf. 9011 - Disclosure of Confidential/Privileged Information)

The Board prohibits any form of retaliation against any complainant in the complaint process, including but not limited to a complainant's filing of a complaint or the reporting of instances of discrimination. Such participation shall not in any way affect the status, grades, or work assignments of the complainant.

The Board recognizes that a neutral mediator can often suggest a compromise that is agreeable to all parties in a dispute. In accordance with uniform complaint procedures, whenever all parties to a complaint agree to try resolving their problem through mediation, the Superintendent or designee shall initiate that process. The Superintendent or designee shall ensure that the results are consistent with state and federal laws and regulations.

Compliance Officer

The Board of Education designates the following compliance officer to receive and investigate complaints and to ensure district compliance with law:

Assistant Superintendent of Human Resources
(title or position)
294 Green Valley Road, Watsonville, CA 95076
(address)
(831) 786-2100
(telephone number)

The Superintendent or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Designated employees may have access to legal counsel as determined by the Superintendent or designee.

(cf. 9124 - Attorney)

UNIFORM COMPLAINT PROCEDURES (continued)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination
8200-8498 Child care and development programs
8500-8538 Adult basic education
18100-18203 School libraries
32289 School safety plan, uniform complaint procedure
35186 Williams uniform complaint procedure
41500-41513 Categorical education block grants
48985 Notices in language other than English
49060-49079 Student records
49490-49590 Child nutrition programs
52160-52178 Bilingual education programs
52300-52490 Career-technical education
52500-52616.24 Adult schools
52800-52870 School-based coordinated programs
54000-54028 Economic impact aid programs
54100-54145 Miller-Unruh Basic Reading Act
54400-54425 Compensatory education programs
54440-54445 Migrant education
54460-54529 Compensatory education programs
56000-56867 Special education programs
59000-59300 Special schools and centers
64000-64001 Consolidated application process

PENAL CODE

422.6 Interference with constitutional right or privilege

CODE OF REGULATIONS, TITLE 5

3080 Application of section
4600-4687 Uniform complaint procedures
4900-4965 Nondiscrimination in elementary and secondary education programs

UNITED STATES CODE, TITLE 20

6301-6577 Title I basic programs
6601-6777 Title II preparing and recruiting high quality teachers and principals
6801-6871 Title III language instruction for limited English proficient and immigrant students
7101-7184 Safe and Drug-Free Schools and Communities Act
7201-7283g Title V promoting informed parental choice and innovative programs
7301-7372 Title V rural and low-income school programs

Management Resources:

WEB SITES

CSBA: <http://www.csba.org>
California Department of Education: <http://www.cde.ca.gov>
U.S. Department of Education, Office for Civil Rights:
<http://www.ed.gov/about/offices/list/ocr/index.html>

Board Agenda Back-up

ITEM #

13.5

DATE: March 23, 2011

ITEM: Uniform Complaint Procedures Brochures

OVERVIEW:

Revise existing Uniform Complaint Brochures so as to be in compliance with State and Federal requirements of the Uniform Complaint Procedures.

- Update Uniform Complaint Brochures: English and Spanish

RECOMMENDATION:

The Administration recommends that the Board approve the revised Uniform Complaint Brochures.

ASSISTANT SUPERINTENDENT SIGNATURE: _____

SUPERINTENDENT SIGNATURE: _____

Albert Roman
Dorinda Baker (AA)

Presented by: Dr. Albert J. Roman, Assistant Superintendent

UNIFORM COMPLAINT PROCEDURE BROCHURE

the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant. (5 CCR 4631)

STEP 4: RESPONSE

Within 60 days of receiving the complaint, the C.O. shall prepare and send to the complainant a written report of the District's investigation and Decision.

STEP 5: FINAL WRITTEN DECISION

The District's Decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The report shall include: the findings of fact based on the evidence gathered; the conclusion(s) of law; the disposition of the complaint, including corrective actions if any; the rationale for the above disposition; and notice of the complainant's right to appeal the decision within 15 days to the California Department of Education (CDE) and procedures to be followed for initiating such an appeal. If an employee is disciplined as a result of the complaint, this report shall simply state that effective action was taken and that the employee was informed of District expectations. The report shall not give any further information as to the nature of the disciplinary actions.

APPEALS TO THE CALIFORNIA DEPARTMENT OF EDUCATION

If dissatisfied with the District's decision, the complainant may appeal in writing to the CDE within 15 days of receiving the District's Decision. For good cause, the Superintendent of Public Instruction may grant an extension of filing appeals. The complainant must specify the basis for appeal of the Decision and whether the facts are incorrect and/or the law has been misapplied, decision and must include a copy of the locally filed complaint and the District's Decision. (5 CCR 4632)

Upon notification by the CDE that a complainant has appealed the District's Decision, the Superintendent

or designee shall forward the following documents to the CDE:

1. A copy of the original complaint
 2. A copy of the decision
 3. A summary of the nature and extent of the investigation conducted by the district, if not covered by the Decision
 4. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by the parties and gathered by the investigator
 5. A report of any action taken to resolve the complaint
 6. A copy of the district's complaint procedures
 7. Other relevant information requested by the CDE
- (5 CCR 4633)

CIVIL LAW REMEDIES

A complainant may pursue available civil law remedies outside of the District's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For discrimination complaints, however, a complainant must wait until 60 days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. (Education Code 262.3) The moratorium does not apply to injunctive relief and is applicable only if the district has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint in accordance with the California Code of Regulations, Title 5, Section 4622.

BASIS FOR CALIFORNIA DEPARTMENT OF EDUCATION INTERVENTION

The CDE may directly intervene in the complaint without waiting for action by the District when one of the conditions listed in 5 CCR 4650 exists, including cases in which the District has not taken action within 60 days of the date the complaint was filed.

Proposed

Uniform Complaint Procedure



**Pajaro Valley
Unified School District**
294 Green Valley Road
Watsonville, California 95076

For more information contact:
Human Resources
www.pvUSD.net
831-786-2100

COMPLIANCE OFFICER

The Board of Education designates the following compliance officer (C.O.) to receive and investigate complaints and ensure district compliance with law:

**Assistant Superintendent
of Human Resources**
294 Green Valley Road
Watsonville, Ca. 95076
1-831-786-2100.

Uniform Complaint Procedures

The Board of Education recognizes that the District has primary responsibility for complying with applicable state and federal laws and regulations governing educational programs. The District shall investigate complaints alleging failure to comply with such laws and/or discrimination and shall seek to resolve those complaints in accordance with the District's Uniform Complaint Procedures (UCP). (5 CCR 4620) The District shall follow its Uniform Complaint Procedures when addressing complaints alleging:

Unlawful discrimination against any protected group as identified under Education Code sections 200 and 220 and Government Code section 11135, including ethnicity, religion, age, gender, race, actual or perceived sex, ancestry, national origin, sexual orientation, color or physical or mental disability, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any District program or activity that receives or benefits from state financial assistance. (5 CCR 4610)

Uniform Complaint Procedures shall also be used when addressing complaints alleging a failure to comply with state and/or federal laws in adult education, consolidated categorical aid programs, migrant education, vocational education, child care and development programs, child nutrition programs, and special education programs. (5 CCR 4610)

Complaints related to the sufficiency of textbooks or instructional materials, emergency or urgent facilities conditions that pose a threat to the health or safety of students or staff, and teacher vacancies and misassignments are investigated pursuant to the District's Williams Uniform Complaint Procedures (AR 1312.4). The Board encourages the early, informal resolution of complaints whenever possible.

