



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.

April 13, 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
 - a. Breach of Contract: Farrell v. PVUSD
Date of alleged loss: 8/30/10
Date of Claim: 3/14/11
- 2.6 Pending Litigation
- 2.7 Anticipated Litigation
- 2.8 Real Property Negotiations
- 2.9 15 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 Tri County Real Estate - Administrator of the Month Award
- *Kathy Lathrop, Director, Child Development Department*

4.0 ACTION ON CLOSED SESSION

5.0 APPROVAL OF THE AGENDA

6.0 APPROVAL OF MINUTES

a) March 23, 2011

7.0 HIGH SCHOOL STUDENTS BOARD REPRESENTATIVES REPORT

8.0 POSITIVE PROGRAM REPORT

- 8.1 Presentation on Student- Created Book
Report by Neil Cannon, Teacher, EA Hall Middle School

9.0 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.)

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

11.0 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).

- 11.1 Purchase Orders March 17 – April 6, 2011.
The PO's will be available in the Superintendent's Office.
- 11.2 Warrants March 17 – April 6, 2011.
The warrants will be available in the Superintendent's Office.
- 11.3 Approve with Gratitude Gift from William and Jennifer Parkin of \$1,000 for Mar Vista Elementary School.
- 11.4 Approve with Gratitude Following Sponsorship/Donations for the Annual Parent Conference, *Keeping the Connection*: Santa Cruz County Office of Education; Student Services – Family Literacy Grant; First Five of Santa Cruz County; Healthy Start; Pajaro Valley Prevention and Student Assistance; Migrant Education; City of Watsonville; Santa Cruz Roasting Company – Coffee and Supplies; Watsonville Coast Produce; and Willie Yahiro.
- 11.5 Approve Williams Uniform Complaint Quarterly Report (January – March 2011). Number of Complaints: One (Facilities – RHMS, Lights).
- 11.6 Approve CAHSEE Passage Waiver for Student #10-11-21, English Language Arts, Aptos High School.
- 11.7 Approve CAHSEE Passage Waiver for Student #10-11-22, English Language Arts, Pajaro Valley High School.
- 11.8 Approve CAHSEE Passage Waiver for Student #10-11-23, Math , Aptos High School.
- 11.9 Approve CAHSEE Passage Waiver for Student #10-11-24, English Language Arts, Pajaro Valley High School.
- 11.10 Approve CAHSEE Passage Waiver for Student #10-11-25, Math, Pajaro Valley High School.
- 11.11 Approve CAHSEE Passage Waiver for Student #10-11-26, Math, Renaissance High School.
- 11.12 Approve CAHSEE Passage Waiver for Student #10-11-27, English Language Arts, Renaissance High School.
- 11.13 Approve Award of Construction Contract – Aptos High School, Ramp & Seatwall Improvements.

The administration recommends approval of the Consent Agenda.

12.0 DEFERRED CONSENT ITEMS

13.0 REPORT AND DISCUSSION ITEMS

- 13.1 Report and discussion on the District's Gifted and Talented Education (GATE).
Report by Lyn Olson, GATE Coordinator. 10 min.
- 13.2 Report and discussion on District Budget Update.
Report by Brett McFadden, CBO. 10 min.

14.0 REPORT, DISCUSSION AND POSSIBLE ACTION ITEMS

- 14.1 Report, discussion and possible action on 1) Staff Report and Proposed Findings of Fact Regarding Pajaro Preparatory Academy Charter Petition and on 2) Resolution #10-11-27, Deny they Charter Petition for Pajaro Preparatory Academy.
Report by Albert Roman, Assistant Superintendent, Human Resources. 10 min.
- 14.2 Report, discussion and possible action to Approve 2011-2014 Technology Use Plan.
Report by Tim Landeck, Director, Technology. 10 min.
- 14.3 Report, discussion and possible action on Tier II School Improvement Grants (SIG), EA Hall Middle School and Watsonville High School.
Report by Dorma Baker, Superintendent. 5 min.
- 14.4 Report, discussion and possible action to approve Resolution #10-11-25, Reduction and/or discontinuation of particular kinds of classified employee services.
Report by Pam Shanks, Human Resources Director, Classified. 2 min.
- 14.5 Report, discussion and possible action to approve Resolution #10-11-26, Supporting Senate Constitutional Amendment (SCA) 5.
Report by Brett McFadden, CBO. 2 min.
- 14.6 Report, discussion and possible action to approve Resolution #10-11-28, Recognizing May 3, 2011 as Teacher Appreciation Day.
Report by Albert Roman, Assistant Superintendent. 5 min.
- 14.7 Report, discussion and possible action to approve Revision to English Language Learner Specialist Job Description.
Report by Albert Roman, Assistant Superintendent, Human Resources. 5 min.
- 14.8 Report, discussion and possible action to Cancel Board Meetings of April 27 (Spring Break) and June 8 (Furlough Days), 2011.
Report by Dorma Baker, Superintendent. 2 min.