The Board prohibits retaliation for the filing of a complaint, the reporting of discrimination, or for the

participation in complaint procedures. The Board acknowledges and respects every individual's right to privacy. Discrimination complaints shall be investigated in a manner that protects the confidentiality of the parties and the facts related to the complaint. This may include keeping the identity of the complainant confidential, as appropriate, and except to the extent necessary to carry out the investigation, as determined by the Superintendent or designee, on a case-by-case basis. (5 CCR 4621)

The Superintendent shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. (5 CCR 4621) Such employees may have access to legal counsel as determined by the Superintendent or designee. A Compliance officer (C.O.) shall maintain a record of each complaint and subsequent related actions, including all information required for compliance with the California Code of Regulations, Title 5, Section 4632. All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled and when a decision or ruling is made.

Copies of the district's complaint procedures shall be available free of charge.

DISSEMINATION OF NOTICE

This notice shall be distributed annually to students, employees, parents or guardians, district/school advisory committees, appropriate private school representatives and other interested parties in English or other languages as required by Education Code 48985. (5 CCR 4622)

STEP 1: FILING OF COMPLAINT

Any individual, public agency or organization may file a written complaint of alleged noncompliance by the district. Complaints alleging unlawful discrimination may be filed by a person who alleges that s/he personally suffered unlawful discrimination or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination. The complaint must be initiated no later than six months from the date when the alleged discrimination occurred or when the

complainant first obtained knowledge of the facts of the alleged discrimination. (5 CCR 4630)

If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, District staff shall assist him/her in the filing of the complaint. (5 CCR 4600)

STEP 2: MEDIATION

The Board recognizes that a neutral mediator can often suggest an early compromise that is agreeable to all parties in a dispute. Within 3 days of receiving the complaint, the C.O. may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the C.O. shall make all arrangements for this process. The C.O. shall ensure that all parties agree to make the mediator a party to related confidential information. If the mediation process does not resolve the problem within the parameters of the law, the C.O. shall proceed with his/her investigation of the complaint. The use of mediation does not extend the District's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time. (5 CCR 4631)

STEP 3: INVESTIGATION OF COMPLAINT

The C.O. shall hold an investigative meeting within five days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and or his/her representative to repeat the complaint orally. All parties shall also have an opportunity to present evidence or information relevant to the complaint. Parties to the dispute may discuss the complaint and question each other or each other's witnesses. (5 CCR 4631)

A complainant's refusal to provide the District's investigator with documents or other evidence related to the allegations in the complaint, or his/her failure or refusal to cooperate in the investigation or his/her engagement in any other obstruction of the investigation may result in dismissal of the complaint because of a lack of evidence to support the allegation. (5 CCR 4631)

The District's refusal to provide the investigator with access to records and/or other information related to

otra obstrucción de la investigación, puede dar lugar a la conclusión, basado en las pruebas recogidas, que una violación a ocurrido y puede resultar en la imposición de un remedio a favor del individuo que presenta la queja. (5 CCR 4631)

PASÓ 4: LA RESPUESTA

Dentro de los 60 días de haber recibido la queja, el CO preparara y enviara al demandante un informe escrito de la investigación y decisión del Distrito.

PASÓ 5: DECISION FINAL POR ESCRITO

La decisión del distrito debe ser escrita en Inglés y en el idioma del demandante cuando sea posible o requerido por la ley.

El informe debe incluir: la determinación de los hechos sobre la base de las pruebas reunidas, la conclusión (s) de la ley, la disposición de la queja, incluyendo acciones correctivas en su caso, la justificación de la disposición anterior, y previo aviso del derecho del demandante de apelar la decisión dentro de 15 días para el Departamento de Educación de California (CDE) y los procedimientos a seguir para iniciar tal apelación. Si un empleado es disciplinado como resultado de la queja, este reporte deberá simplemente decir que la acción efectiva fue tomada y que el empleado fue informado de las expectativas del Distrito. El informe no da ninguna información sobre la naturaleza de las acciones disciplinarias.

APELACIONES AL DEPARTAMENTO DE EDUCACIÓN DE CALIFORNIA

Si no está satisfecho con la decisión del Distrito, el demandante puede apelar por escrito al CDE dentro de los 15 días de haber recibido la decisión del Distrito. Por una buena causa, el Superintendente de Instrucción Pública puede conceder una prórroga de la presentación de apelaciones. El autor debe especificar la base para la apelación de la decisión y si los hechos son incorrectos y/o la ley ha sido mal aplicada, la decisión debe incluir una copia de la queja presentada y la decisión del Distrito. (5 CCR 4632)

Tras la notificación por el CDE de que el demandante ha apelado la decisión del distrito, el Superintendente o su designado enviará los siguientes documentos al CDE:

1. Una copia de la denuncia original
2. Una copia de la decisión
3. Un resumen de la naturaleza y el alcance de la investigación llevada a cabo por el distrito, si no están cubiertos por la Decisión
4. Una copia del expediente de investigación, incluyendo pero no limitado a todas las notas, entrevistas y documentos presentados por las partes y recogida por el investigador.
5. Un informe de cualquier acción tomada para resolver la queja
6. Una copia de los procedimientos de quejas del distrito
7. Otra información pertinente solicitada por el CDE (5 CCR 4633)

DERECHO CIVIL REMEDIOS

Un demandante puede seguir los remedios de la ley civil fuera del procedimiento de quejas del distrito. Los denunciantes podrán solicitar la ayuda de centros de mediación o abogados de interés y privado. Los remedios de ley que pueden ser impuestos por una corte incluyen, pero no se limitan a, mandatos y órdenes de restricción. Para quejas de discriminación, sin embargo, el demandante debe esperar hasta que hayan transcurrido 60 días desde la presentación de un recurso de apelación el CDE antes de buscar remedios del derecho civil. (Código de Educación 262.3)
La moratoria no se aplica a las medidas cautelares y se aplica sólo si el distrito ha adecuadamente y de manera oportuna, informó a el demandante de su derecho a presentar una denuncia de conformidad con el Código de Regulaciones de California, Título 5, Sección 4622.

BASIS PARA LA INTERVENCION DEL DEPARTAMENTO DE EDUCACIÓN DE CALIFORNIA

El CDE puede intervenir directamente en la queja sin esperar acción por El Distrito cuando una de las condiciones listadas en 5 CCR 4650 existe, incluidos casos en los que El Distrito no ha tomado medidas dentro de los 60 días siguientes a la fecha de presentación de la denuncia.

Procedimientos Uniformes Para Presentar Quejas



Distrito Escolar del Valle de Pájaro
294 Green Valley Road
Watsonville, California 95076

Para más información contacte:
Departamento de Recursos Humanos
www.pvUSD.net
831-786-2100

OFICIAL DE CUMPLIMIENTO

El Consejo de Educación designa al Oficial de Cumplimiento siguiente (CO) para recibir e investigar las denuncias y garantizar el cumplimiento del Distrito con la ley:

Asistente al Superintendente De Recursos Humanos
294 Green Valley Road
Watsonville, Ca. 95076
1-831-786-2100.

Procedimientos Uniformes Para Presentar Quejas

El Consejo de Educación reconoce que el Distrito Escolar tiene la responsabilidad primordial de cumplir con las leyes estatales y federales aplicables y regulaciones que rigen los programas educativos. El Distrito investigará denuncias de incumplimiento de dichas leyes y / o la discriminación y se procurará resolver las quejas de conformidad con el Procedimiento Uniforme de Quejas del distrito (UCP). (5 CCR 4620) El Distrito deberá seguir su Procedimiento Uniforme de Quejas cuando investigue las quejas que aleguen:

La discriminación ilegal en contra de cualquier grupo protegido según se establece en el Código de Educación secciones 200 y 220 y Código de Gobierno sección 11135, incluyendo la etnia, religión, edad, sexo, raza, sexo real o percibido, ascendencia, origen nacional, orientación sexual, color o física o mental discapacidad, o sobre la base de la asociación de una persona con una persona o grupo con uno o más de estas características reales o percibidas en cualquier programa de Distrito o actividad que reciba o se beneficie de la asistencia financiera estatal. (5 CCR 4610)

El Procedimiento Uniforme de Quejas también se utilizará cuando se está resolviendo quejas alegando un fallo en el cumplimiento de leyes del Estado y / o las leyes federales en la educación de adultos, programas de ayuda categórica consolidada, educación migrante, educación vocacional, cuidado de niños y programas de desarrollo, programas de nutrición infantil y programas de educación especial. (5 CCR 4610)

Las quejas relacionadas con la suficiencia de libros de texto o materiales de instrucción, condiciones de las instalaciones de emergencia o urgencias que plantean una amenaza para la salud o la seguridad de los estudiantes o personal, y vacancias de maestros y errores en la asignación son investigados de conformidad con el Procedimiento Uniforme de Quejas del Distrito Williams (AR 1312.4). El Consejo prefiere la resolución temprana e informal de quejas cuando sea posible. El Consejo prohíbe represalias por la presentación de una queja, la denuncia de la discriminación o la participación en los procedimientos de queja. El

Consejo reconoce y respeta el derecho de todo individuo a la privacidad. Las quejas de discriminación deben ser investigadas de manera que se proteja la confidencialidad de las partes y los hechos relacionados con la denuncia. Esto puede incluir el mantener la identidad del denunciante confidencial, de manera que se pueda seguir la investigación. Esto lo determinará el Superintendente o su designado y se determinará caso por caso. (5 CCR 4621)

El Superintendente se asegurará de que los empleados designados para investigar las denuncias están bien informados sobre las leyes y programas para los que son responsables. (5 CCR 4621) Estos empleados pueden tener acceso a consejo legal según lo determine el Superintendente o su designado. Un oficial de cumplimiento (CO) mantendrá un registro de cada queja y las consiguientes medidas relacionadas, incluyendo toda la información necesaria para el cumplimiento del Código de Regulaciones de California, Título 5, Sección 4632. Todas las partes involucradas en las denuncias deberán ser notificadas cuando se presenta una queja, cuando una reunión de queja o audiencia está programada y cuando una se hace una decisión o fallo.

Copias de los procedimientos de quejas del distrito estarán disponibles de forma gratuita.

DIFUSIÓN DE AVISO

Este aviso se distribuirá anualmente a los estudiantes, empleados, padres o tutores, en el distrito y comités consultivos de la escuela, representantes apropiados de la escuela privada y otras partes interesadas en los idiomas inglés u otros idiomas requeridos por el Código de Educación 48985. (5 CCR 4622)

PASO 1: PRESENTACIÓN DE LA QUEJA

Cualquier individuo, agencia pública u organización puede presentar una queja por escrito del incumplimiento alegado por el distrito. Las quejas que alegan discriminación ilegal pueden ser presentadas por una persona que alega que él/ella sufrió en carne propia la discriminación ilegal o por una persona que cree que un individuo o una clase específica de las personas ha sido objeto de discriminación ilegal. La queja se debe iniciar a más tardar seis meses a partir de la fecha en que la

supuesta discriminación ocurrió o cuando el demandante tuvo conocimiento de los hechos de la supuesta discriminación. (5 CCR 4630) Si el demandante no puede poner una queja por escrito debido a condiciones tales como discapacidad o analfabetismo, el personal del Distrito lo asistirá en la presentación de la queja. (5 CCR 4600)

PASO 2: LA MEDIACIÓN

El Consejo reconoce que muchas veces un mediador puede sugerir un compromiso temprano que es aceptable para todas las partes en una controversia. Dentro de 3 días de recibir la queja, el C.O. puede sugerir informalmente con el demandante la posibilidad de utilizar la mediación. Si el demandante está de acuerdo en la mediación, el C.O. hará todos los arreglos para este proceso. El C.O. se asegurará de que todas las partes están de acuerdo en que el mediador tenga acceso a la información confidencial relacionada. Si el proceso de mediación no resuelve el problema dentro de los parámetros de la ley, El C.O. procederá con su investigación de la queja. El uso de la mediación no extiende el plazo de tiempo del Distrito para investigar y resolver la queja a menos que el autor este de acuerdo y de por escrito a dicha extensión de tiempo. (5 CCR 4631)

PASO 3: INVESTIGACIÓN DE LA QUEJA

El C.O. organizara una junta de investigación dentro de los cinco días de recibir la queja o un intento sin éxito de mediar la queja. Esta reunión proporcionará una oportunidad para que el denunciante y / o su representante para repetir la queja oralmente. Todas las partes también tendrán la oportunidad de presentar pruebas o información pertinente a la queja. Partes en la controversia podrán discutir la queja y preguntar uno al otro o a los testigos de cada uno. (5 CCR 4631)

Si un demandante se niega a proveer al investigador del distrito documentos u otra evidencia relacionada a las alegaciones de la queja, o se ausenta o se niega a cooperar en la investigación o participa en cualquier obstrucción de la investigación puede resultar en el despido de la denuncia por falta de evidencia para apoyar la acusación. (5 CCR 4631)

Si El Distrito se niega a proporcionar al investigador acceso a los registros y / o cualquier otra información relacionada con la alegación de la queja, o se niega a cooperar en la investigación o participa en cualquier

current

2002-2003

Uniform Complaint Procedure



**Pajaro Valley Unified School
District**
294 Green Valley Road
Watsonville, California 95076

For more information contact:
Human Resources
www.pvUSD.net
831-786-2100

COMPLIANCE OFFICER

The Board of Education designates the following compliance officer (C.O.) to receive and investigate complaints and ensure district compliance with law:

Assistant Superintendent of
Personnel
294 Green Valley Road
Watsonville, Ca. 95076
1-831-786-2100.

Within 60 days of receiving the complaint, the C.O. shall prepare and send to the complainant a written report of the district's investigation and decision, as described in Step#5. The Board may consider the matter at its next regular board meeting or at a special session in order to meet the 60 day time limit. The Board may decide not hear the complaint, in which case the C.O.'s decision is final. If the Board hears the complaint, the C.O. shall send the Board's decision to the complainant within 60 days of the district's initially receiving the complaint or within the specified written agreement with the complainant.

STEP 5: FINAL WRITTEN DECISION

The report of the district's decision shall be written in English and in the language of the complainant whenever feasible or required by law. If it not feasible to write the report in the complainant's language, then the district shall arrange a meeting at which a community member will interpret it for the complainant. The report shall include the findings and disposition of the complaint, including corrective actions if any; the rationale for the above disposition; notice of the complainant's right to appeal the decision to the California Department of Education; procedures to be followed for initiating such an appeal and a detailed statement of all specific issues that were brought up during the investigation and the extent to which these issues were resolved.