15.0 GOVERNING BOARD AND SUPERINTENDENT COMMENTS/REPORTS**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
April	<ul style="list-style-type: none">1327	<ul style="list-style-type: none">
May	<ul style="list-style-type: none">1125	<ul style="list-style-type: none">Approve 3rd Interim Report
June	<ul style="list-style-type: none">822	<ul style="list-style-type: none">10-11 Budget Adoption
July	<ul style="list-style-type: none">	<ul style="list-style-type: none">No Meetings Scheduled
August	<ul style="list-style-type: none">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

PAJARO VALLEY UNIFIED SCHOOL DISTRICT
CLOSED SESSION AGENDA
April 13, 2011

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

New Hires – Probationary	
	None
New Substitutes	
	None
New Hires	
	None
Promotions	
	None
New Hires Probationary	
	None
Administrative Appointments	
1	Assessment Coordinator
1	Interim Principal
1	Academic Coordinator
1	Principal
1	Cal-SAFE Coordinator
Transfers	
	None
Extra Pay Assignments	
11	Coaches
Extra Period Assignments	
	None
Leaves of Absence	
1	Adaptive PE Teacher
1	AT/01
1	Counselor
3	Elementary Teachers
1	Pre-school Teacher
2	School Psychologist
4	Speech/Language Specialists
1	Speech Pathologist

1	Speech Therapist
1	Behavior Technician
1	Occupational Therapist
1	Instructional Assistant II
1	Fleet Maintenance Manger – MGMNT
1	Cafeteria Assistant
1	Human Resources Technician
Retirements	
1	Secondary Teacher
1	Teacher – Special Education
Resignations/Terminations	
1	Secondary Teacher
1	Teacher – Special Education
Supplemental Service Agreements	
1	FCCHS
1	Orchestra Conductor
1	Psychologist
1	RSP Teacher
4	RTI Support
7	Elementary Teachers
1	Secondary Teacher
Miscellaneous Actions	
1	Office Manager
Separations From Service	
1	Fleet Maintenance Manager – MGMNT
1	Office Manager
After School Program	
11	Teachers
Limited Term – Projects	
1	Administrative Assistant
3	Administrative Secretary II
2	Administrative Secretary III
5	Behavior Techs
1	Cafeteria Assistant
9	Campus Safety Coordinator
1	Community Services Liaison I

2	Custodian I
2	Data Entry Specialist
1	District Technology Support Tech
5	Enrichment Specialist
1	Health Services Assistant
1	High School Office Manager
1	Instructional Assistant I
4	Instructional Assistant I – Special Education
2	Instructional Assistant II – Special Education
5	Instructional Assistant
3	Instructional Assistant – Migrant Children Center
1	Instructional Support Clerk
3	Language Support Liaison
1	Lead Custodian I
1	Lead Custodian II
1	Office Assistant I
3	Office Assistant II
4	Office Assistant III
16	Parent Education Specialist
1	Site Computer Support Tech
1	Testing Specialist I
1	Testing Specialist II
2	Translators
Limited Term – Substitute	
2	Cafeteria Assistant
2	Custodian I
2	Health Services Assistant
1	Human Resources Technician
1	Instructional Assistant I
2	Instructional Assistant II
4	Instructional Assistant – Migrant Children Center
1	Office Assistant III
1	Theater Systems Technician
1	Workers Compensation Coordinator
Exempt	
6	Childcare

2	Migrant OWE
1	PUPILS
2	Safety Monitor
4	Spectra Artist
4	Student Helper
9	Workability
4	Yard Duty Supervisor
Provisional	
1	Administrative Secretary II



March 23, 2011
REGULAR BOARD MEETING
UNADOPTED MINUTES
CLOSED SESSION – 6:00 p.m. – 7:00 p.m.
PUBLIC SESSION – 7:00 p.m.
DISTRICT OFFICE
BOARDROOM
292 Green Valley Road
Watsonville, CA 95076

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

1.1 Call to Order

President Yahiro called the meeting of the Board to order at 6:04 pm at 292 Green Valley Road, Watsonville, CA.

1.2 Public comments on closed session agenda.

None.

2.0 CLOSED SESSION (AND AFTER REGULAR SESSION IF NECESSARY)

2.1 Public Employee Appointment/Employment, Government Code Section 54957

a. Certificated Employees

b. Classified Employees

New Hires – 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	
<i>1</i>	<i>Behavior Technician</i>
<i>1</i>	<i>Bus Driver</i>
<i>1</i>	<i>Cafeteria Assistant</i>
<i>1</i>	<i>Office Assistant II</i>
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

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.

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

3.1 Pledge of Allegiance

Trustee Nichols led the Board in the Pledge of Allegiance.

3.2 Welcome by Board President

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

3.3 Student Recognition

Trustees, administrators, teachers, staff, family and friends recognized the following students:

- *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

2.1 Public Employee Appointment/Employment, Government Code Section 54957

a. Certificated Employees

Trustee Nichols moved to approve the certificated employee report with the following changes: removal of 2 Program Directors (under Administrative Appointments). Trustee Keegan seconded the motion. The motion passed 6/0/1 (De Rose abstained).

b. Classified Employees

Trustee Nichols moved to approve the classified employee report with the following changes: 4 Retirements (1 Behavior Technician, 1 Bus Driver, 1 Cafeteria Assistant, and 1 Office Assistant II). Trustee Keegan seconded the motion. The motion passed 6/0/1 (De Rose abstained).

2.9 7 Expulsions

Action on Expulsions:

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

10-11-067

Trustee Keegan seconded the motion. The motion passed 6/0/1 (De Rose abstained).

Trustee Osmundson moved to approve the District Administration recommendation with the correction of administrator name on page 1, paragraph 2, for the following expulsion case:

10-11-068

Trustee Keegan seconded the motion. The motion passed 6/0/1 (De Rose abstained).

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

10-11-070

Trustee Keegan seconded the motion. The motion passed 6/0/1 (De Rose abstained).

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

10-11-079

Trustee Keegan seconded the motion. The motion passed 6/0/1 (De Rose abstained).

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

10-11-094

Trustee Keegan seconded the motion. The motion passed 6/0/1 (De Rose abstained).