If an employee is disciplined as a result of the complaint, this report shall simply state that effective action was taken and that the employee was informed of district expectations. The report shall not give any further information as to the nature of the disciplinary actions. Compliance officers shall maintain a record of each complaint as required for compliance with the California Code of Regulations, Title 5.

APPEALS TO THE CALIFORNIA DEPARTMENT OF EDUCATION.

If dissatisfied with the district's decision, the complainant may appeal in writing to the California Department of Education within 15 days of receiving the district's decision. For good cause, the Superintendent of Public Instruction may grant an extension of filing appeals. The complainant must specify the reason(s) for appealing the district's decision and must include a copy of the locally filed complaint and the district's decision. (Title 5, Section 4652)

CIVIL LAW REMEDIES

A complainant may pursue available civil law remedies outside of the district's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For discrimination complaints, however, a complainant must wait until 60 days have elapsed from the filing of an appeal with the California Department of Education before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the district has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint in accordance with the California Code of Regulations, Title 5, Section 4622

BASIS FOR CALIFORNIA DEPARTMENT OF EDUCATION INTERVENTION

The CDE will directly intervene for the following reasons: when the local agency fails to comply with the complaint procedures; if discrimination is alleged and /or there is an indication of immediate loss of benefits such as education or employment for students; if the complainant requests anonymity and has proven retaliation; the local agency fails to implement the final decision resulting from a local investigation or mediation process; or the local agency fails to respond to the complainant with 60 days.

Uniform Complaint Procedures

The Board of Education recognizes that the district has primary responsibility for insuring that it complies with applicable state and federal laws and regulations governing educational programs. The district shall investigate and seek to resolve complaints at the local level. The district shall follow the Uniform Complaint Procedures (UCP) when addressing complaints alleging:

Unlawful discrimination based on ethnicity, religion, age, gender, sexual orientation, color or physical or mental disability, or failure to comply with state and/or federal laws in adult education, consolidated categorical aid programs, migrant education, vocational education, child care and development, programs, child nutrition programs, and special education programs.

The Board acknowledges and respects students and employee rights to privacy. Discrimination complaints shall be investigated in a manner that protects the confidentiality of the parties and the facts. This includes keeping the identity of the complainant confidential except to the extent necessary to carry out the investigation, as determined by the superintendent or designee on a case-by-case basis.

The superintendent shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Such employees may have access to legal counsel as determined by the superintendent or designee.

COMPLAINT MEDIATION

The Board recognizes that a neutral mediator can often suggest an early compromise that is agreeable to all parties in a dispute. The Superintendent shall ensure that the mediation results are consistent with state and federal laws and regulations. Use of mediation shall not extend the district's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

NOTIFICATIONS

The superintendent or designee shall meet the notification requirements of Title 5, Section 4622, including the annual dissemination of district complaint procedures and information about available appeals, civil law remedies and conditions under which a complaint may be taken directly to the California Department of Education. This notification shall be distributed to students, employees, parents or guardians, district/school advisory committees in English or other languages as required by EC 48985. The above notification shall state that complainants may seek help from agencies such as legal assistance agencies, Office of Civil Rights, Department of Social Services, Protective Services, Equal Employment Opportunity Commission, Department of Fair Employment and Housing.

PROCEDURES The following procedures shall be used to address all complaints which allege that the district has violated federal or state laws or regulations governing educational programs. Compliance officers shall maintain a record of each complaint and subsequent related actions, including all information required for compliance with the code of Regulations, Title 5, Section 4632. All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or

hearing is scheduled and when a decision or ruling is made.

STEP 1: FILING OF A COMPLAINT

Any individual, public agency or organization may file a written complaint of alleged noncompliance by the district. Complaints alleging unlawful discrimination may be filed by a person who alleges that s/he personally suffered unlawful discrimination or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination. The complaint must be initiated no later than six months from the date when the alleged discrimination occurred or when the complainant first obtained knowledge of the facts of the alleged discrimination.

STEP 2: MEDIATION

Within 3 days of receiving the complaint, the C.O. may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make all arrangements for this process. The C.O. shall ensure that all parties agree to make the mediator a party to related confidential information. If the mediation process does not resolve the problem within the parameters of the law, the compliance officer shall proceed with his/her investigation of the complaint. The use of mediation does not extend the district's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

STEP 3: INVESTIGATION OF COMPLAINT

The C.O. shall hold an investigative meeting within five days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and or his/her representative to repeat the complaint orally. All parties shall also have an opportunity to present information relevant to the complaint. Parties to the dispute may discuss the complaint and question each other or each other's witnesses.

STEP 4: DISTRICT RESPONSE

como es descrito en Paso #5. El Consejo Administrativo puede considerar el asunto en su próxima junta regular o en una sesión especial para poder cumplir con el límite de tiempo de 60 días. El consejo administrativo puede decidir no escuchar la queja, en tal caso la decisión del C.O. es final. Si el Consejo escucha la queja, el C.O. deberá enviar la decisión del Consejo Administrativo al querellante dentro de 60 días de que el distrito recibió inicialmente la queja o dentro del tiempo especificado en el acuerdo por escrito con el querellante.

PASO 5: DECISIÓN FINAL POR ESCRITO

El reporte de decisión del distrito deberá ser escrito en inglés y en el lenguaje del querellante siempre que sea posible o requerido por la ley. Si no es posible escribir el reporte en el lenguaje del querellante, entonces el distrito deberá concertar una junta en la cual un miembro de la comunidad interpretará para el querellante.

El reporte deberá incluir resultados y disposición de la queja, incluyendo acciones correctivas si hay alguna; razón por la disposición arriba indicada; aviso de derechos del querellante de apelar la decisión al Departamento de Educación de California, procedimientos que serán seguidos para iniciar tal apelación y declaración detallada de todos los asuntos específicos que se abordaron durante la investigación y hasta que punto fueron resueltos esos asuntos.

Si un empleado es disciplinado como resultado de la queja, este reporte simplemente debe declarar que se tomó una acción efectiva y que el empleado fue informado de las expectativas del distrito. El reporte no debe dar más información con respecto a la naturaleza de las acciones disciplinarias. Los oficiales de cumplimiento deben mantener un record de cada queja como es requerida por cumplimiento con las Regulaciones del Código de California, Título 5.

APELACIONES AL DEPARTAMENTO DE EDUCACION DE CALIFORNIA

Si no esta satisfecho con la decisión del distrito, el querellante debe apelar por escrito al Departamento de Educación de California dentro de 15 días de recibir la decisión del distrito. Por causa justa, el Superintendente de Instrucción Pública puede otorgar una extensión para llenar la apelación. El querellante debe especificar las razones por apelar la decisión del distrito y debe incluir una copia de la queja localmente archivada y la decisión del distrito. (Título 5, Sección 4652)

REMEDIOS DE LA LEY CIVIL

Un querellante debe buscar remedios disponibles de ley civil fuera de los procedimientos de quejas del distrito. Ellos pueden buscar ayuda de centros de mediación o abogados de interés público/privado. Los remedios de la ley civil que se pueden imponer por la corte incluyen, pero no se limita a, inducciones y órdenes de restricción. Para quejas de discriminación, sin embargo, un querellante debe esperar hasta que hayan pasado 60 días de llenar una apelación con el Departamento de Educación de California antes de seguir remedios con servicios de ley civil. El moratorio no se aplica al relevo inductivo y es aplicable únicamente si el distrito ha informado al querellante apropiadamente, y a tiempo, de su derecho de llenar una queja de acuerdo con Regulaciones del Código de California, Título 5, Sección 4622.