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

10-11-097

Trustee Keegan seconded the motion. The motion passed 6/0/1 (De Rose abstained).

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

10-11-099

Trustee Keegan seconded the motion. The motion passed 6/0/1 (De Rose abstained).

5.0 APPROVAL OF THE AGENDA

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

6.0 APPROVAL OF MINUTES

a) March 9, 2011

Trustee Nichols moved to approve the minutes for March 9, 2011. Trustee De Rose seconded the motion. The motion passed 6/0/1 (Keegan abstained).

b) March 16, 2011, Study Session, Migrant & Seasonal Head Start

Trustee Nichols moved to approve the minutes for the study session of March 16, 2011. Trustee De Rose seconded the motion. The motion passed 6/0/1 (Yahiro abstained).

7.0 HIGH SCHOOL STUDENTS BOARD REPRESENTATIVES REPORT

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

8.0 VISITOR NON-AGENDA ITEMS

Rhea De Hart, community member, spoke as Chair of the Watsonville/Aptos Adult Education, and read a letter from Nancy Adams of Adult Ed., addressing the classes she offers on birding and the impact that this class has had in this community.

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

Sylvia Mendez, principal, thanked the board for the courage in making hard decisions regarding budget cuts. She noted that the tax extension is still unlikely and that unions should consider revisiting benefits to offer opportunities to increase employee salaries; the increasing cost of benefits does not allow for much needed salary increases.

Briton Carr, CSEA, announced that he has submitted his resignation as CSEA president due to having received a layoff notice. Leticia Oropeza, union's Vice President, will be taking the position of president. He thanked the board and the administration for their work.

Francisco Rodriguez, PVFT president, reported that the California Federation of Teachers had its annual convention and a resolution regarding the upcoming elections was adopted, noting the union's concern for tax extension on a population that is not able to afford it. He noted that the union needs the opportunity to negotiate the upcoming year's calendar after the first reading is adopted this evening.

10.0 CONSENT AGENDA

Trustee Keegan moved to approve the consent agenda with special recognition to those who contributed to the On the Same Page event. Trustee De Rose seconded the motion. The motion passed unanimously.

10.1 Purchase Orders March 3 - 16, 2011.

10.2 Warrants March 3 - 16, 2011.

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.

11.0 DEFERRED CONSENT ITEMS

None.

12.0 REPORT AND DISCUSSION ITEMS

12.1 Report and discussion on Charter Schools.

Report by Charter School Principals.

Principals Bruce White of AVCI, Michael Jones of Alianza, Tom Brown of Ceiba, Robin Higbee of Linscott, Suzanne Smith of Pacific Coast Charter School, and Trish Hucklebridge of WCSA, reported on their school's mission, vision, goals, test results and on improvement actions. They commented on the uniqueness of their program and how their students benefit from what they offer.

Board participated with comments and questions.

12.2 Report and discussion on School Partnerships.

Report by Murry Schekman, Assistant Superintendent.

Murry Schekman, spoke briefly about how the partnerships benefit our schools and the community.

Nancy Bilicich commented on the Adopt a School program and the reciprocal benefit for students and community as they partner in projects.

Also present were Theo Wierdsman of the Pajaro Valley Chamber of Commerce, Tila Guerrero of MasMac (McDonald's), and Terry Medina and Ron Kinninger of Watsonville Rotary, were present and spoke of their partnership with the particular schools they support.

Sylvia Mendez spoke about the Principal for a Day event that is promoted by the Chamber of Commerce. Daniel Dodge, Mayor, participated in this event at Ann Soldo School.

Board participated with comments and questions and thanked the partners for their commitment to supporting students.

President Yahiro called for a five minute break.

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.

Dorma Baker noted that PVUSD has an effective MHS program that is a model for the nation. The item is about shared governance and noted that this practice has been happening with the Board for a long time. It is not in writing but the process is in place. She explained the shared governance practice and how it would look like. She presented the two options/roles that are available for the board: Option 1: Board assumes direct responsibility for establishment and ongoing implementation of shared governance system; Option 2: Board retains full responsibility but selects and Advisory Panel model to assist with shared-governance functions.

Board participated with comments and questions.

Trustee De Rose moved to approve Option 1. Trustee Keegan seconded the motion.

The board participated with additional questions and comments.

The motion passed unanimously.

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.

Brett offered a brief background on Proposition 39's element that allows districts to provide adequate facilities to charter schools to serve students within the district. Ceiba submitted their facility request in November as they are expanding to include 9th grade in August. Districts are under the obligation to provide facilities for the expansion. At this point, the district is not able to offer contiguous space in the Porter Building, a building on lease from the City until 2013. However, up to three portables near Watsonville High have been identified to house 9th grade students for one school year (2011-12) and the district made a preliminary offer to Ceiba.

Public comment:

Rhea De Hart, community member, supports the charge of charter schools and spoke about the history of Ceiba and its success.

Board participated with comments and questions.

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

Board continued with comments and questions.

The motion passed unanimously.

Trustee Keegan moved to continue the meeting until 11 pm. Trustee De Serpa seconded the motion. The motion passed unanimously.

13.3 Report, discussion and possible action to Approve Calendar for 2011-12. First Reading.
Report by Albert Roman, Assistant Superintendent, Human Resources.

Albert Roman noted that this is the first reading for the proposed calendar for next year. He noted that the committee for the development of the calendar was very well rounded with representation from various stakeholders and they worked in the best interest of the students. He commented on how certain decisions were made, including the consideration of furlough days, spring break, and a three-week winter break. The union will need to ratify the calendar after this first reading and then bring back to the board for a final approval.

Trustee Nichols moved to approve the first reading of this calendar. Trustee De Rose seconded the motion.

The board participated with additional questions.

The motion passed unanimously.

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.

Albert Roman explained that the district needed to update its UCP as a requirement by the Categorical Program Monitoring (CPM). The only change to the policy is the inclusion of contact information when filing a complaint.

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

13.5 Report, discussion and possible action to approve Uniform Complaint Procedures Brochure.

Report by Albert Roman, Assistant Superintendent, Human Resources.

Albert Roman noted that the brochure includes minor revisions to be in compliance with current law and to meet the CPM compliance requirements.

Trustee Keegan moved to approve this item. Trustee Nichols seconded the motion and requested that the number '1' preceding the area code on the listed phone number be removed. The motion passed unanimously.

13.6 Report, discussion and possible action to approve Williams Complaint Classroom Notices.
Report by Albert Roman, Assistant Superintendent, Human Resources.

Albert Roman noted that this form is to be posted in all classrooms in all schools. The High School notice includes a section on the California High School Exit Exam. All notices are also in Spanish.

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

13.7 Report, discussion and possible action to approve Williams Complaint Procedure Forms.
Report by Albert Roman, Assistant Superintendent, Human Resources.

Albert Roman explained that this is the form that needs to be completed when filing a Williams complaint.

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

14.0 GOVERNING BOARD AND SUPERINTENDENT COMMENTS/REPORTS

Dorma Baker reported on the Governance Training from CSBA. Dates for training are March 31 and one in May. She asked board members to let the office of the Superintendent know if they are interested in attending.

15.0 UPCOMING BOARD MEETINGS/REMAINING BOARD MEETINGS FOR 2011

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		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

There being no further business to discuss, the meeting of the Board was adjourned at 10:37 pm.

Dorma Baker, Superintendent

PAJARO VALLEY UNIFIED SCHOOL DISTRICT



Board Agenda Backup

Item No: 8.1

Date: April 13, 2011

Item: Positive Program Report on Student-Created Book

Overview: E.A. Hall Middle School Teacher, Mr. Neil Cannon and students will proudly display their student authored book. The very professional publication is a result of some excellent teamwork with the staff and the dedicated writing of the E.A. Hall students! Two students will read from their publication in presenting their book with the Board of Trustees.

Recommendation: Report item only.

Budget Considerations:

Funding Source: N/A

Budgeted: Yes: ☐ No: ☐

Amount: \$ N/A

Prepared By: Murry Schekman, Assistant Superintendent

Superintendent's Signature: _____

PAJARO VALLEY UNIFIED SCHOOL DISTRICT



Board Agenda Backup

Item No: 11.3

Date:	April 13, 2011
Item:	Approve with Gratitude Gift of \$1,000 from William and Jennifer Parkin for Mar Vista Elementary School.
Overview:	The Board acknowledges and recognizes the generosity of community members. Their commitment to education is evident through their contribution.
Recommendation:	Approve with gratitude the gift.

Prepared By: Dorma Baker, Superintendent

Superintendent's Signature:

Dorma Baker



Mar Vista School

6860 Soquel Drive, Aptos, CA 95003
Principal, Christopher Hertz
Academic Coordinator, Francine Holland
831 761-6177

Re: Gift of \$1,000 / Thank you / PVUSD Tax ID 77 037 55 41

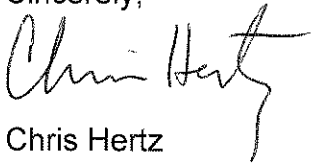
9/15/10

William & Jennifer Parkin
7347 Viewpoint Rd
Aptos, Ca
95003

Dear William & Jennifer,

Thank you for your recent donation of \$1,000 to Mar Vista Elementary. The gift has allowed us to purchase an additional laptop computer and furthered our goal of making sure all teachers have a laptop. On behalf of the Mar Vista Elementary staff, thank you so much.

Sincerely,



Chris Hertz

Cc: Alicia Jimenez, Administrative Assistant to the Superintendent

PAJARO VALLEY UNIFIED SCHOOL DISTRICT



Board Agenda Backup

Item No: 11.4

Date:	April 13, 2011
Item:	Approve with Gratitude Following Sponsorship/Donations for the Annual Parent Conference, <i>Keeping the Connection</i>: Santa Cruz County Office of Education; Student Services – Family Literacy Grant; First Five of Santa Cruz County; Healthy Start; Pajaro Valley Prevention and Student Assistance; Migrant Education; City of Watsonville; Santa Cruz Roasting Company – Coffee and Supplies; Watsonville Coast Produce; and Willie Yahiro
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