BASIS DE INTERVENCION DEL DEPARTAMENTO DE EDUCACION DE CALIFORNIA

El CDE directamente interviene por las siguientes razones: cuando la agencia local falla de cumplir con los procedimientos de la queja, si se afirma una discriminación y/ o hay indicación de pérdida inmediata de beneficios tales como educación o empleo para los alumnos; si el querellante solicita la anonimato y ha probado que hay represalias; la agencia local falla de implementar la decisión final resultando de una investigación local o proceso de mediación; o la agencia local falla de responder al querellante dentro de 60 días.

2002-2003

Procedimiento de Quejas Uniformes



Distrito Escolar Unificado del Valle de Pájaro
294 Green Valley Road
Watsonville, California 95076

Para mas información comuníquese con:
Recursos Humanos
www.pvUSD.net
831-786-2100

OFICIAL DE CUMPLIMIENTO

El Consejo Administrativo de Educación designa al siguiente oficial de cumplimiento (C.O.) para que reciba e investigue quejas y que asegure el cumplimiento del distrito con la ley:

Asistente Superintendente del Personal
294 Green Valley Road
Watsonville, Ca. 95076
1-831-786-2100.

Procedimientos de Quejas Uniformes

El Consejo de Fideicomisarios reconoce que el distrito tiene el deber primordial de cumplir con leyes y regulaciones estatales y federales aplicables que gobiernan programas educacionales. El distrito deberá investigar y buscar resolver quejas al nivel local. El distrito debe seguir los Procedimientos de Quejas Uniformes (UCP) cuando aborden las quejas que alegan:

Discriminación ilegal basada en origen étnico, religión, edad, orientación sexual, color o discapacidad mental o física, o el fallar de cumplir con las leyes estatales y federales en la educación de adultos, programas consolidados de ayuda categórica, educación migrante, educación vocacional, programas de cuidados infantiles y de desarrollo, programas de nutrición infantil, y programas de educación especial.

El Consejo Administrativo reconoce y respeta los derechos de privacidad de los alumnos y empleados. Las quejas de discriminación deberán ser investigadas de una manera que proteja la confidencialidad de las personas y los hechos. Esto incluye guardar confidencialmente la identidad del querellante excepto el punto necesario para llevar a cabo la investigación, como sea determinado por el superintendente o su designado en una case de caso-por-caso.

El superintendente debe asegurar que todos los empleados designados para investigar las quejas sean conocedores respecto a las leyes y programas por los cuales son responsables. Tales empleados pueden tener acceso a consejería legal como sea determinado por el superintendente o su designado.

MEDIACION DE LA QUEJA

El Consejo Administrativo reconoce que un mediador neutral puede muy seguido sugerir un compromiso temprano al que están de acuerdo todos los participantes en una disputa. El superintendente deberá asegurar que los resultados de la mediación son consistentes con las leyes estatales y federales y las regulaciones. El uso de la

mediación no debe exceder los límites de tiempo del distrito para investigar y resolver las quejas a menos que el querellante acuerde por escrito tal extensión de tiempo.

NOTIFICACIONES

El superintendente o designado debe llenar requisitos de notificación del Título 5, Sección 4622, incluyendo diseminación anual de procedimientos de la queja del distrito y la información respecto a apelaciones disponibles, remedios de ley civil y condiciones bajo las cuales se puede llevar una queja al Departamento de Educación del Estado. Este aviso se deberá distribuir a alumnos, empleados, padres o tutores, comités consejeros del distrito/escuela en Inglés y otros idiomas como es requerido con el Código de Educación 48985. El aviso arriba indicado deberá declarar que ayuda buscan los querellantes de agencias como asistencia legal, Oficina de Derechos Civiles, Departamento de Servicios Sociales, Servicios Protectores, Comisión de Oportunidad de Empleos Iguales, Departamento de Empleos Justos y Viviendas.

PROCEDIMIENTOS

Se deberán usar los siguientes procedimientos para abordar todas las quejas que alegan que el distrito ha violado leyes o regulaciones estatales o federales gobernando los programas educacionales. Los oficiales de cumplimiento deberán mantener un récord de cada queja y acciones subsecuentes relacionadas, incluyendo toda la información requerida para el cumplimiento con el código de Regulaciones, Título 5, Sección 4632. Todas las personas participantes en alegaciones deberán ser avisadas cuando se llene una queja, cuando haya una junta o audiencia de quejas y cuando se haga una decisión o regla.

PASO 1: LLENANDO UNA QUEJA

Cualquier individual. Agencia pública u organización puede llenar una queja por escrito o

una queja de no-cumplimiento por el distrito. Las quejas que reclaman discriminación ilegal pueden ser llenadas por una persona que afirma que el/ ella personalmente ha sufrido discriminación ilegal o por una persona que cree que un individuo o una clase de individuales específicamente ha sido sujeta a una discriminación ilegal. La queja se debe iniciar no mas tarde que seis meses de la fecha cuando ocurrió la discriminación o cuando el querellante primero obtuvo el conocimiento de los hechos de la discriminación que afirma.

STEP 2: MEDIACION

Dentro de 3 días de recibir la queja el C.O. puede informalmente discutir con el que se queja la posibilidad de usar mediación. Si el querellante acuerda a la mediación, el oficial de quejas deberá hacer todos los arreglos para este proceso. El oficial de quejas deberá asegurar que todos los participantes acuerden hacer al mediador participe de la información relacionada confidencial. Si el proceso de mediación no resuelve el problema dentro de los parámetros de la ley, el oficial de cumplimiento deberá proceder con su investigación de la queja. El uso de mediación no extiende los límites de tiempo del distrito para investigar y resolver la queja a menos que el querellante acuerde por escrito a una extensión del tiempo.

PASO 3: INVESTIGACION DE QUEJA

El Oficial de Cumplimiento (C.O.) deberá tener una junta investigadora dentro de cinco días de recibir la queja o en un intento fútil de mediar la queja. Esta junta debe proveer una oportunidad para el querellante o su representante para repetir la queja oralmente. Todas las personas interesadas deberán también tener una oportunidad de presentar información relevante a la queja. Los participantes en la disputa pueden discutir la queja e interrogarse uno al otro o los testigos de uno y otro.

PASO 4: RESPUESTA DEL DISTRITO

Dentro de 60 días de recibir la queja, C.O. deberá preparar y mandar al querellante un reporte por escrito de la decisión e investigación del distrito,

Board Agenda Back-up

ITEM #

13.6

DATE: March 23, 2011

ITEM: WILLIAMS COMPLAINT CLASSROOM NOTICES

OVERVIEW:

Revise existing District "Williams Complaint Notices" so as to be in compliance with State requirements of the Williams Complaint Settlement, per Ed Code 35186.

- Revise current "Williams Complaint Notices" so as to have the mandated elements of the elementary/middle school level "Classroom Notice", and the high school level "Classroom Notice" meet compliance requirements, in both English and in Spanish. Current form was only high school level.

RECOMMENDATION:

The Administration recommends that the Board approve the revised "Williams Complaint Classroom Notices."