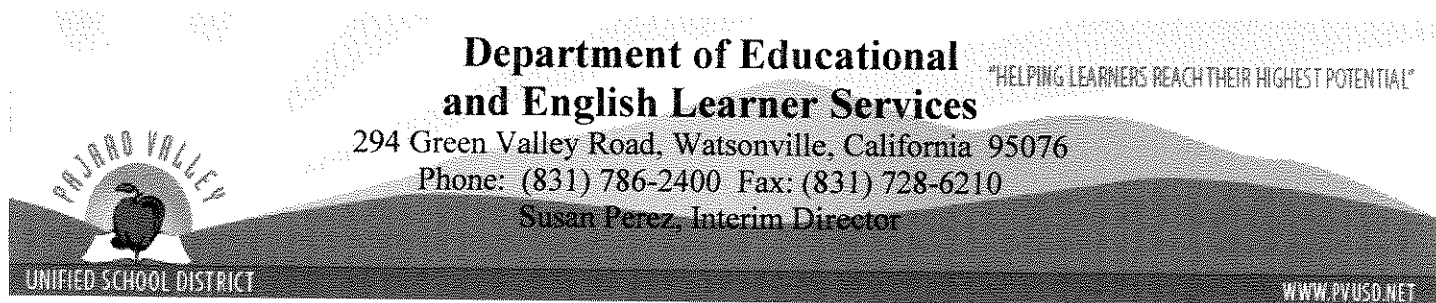


2011 PVUSD Parent Conference
KEEPING THE CONNECTION
2/26/11



Donations and Co Sponsors

	Donation/Association	Cost
Co Sponsors	Santa Cruz County Office of Education	\$2,000
	Student Services- Family Literacy Grant	\$1000
	First Five of Santa Cruz County	\$300
	Healthy Start	\$400
	PVPSA	\$900
	Migrant Education, MEES Program	\$983
Donations	City of Watsonville- tables	\$290
	Santa Cruz Roasting Company-coffee and supplies	\$66
	Watsonville Coast Produce-fruit	\$40
	Willie Yahiro-donation (pending)	\$100
Total:		\$6,079



March 7, 2011

Theresa Rouse
Santa Cruz County Office of Education
400 Encinal St.
Santa Cruz CA 95060

Dear Theresa,

On behalf of the Pajaro Valley Unified School District, specifically the department of Educational and English Learner Services, I'd like to thank you for your contribution towards the PVUSD annual Parent Conference: "Keeping the Connection", which occurred on Saturday, February 26, 2011.

Your kind donation made it possible for us to offer our local parents the best possible program on that day. This year we welcomed approximately 400 participants and the conference evaluations reveal that parents found this event to be very educational.

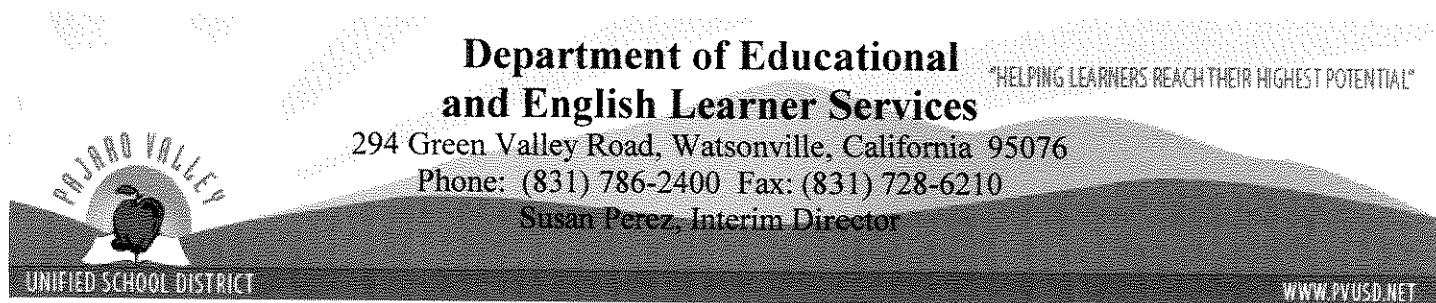
Fortunately, during this time of diminishing school funding, we can count on our community friends and supporters to maintain our efforts in providing this opportunity for local parents and community members.

On behalf of our department please accept this certificate of appreciation and our most sincere gratitude for your support.

Sincerely,

Ruby A. Vásquez, Conference Coordinator
Parent Education Trainer
Department of Educational & EL Services

cc: Pajaro Valley Unified School District Board of Trustees
Dorma Baker, Superintendent
Susan Perez, Interim Director, Educational & EL Services



March 10, 2011

Teresa Rodriguez
PVUSD Student Service, Family Literacy Grant
294 Green Valley Rd.
Watsonville CA 95076

Dear Teresa,

On behalf of the Department of Educational and English Learner Services, I'd like to thank you for your contribution towards the PVUSD annual Parent Conference: "Keeping the Connection", which occurred on Saturday, February 26, 2011.

Your contribution made it possible for us to offer our local parents the best possible program on that day; by offering the first 100 participants to arrive a free book titled, 3 Cups/Tres Tazas. This year we welcomed approximately 400 participants and the conference evaluations reveal that parents found the conference to be very educational, thanks to your support.

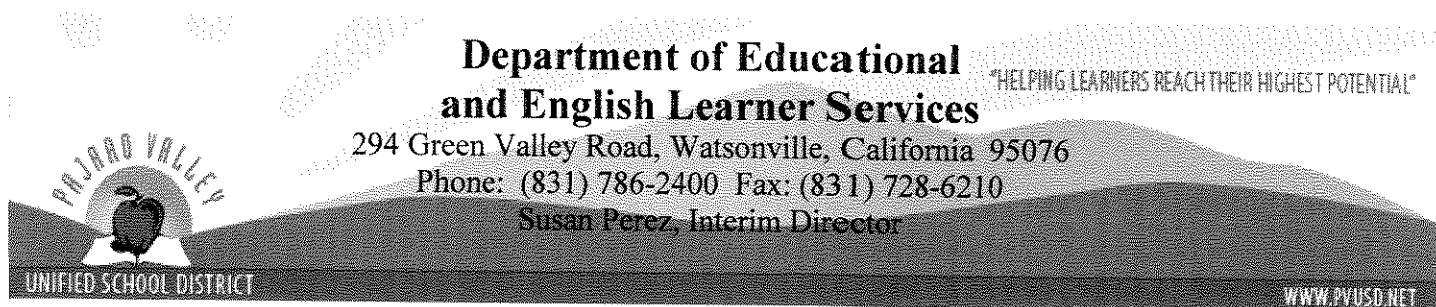
Fortunately, during this time of diminishing school funding, we can count on our educational partners to maintain our efforts in providing this opportunity for local parents and community members. I hope we can continue this collaboration.

On behalf of our department please accept our most sincere gratitude for your support.

Sincerely,

Ruby A. Vásquez, Conference Coordinator
Parent Education Trainer
Department of Educational & EL Services

cc: Pajaro Valley Unified School District Board of Trustees
Dorma Baker, Superintendent
Susan Perez, Interim Director, Educational & EL Services



March 7, 2011

Stephanie Bluford
First 5 of Santa Cruz County
PO Box 1457
Capitola CA 95010

Dear Stephanie,

On behalf of the Pajaro Valley Unified School District, specifically the department of Educational and English Learner Services, I'd like to thank First 5 for their contribution towards the PVUSD annual Parent Conference: "Keeping the Connection", which occurred on Saturday, February 26, 2011.

Your kind donation made it possible for us to offer our local parents the best possible program on that day. This year we welcomed approximately 400 participants and the conference evaluations reveal that parents found this event to be very educational.

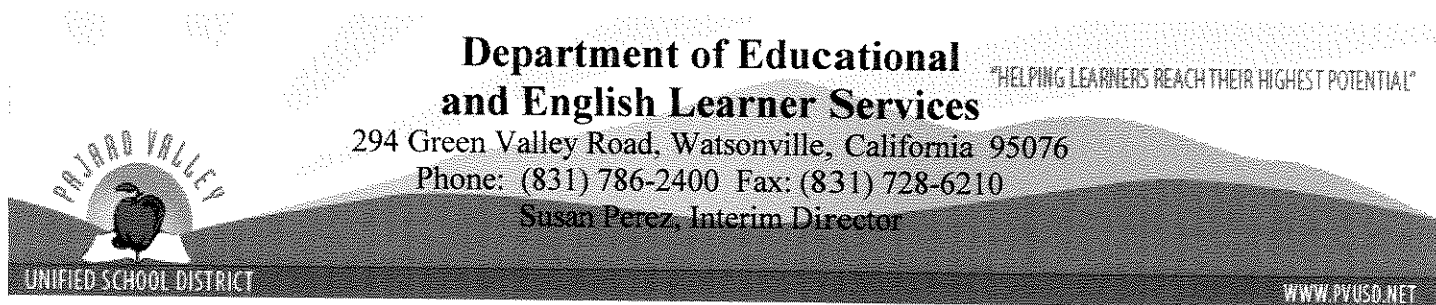
Fortunately, during this time of diminishing school funding, we can count on our community friends and supporters to maintain our efforts in providing this opportunity for local parents and community members. I hope we can continue this collaboration.

On behalf of our department please accept this certificate of appreciation and our most sincere gratitude for your support.

Sincerely,

Ruby A. Vásquez, Conference Coordinator
Parent Education Trainer
Department of Educational & EL Services

cc: Pajaro Valley Unified School District Board of Trustees
Dorma Baker, Superintendent
Susan Perez, Interim Director, Educational & EL Services



March 7, 2011

Rich Puente
Healthy Start Program
PVUSD 294 Green Valley Rd.
Watsonville CA 95076

Dear Rich,

On behalf of the department of Educational and English Learner Services, I'd like to thank you for your support towards the PVUSD annual Parent Conference: "Keeping the Connection", which occurred on Saturday, February 26, 2011.

Your contribution made it possible for us to offer our local parents the best possible program on that day. This year we welcomed approximately 400 participants and the conference evaluations reveal that parents found this event to be very educational.

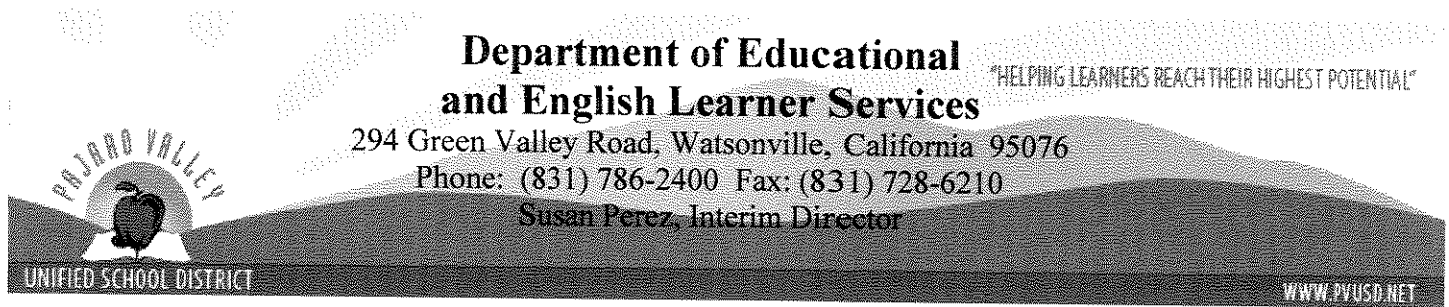
Fortunately, during this time of diminishing school funding, we can count on our educational partners to maintain our efforts in providing this opportunity for local parents and community members. I hope we can continue this collaboration.

On behalf of our department please accept this certificate of appreciation and our most sincere gratitude for your support.