ASSISTANT SUPERINTENDENT SIGNATURE: _____

SUPERINTENDENT SIGNATURE: _____

Presented by: Dr. Albert J. Roman, Assistant Superintendent

WILLIAMS COMPLAINT CLASSROOM NOTICES

- Elementary/Middle School:
 - English
 - Spanish
- High School
 - English
 - Spanish

Pajaro Valley Unified School District Williams Complaints Notice

Notice to Parents, Guardians, Pupils, and Teachers Complaint Rights

Parents, Guardians, Pupils, and Teachers:

Pursuant to California *Education Code* Section 35186, you are hereby notified that:

1. There should be sufficient textbooks and instructional materials. That means each pupil, including English learners, must have a textbook or instructional materials, or both, to use in class and to take home.
2. School facilities must be clean, safe, and maintained in good repair.
3. There should be no teacher vacancies or misassignments. There should be a teacher assigned to each class and not a series of substitutes or other temporary teachers. The teacher should have the proper credential to teach the class, including the certification required to teach English learners if present.

Teacher vacancy means a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.

Misassignment means the placement of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.

4. A complaint form may be obtained at the school office, district office, or downloaded from the school's Web site at www.pvUSD.net. You may also download a copy of the California Department of Education complaint form from the following Web site: <http://www.cde.ca.gov/re/cp/uc>.

Williams Complaints Notice

Notificación para padres de familia, tutores legales y maestros Derecho de presentar quejas

Formulario muestra de quejas uniformes

Padres de familia, tutores legales, alumnos y maestros:

Según el Código de Educación de California Artículo 35186, se le notifica que:

1. Debe haber suficientes libros y materiales de instrucción. Eso significa que cada alumno, incluyendo a los alumnos que aprenden inglés, debe tener un libro o materiales de instrucción, o ambos, para usar en clase y llevar a casa.
2. Los predios escolares deben estar limpios, seguros, y deben mantenerse en buen estado.
3. No debe haber falta de maestros ni asignaciones incorrectas de maestros. Debe haber un maestro asignado a cada clase y no una serie de suplentes u otros maestros temporales. El maestro debe tener la certificación apropiada para enseñar la clase, incluyendo la certificación requerida para enseñar a alumnos que aprenden inglés, si es que están presentes en la clase.

Falta de maestros significa que existe un puesto al cual no se ha asignado un empleado con certificación al principio del año escolar y por todo un año, o si el puesto es para un curso de un semestre, un puesto al cual no se ha asignado un empleado con certificación al principio de un semestre y por un semestre completo.

Una asignación incorrecta significa que un empleado con certificación es colocado en un puesto de maestro o proveedor de servicios sin tener una certificación o credencial legalmente reconocida, o colocado en un puesto de maestro o proveedor de servicios que el empleado no está legalmente autorizado a ocupar.

4. Se puede obtener un formulario para presentar una queja en la oficina de la escuela, la oficina del distrito, o por medio del sitio Web que se indica a continuación: www.pvusd.net. También se puede imprimir una copia del formulario del Departamento de Educación del Estado de California del sitio de la Web que se indica a continuación: <http://www.cde.ca.gov/re/cp/uc/>.

Pajaro Valley Unified School District Williams Complaints Notice

High School Classroom Notice

Notice to Parents, Guardians, Pupils, and Teachers

Complaint Rights

Parents, Guardians, Pupils and Teachers:

Pursuant to *Education Code* section 35186, you are hereby notified that:

- 1) There should be sufficient textbooks and instructional materials. That means each pupil, including English learners, must have a textbook or instructional materials, or both, to use in class and to take home.
- 2) School facilities must be clean, safe, and maintained in good repair.
- 3) There should be no teacher vacancies or misassignments. There should be a teacher assigned to each class and not a series of substitutes or other temporary teachers. The teacher should have the proper credential to teach the class, including the certification required to teach English learners if present.

Teacher vacancy means a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.

Misassignment means the placement of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.

- 4) Pupils, including English Learners, who have not passed one or both parts of the high school exit examination by the end of the 12th grade are to be provided the opportunities to receive intensive instruction and services for up to two consecutive academic years after the completion of grade 12.
- 5) A complaint form may be obtained at the school office, district office, or downloaded from the school's Web site at www.pvUSD.net. You may also download a copy of the California Department of Education [complaint form](http://www.cde.ca.gov/re/cp/uc/index.asp). <http://www.cde.ca.gov/re/cp/uc/index.asp>

**Pajaro Valley Unified School District
Williams Complaints Notice**

**Notificación para padres de familia, tutores legales y maestros
Derecho de presentar quejas**

Formulario muestra de quejas uniformes

Proceso uniforme de quejas en los grados 10 a 12 para los distritos escolares que reciben fondos para instrucción intensiva.

Padres de familia, tutores legales, alumnos y maestros:

Según el Código de Educación de California, Sección 35186, por la presente, se les notifica que:

1. Debe haber suficientes libros de texto y materiales de instrucción. Es decir que cada alumno, incluidos los alumnos que aprenden inglés, debe tener un libro o materiales de instrucción, o ambos, para usar en clase y llevar a casa.
2. Las instalaciones escolares deben estar limpias, ser seguras y mantenerse en buen estado.
3. No deben producirse vacantes ni asignaciones incorrectas de maestros. Debe haber un maestro asignado a cada clase y no una serie de suplentes u otros maestros temporarios. El maestro debe tener los antecedentes académicos adecuados para impartir la clase, incluida la certificación requerida para enseñar a alumnos que aprenden inglés, si asisten a la clase.

Vacante de maestros significa que existe un puesto al cual no se ha asignado un empleado con certificación a principio del año académico y durante todo un año o, si el cargo es para un curso de un semestre, un puesto al cual no se ha asignado un empleado con certificación al principio de un semestre y durante un semestre completo.

Asignación incorrecta significa que se ha otorgado a un empleado con certificación un puesto de maestro o proveedor de servicios para el cual no tiene una certificación o credencial legalmente reconocida, o no está legalmente autorizado a ocupar.

4. Se dará a los alumnos, incluidos los que aprenden inglés, que no hayan aprobado una o ambas partes del examen final de la escuela secundaria a fin del grado 12 la oportunidad de recibir servicios e instrucción intensiva durante un máximo de dos años académicos consecutivos después de haber completado el grado 12.
5. Se puede obtener un formulario para presentar una queja en la oficina de la escuela, la oficina del distrito, o descargarlo del sitio Web de la escuela en www.pvUSD.net. También puede descargar una copia del formulario para presentar una queja del Departamento de Educación del Estado de California del sitio Web que se indica a continuación:
<http://www.cde.ca.gov/re/cp/uc/>.

Board Agenda Back-up

ITEM #

13.7

DATE: March 23, 2011

ITEM: WILLIAMS COMPLAINT PROCEDURE FORMS

OVERVIEW:

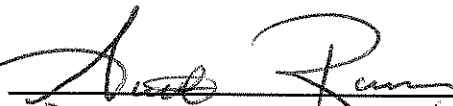
Revise existing District "Williams Complaint Procedure" forms so as to be in compliance with State requirements of the Williams Complaint Settlement, per Ed Code 35186.

- Revise current "Williams Settlement Procedure Forms" so as to have the mandated elements of the elementary/middle school level form and the high school level form meet compliance requirements, in both English and in Spanish. Current form was only High School level.

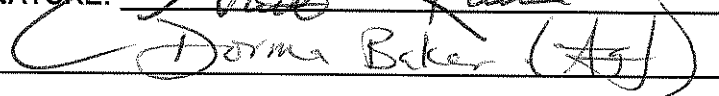
RECOMMENDATION:

The Administration recommends that the Board approve the revised Williams Complaint Procedure Forms.