Sincerely,

Ruby A. Vásquez, Conference Coordinator
Parent Education Trainer
Department of Educational & EL Services

cc: Pajaro Valley Unified School District Board of Trustees
Dorma Baker, Superintendent
Susan Perez, Interim Director, Educational & EL Services



March 7, 2011

Sara Anderson
PVPSA
335 East Lake Ave.
Watsonville CA 95076

Dear Sara,

On behalf of the Pajaro Valley Unified School District, specifically the department of Educational and English Learner Services, I'd like to thank you for your contribution towards the PVUSD annual Parent Conference: "Keeping the Connection", which occurred on Saturday, February 26, 2011.

Your kind donation made it possible for us to offer our local parents the best possible program on that day. This year we welcomed approximately 400 participants and the conference evaluations reveal that parents found this event to be very educational.

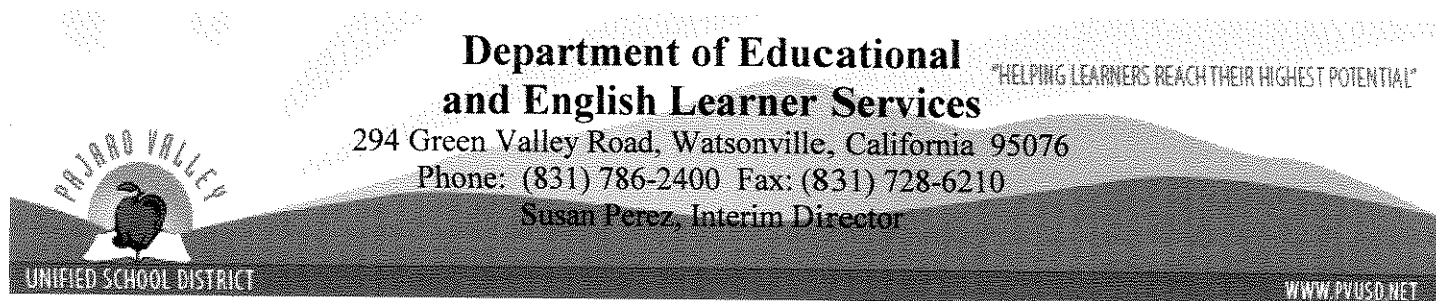
Fortunately, during this time of diminishing school funding, we can count on our community friends and supporters to maintain our efforts in providing this opportunity for local parents and community members. I hope we can continue this collaboration.

On behalf of our department please accept this certificate of appreciation and our most sincere gratitude for your support.

Sincerely,

Ruby A. Vásquez, Conference Coordinator
Parent Education Trainer
Department of Educational & EL Services

cc: Pajaro Valley Unified School District Board of Trustees
Dorma Baker, Superintendent
Susan Perez, Interim Director, Educational & EL Services



March 7, 2011

Faris Sabbah
MEES Program
PVUSD 294 Green Valley Rd.
Watsonville CA 95076

Dear Faris,

On behalf of the Pajaro Valley Unified School District, specifically the department of Educational and English Learner Services, I'd like to thank you for your support towards the PVUSD annual Parent Conference: "Keeping the Connection", which occurred on Saturday, February 26, 2011.

Your contribution made it possible for MEES to offer a quality childcare component, which allowed families with children, to attend the conference. This year we welcomed approximately 400 participants and the conference evaluations reveal that parents found this event to be very educational.

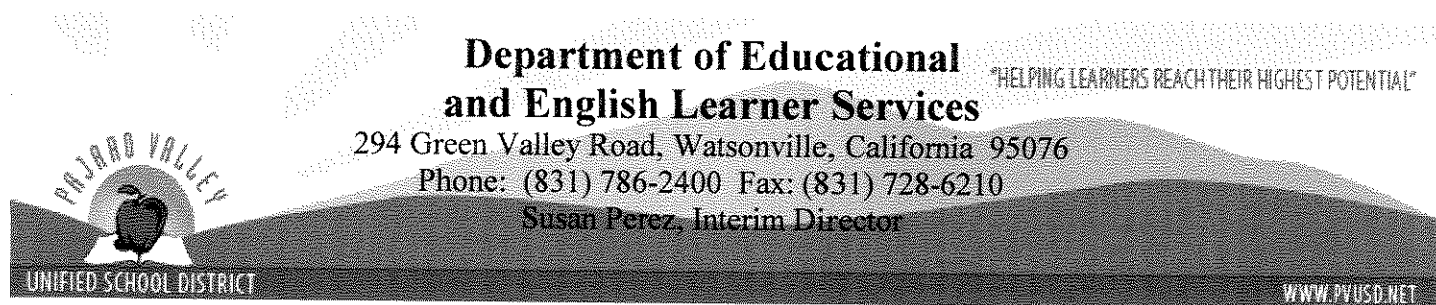
Fortunately, during this time of diminishing school funding, we can count on our educational partners to maintain our efforts in providing this opportunity for local parents and community members. I hope we can continue this collaboration.

On behalf of our department please accept this certificate of appreciation and our most sincere gratitude for your support.

Sincerely,

Ruby A. Vásquez, Conference Coordinator
Parent Education Trainer
Department of Educational & EL Services

cc: Pajaro Valley Unified School District Board of Trustees
Dorma Baker, Superintendent
Susan Perez, Interim Director, Educational & EL Services



March 9, 2011

Desiree Moya
Parks & Community Services, City of Watsonville
PO Box 50000
Watsonville, CA 95076

Dear Desiree,

On behalf of the Pajaro Valley Unified School District, specifically the department of Educational and English Learner Services, I'd like to thank you for your contribution towards the PVUSD annual Parent Conference: "Keeping the Connection" which occurred on Saturday, February 26, 2011.