ASSISTANT SUPERINTENDENT SIGNATURE:



SUPERINTENDENT SIGNATURE:



Presented by: Dr. Albert J. Roman, Assistant Superintendent

WILLIAMS COMPLAINT PROCEDURES FORMS

- Elementary/Middle School:
 - English
 - Spanish
- High School
 - English
 - Spanish

Pajaro Valley Unified School District Uniform Complaint Procedures
Williams Settlement Form
For Education Code Section 35186 Complaints

Education Code (EC) Section 35186 created a procedure for the filing of complaints concerning deficiencies related to instructional materials, conditions of facilities that are not maintained in a clean or safe manner or in good repair, and teacher vacancy or misassignment. The complaint and response are public documents as provided by statute. Complaints may be filed anonymously. However, if you wish to receive a response to your complaint, you must provide the following contact information.

Response requested: Yes No

Name (Optional): _____ Mailing Address (Optional): _____

Phone Number Day (Optional): _____ Evening (Optional): _____

Issue of complaint (please check all that apply):

1. Textbooks and Instructional Materials

- A pupil, including an English learner, does not have standards-aligned textbooks or instructional materials or state-adopted or district-adopted textbooks or other required instructional materials to use in class.
- A pupil does not have access to textbooks or instructional materials to use at home or after school. This does not require two sets of textbooks or instructional materials for each pupil.
- Textbooks or instructional materials are in poor or unusable condition, have missing pages, or are unreadable due to damage.
- A pupil was provided photocopied sheets from only a portion of a textbook or instructional materials to address a shortage of textbooks or instructional materials.

2. Facility Conditions

- A condition poses an urgent or emergency threat to the health or safety of students or staff, including: gas leaks, nonfunctioning heating, ventilation, fire sprinklers or air-conditioning systems, electrical power failure, major sewer line stoppage, major pest or vermin infestation, broken windows or exterior doors or gates that will not lock and that pose a security risk, abatement of hazardous materials previously undiscovered that pose an immediate threat to pupils or staff, structural damage creating a hazardous or uninhabitable condition, and any other emergency conditions the school district determines appropriate.
- A school restroom has not been maintained or cleaned regularly, is not fully operational, or has not been stocked at all times with toilet paper, soap, and paper towels or functional hand dryers.
- The school has not kept all restrooms open during school hours when pupils are not in classes, and has not kept a sufficient number of restrooms open during school hours when pupils are in classes.

3. Teacher Vacancy or Misassignment

- Teacher vacancy - A semester begins and a teacher vacancy exists. (A teacher vacancy is a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.)
- Teacher misassignment - A teacher who lacks credentials or training to teach English learners is assigned to teach a class with more than 20 percent English learner pupils in the class.
- Teacher misassignment - A teacher is assigned to teach a class for which the teacher lacks subject matter competency.

4. High School Exit Examination (For school districts who receive intensive instruction funds)

- Pupils who have not passed the high school exit exam by the end of 12th grade were not provided the opportunity to receive intensive instruction and services pursuant to Education Code 37254 (d) (4) and (5) after the completion of grade 12.

Date of Problem: _____

Location of Problem (School Name, Address, and Room Number or Location): _____

Course or Grade Level and Teacher Name: _____

Please describe the issue of your complaint in detail. You may attach additional pages if necessary to fully describe the situation. _____

Please file this complaint at the following location:

Assistant Superintendent of Human Resources, 294 Green Valley Rd, Watsonville, CA 95076

**Distrito Escolar Unificado del Valle de Pájaro formulario del proceso uniformado
para la presentación de quejas "Williams Settlement" Formulario
de acuerdo con la Sección 35186, Quejas, del Código de Educación**

La Sección 35186 del *Código de Educación* (EC, por sus siglas en inglés) creó un proceso para presentar quejas relacionadas con deficiencias en los materiales de instrucción, el estado de los edificios que no se mantienen limpios, seguros o en buen estado, y puestos vacantes o asignaciones incorrectas de maestros. La queja y la respuesta correspondiente son documentos públicos según lo dispone la ley. Las quejas se pueden presentar de manera anónima. Sin embargo, si usted desea recibir una respuesta a su queja, debe proveer la siguiente información de contacto.

Solicita respuesta: Sí No

Nombre (opcional): _____ Dirección postal (opcional): _____

Número de teléfono durante el día: (opcional) _____ Tarde (opcional): _____

Asunto de la queja (marque todas las opciones que correspondan):

1. Libros de texto y materiales de instrucción

- Un alumno, lo que incluye a un estudiante de inglés, no tiene libros de texto o materiales de instrucción alineados con los estándares, o libros de texto u otros materiales de instrucción necesarios adoptados por el distrito o el estado para usar en clase.
- Un alumno no tiene acceso a libros de texto o materiales de instrucción para usar en la casa o después de la escuela. Esto no requiere contar con dos juegos de libros de texto o materiales de instrucción para cada alumno.
- Los libros de texto o materiales de instrucción están en mal estado o inutilizables, les faltan páginas o son ilegibles a causa de los daños.
- A un alumno le dieron hojas fotocopiadas de sólo una parte de un libro de texto o materiales de instrucción debido a la escasez de estos libros o materiales.

2. Estado de las instalaciones

- Una situación presenta una amenaza inmediata o de emergencia para la salud o la seguridad de los estudiantes o del personal, por ejemplo: escapes de gas, averías en los sistemas de calefacción, ventilación, aspersores contra incendios o sistemas de aire acondicionado, fallas en el suministro eléctrico, obstrucciones importantes en los desagües, grandes plagas de insectos, ventanas rotas o puertas o verjas exteriores que no cierran y que supongan un riesgo para la seguridad, eliminación de materiales peligrosos no descubiertos previamente que supongan una amenaza inmediata para los alumnos o el personal, daños estructurales que creen una situación de peligrosidad o inhabilitación, y cualquier otra situación de emergencia que el distrito escolar juzgue apropiada.
- No se realizó el mantenimiento adecuado de los baños de la escuela, o no se limpiaron con la frecuencia debida, no están en perfecto funcionamiento o no se ha colocado papel higiénico, jabón y toallas de papel o secadores de manos funcionales.
- La escuela no mantuvo todos los baños abiertos durante la jornada escolar mientras los alumnos no estaban en clase, y no mantuvo abierta la suficiente cantidad de baños durante la jornada mientras los alumnos estaban en clase.

3. Puesto vacante o asignación incorrecta de maestros

- Puesto vacante de maestro. Comienza un semestre y hay un puesto de maestro vacante. (Una vacante de maestro es un puesto para el cual no se ha asignado un empleado certificado al comienzo del año y por un año entero, o si el puesto es por un curso de un semestre, un puesto para el cual no se ha asignado un empleado certificado al comienzo del semestre y por un semestre entero.)
- Asignación incorrecta de maestro. Un maestro que no posee credenciales o capacitación para enseñar a estudiantes de inglés como segunda lengua es asignado a una clase con más del 20 por ciento de estudiantes de inglés como segunda lengua.
- Asignación incorrecta de maestro. Un maestro es asignado para enseñar en una clase para la cual le falta competencia en la materia.

4. Examen de egreso de la escuela secundaria (para los distritos escolares que reciben fondos para la instrucción intensiva)

- A aquellos alumnos que no aprobaron el examen de egreso de la escuela secundaria al finalizar 12^o grado no se les proporcionó la oportunidad de recibir instrucción intensiva y servicios conforme al Código de Educación, Sección 37254 (d) (4) y (5) luego de completar 12^o grado.

Fecha del problema: _____

Lugar donde sucedió el problema (nombre de la escuela, dirección y número o ubicación del salón de clase): _____

Curso o nivel de grado y nombre del maestro: _____

Describe detalladamente el tema de su queja. Puede agregar páginas adicionales si son necesarias para describir la situación de manera completa. _____

Presente esta queja en el siguiente lugar: Asistente Superintendente del Personal, de Recursos Humanos
294 Green Valley Rd, Watsonville, CA 95076

Pajaro Valley Unified School District Uniform Complaint Procedures Williams Settlement Form

For Education Code Section 35186 Complaints

Education Code (EC) Section 35186 created a procedure for the filing of complaints concerning deficiencies related to instructional materials, conditions of facilities that are not maintained in a clean or safe manner or in good repair, and teacher vacancy or misassignment. The complaint and response are public documents as provided by statute. Complaints may be filed anonymously. However, if you wish to receive a response to your complaint, you must provide the following contact information.

Response requested: Yes No

Name: (Optional) _____ Mailing Address: _____

Phone Number: (Optional) Day: _____ Evening: _____

Issue of complaint (please check all that apply):

1. Textbooks and Instructional Materials

- A pupil, including an English learner, does not have standards-aligned textbooks or instructional materials or state-adopted or district-adopted textbooks or other required instructional materials to use in class.
- A pupil does not have access to textbooks or instructional materials to use at home or after school. This does not require two sets of textbooks or instructional materials for each pupil.
- Textbooks or instructional materials are in poor or unusable condition, have missing pages, or are unreadable due to damage.
- A pupil was provided photocopied sheets from only a portion of a textbook or instructional materials to address a shortage of textbooks or instructional materials.

2. Facility Conditions

- A condition poses an urgent or emergency threat to the health or safety of students or staff, including: gas leaks, nonfunctioning heating, ventilation, fire sprinklers or air-conditioning systems, electrical power failure, major sewer line stoppage, major pest or vermin infestation, broken windows or exterior doors or gates that will not lock and that pose a security risk, abatement of hazardous materials previously undiscovered that pose an immediate threat to pupils or staff, structural damage creating a hazardous or uninhabitable condition, and any other emergency conditions the school district determines appropriate.
- A school restroom has not been maintained or cleaned regularly, is not fully operational and has not been stocked at all times with toilet paper, soap, and paper towels or functional hand dryers.
- The school has not kept all restrooms open during school hours when pupils are not in classes, and has not kept a sufficient number of restrooms open during school hours when pupils are in classes.

3. Teacher Vacancy or Misassignment

- Teacher vacancy - A semester begins and a teacher vacancy exists. (A teacher vacancy is a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.)
- Teacher misassignment - A teacher who lacks credentials or training to teach English learners is assigned to teach a class with more than 20 percent English learner pupils in the class.
- Teacher misassignment - A teacher is assigned to teach a class for which the teacher lacks subject matter competency.

Date of Problem: _____

Location of Problem (School Name, Address, and Room Number or Location): _____

Course or Grade Level and Teacher Name: _____

Please describe the issue of your complaint in detail. You may attach additional pages if necessary to fully describe the situation.

Please file this complaint at the following location:
Assistant Superintendent of Human Resources
294 Green Valley Road, Watsonville, CA 95076

Districto Escolar Unificado del valle de Pajaro formulario del proceso uniforme para la presentación de quejas "Williams Settlement" Formulario de acuerdo con el Código de Educación, Artículo 35186, Quejas

El Artículo 35186 del *Código de Educación* (EC por sus siglas en inglés) creó un proceso para presentar quejas relacionadas con deficiencias en los materiales de instrucción, el estado de los edificios que no se mantienen limpios o seguros o bien reparados, y puestos vacantes o asignación equivocada de maestros. La queja y la respuesta correspondiente son documentos públicos según lo dispone la ley. Las quejas pueden ser presentadas anónimamente. Sin embargo, si usted desea recibir una respuesta a su queja, debe proveer la siguiente información de contacto.

Solicita respuesta: Sí No

Nombre: (opcional) _____ Dirección postal: _____

Numero de Teléfono: (opcional) Día: _____ Tarde: _____

Asunto de la queja (marque todas las opciones pertinentes):

1. Libros de texto y materiales de instrucción

Un alumno, incluso un estudiante que está aprendiendo inglés, no tiene libros de texto o materiales de instrucción alineados con los estándares o libros de texto adoptados por el estado o por el distrito u otros materiales de instrucción exigidos para usar en clase.

Un alumno no tiene acceso a libros de texto o materiales de instrucción para usar en la casa o después de la escuela. Esto no requiere contar con dos juegos de libros de texto o materiales de instrucción para cada alumno.

Los libros de texto o materiales de instrucción están en mal estado o inutilizables, les faltan páginas o son ilegibles a causa de los daños.

A un alumno se le dieron hojas fotocopiadas de sólo una parte de un libro de texto o materiales de instrucción debido a la escasez de libros de texto o materiales de instrucción.

2. Estado de las instalaciones

Una situación presenta una amenaza inmediata o de emergencia para la salud o la seguridad de los estudiantes o del personal, como por ejemplo: escapes de gas, averías en los sistemas de calefacción, ventilación, aspersores contra incendios o aire acondicionado, cortes en el suministro eléctrico, obstrucciones importantes en los desagües, plagas de insectos nocivos, ventanas rotas o puertas o verjas exteriores que no cierran y que supongan un riesgo para la seguridad, eliminación de materiales peligrosos no descubiertos previamente que supongan una amenaza inmediata para los alumnos o el personal, daños estructurales que creen una situación de peligrosidad o inhabilitabilidad, y cualquier otra situación de emergencia que el distrito escolar juzgue apropiada.

No se realiza el mantenimiento adecuado de los baños en la escuela, o no se limpian con la frecuencia debida, no están en perfecto funcionamiento o no se ha colocado papel higiénico, jabón o toallas de papel o secadores de mano funcionales.

La escuela no mantiene todos los baños abiertos durante la jornada escolar mientras los alumnos no están en clase, y no mantiene abierta la suficiente cantidad de baños durante la jornada mientras los alumnos están en clase.

3. Puesto vacante o asignación equivocada de maestros

Puesto vacante de maestro(a): Comienza un semestre y hay un puesto de maestro(a) vacante. (Una vacante de maestro(a) es un puesto al cual no se ha asignado un empleado único certificado al comienzo del año y para un año completo, o si el puesto es para un curso de un semestre, un puesto al cual no se ha asignado un empleado único certificado al comienzo del semestre y para un semestre completo.)

Asignación equivocada de un puesto de maestro(a): Un(a) maestro(a) que no posee credenciales o capacitación para enseñar a estudiantes que están aprendiendo inglés es asignado(a) a una clase con más de un 20 por ciento de estudiantes que están aprendiendo inglés.

Asignación equivocada de un maestro(a): Un(a) maestro(a) es asignado(a) para enseñar una clase para la cual le falta competencia en la materia.

Fecha del problema: _____

Lugar donde sucedió el problema (Nombre de la escuela, dirección y número o ubicación del salón de clase): _____

Curso o nivel de grado y nombre del maestro: _____

Describa detalladamente el tema de su queja. Puede añadir páginas adicionales si son necesarias para describir la situación completamente. _____

Presente esta queja en el siguiente lugar: Asistente Superintendente del Personal, de Recursos Humanos
294 Green Valley Rd, Watsonville, CA 95076