The use of the tables that we borrowed from the City allowed us to provide enough sitting and eating space for those who attended.

This year we welcomed approximately 400 participants and we were able to accommodate them well with the use of the tables from the Vets Hall.

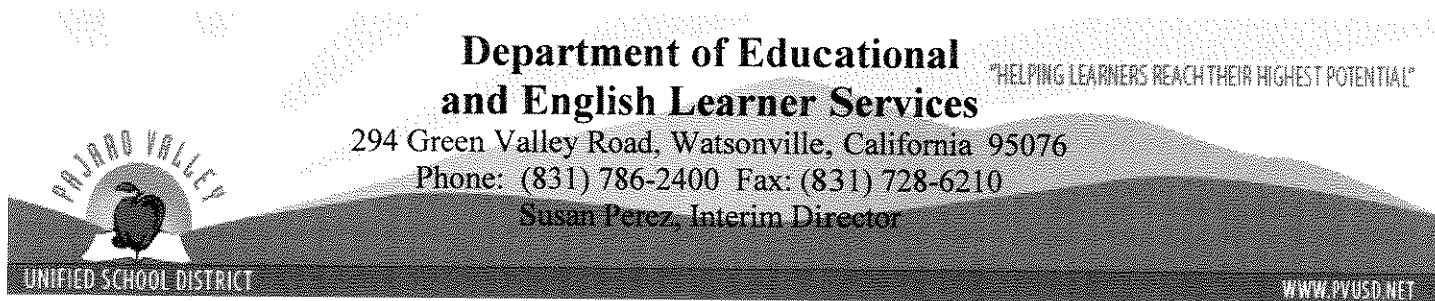
Fortunately, during this time of diminishing school funding, we can count on our community friends and supporters to maintain our efforts in providing this educational opportunity for local parents and community.

On behalf of our department please accept this certificate of appreciation and our most sincere gratitude for your support.

Sincerely,

Ruby A. Vásquez, Conference Coordinator
Parent Education Trainer
Department of Educational & EL Services

cc: Pajaro Valley Unified School District Board of Trustees
Dorma Baker, Superintendent
Susan Perez, Interim director, Educational & EL Services



March 7, 2011

Santa Cruz Coffee Roasting Co.
P.O Box 2427
Watsonville, CA 95077

Dear Santa Cruz Coffee Roasting Company,

On behalf of the Pajaro Valley Unified School District, specifically the department of Educational and English Learner Services, I'd like to thank you for your kind donation towards the PVUSD annual Parent Conference: "Keeping the Connection" which occurred on Saturday, February 26, 2011.

Over the years your kind donation has made it possible for parents to enjoy a hot cup of coffee, as they arrive in the early morning hours. This year we welcomed approximately 400 participants and all coffee and coffee supplies that your business provided were all used.

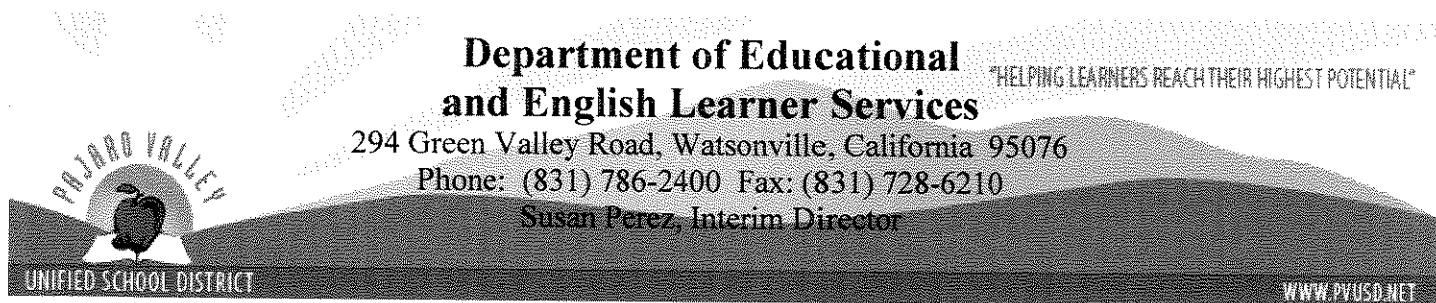
Fortunately, during this time of diminishing school funding, we can count on our community friends and supporters to maintain our efforts in providing this educational opportunity for local parents and community.

On behalf of our department please accept this certificate of appreciation and our most sincere gratitude for your support.

Sincerely,

Ruby A. Vásquez, Conference Coordinator
Parent Education Trainer
Department of Educational & EL Services

cc: Pajaro Valley Unified School District Board of Trustees
Dorma Baker, Superintendent
Susan Perez, Interim director, Educational & EL Services



March 7, 2011

Mr. Jose Casillas
El Valle Produce
530 Walker St.
Watsonville, CA 95076

Dear Watsonville Produce,

On behalf of the Pajaro Valley Unified School District, specifically the department of Educational and English Learner Services, I'd like to thank you for your kind donation towards the PVUSD annual Parent Conference: "Keeping the Connection" which occurred on Saturday, February 26, 2011.

Your kind donation made it possible for parents to enjoy fresh fruit as they arrived in the morning. This year we welcomed approximately 400 participants and the fruit was very much appreciated.

Fortunately, during this time of diminishing school funding, we can count on our community friends and supporters to maintain our efforts in providing this educational opportunity for local parents and community.

On behalf of our department please accept this certificate of appreciation and our most sincere gratitude for your support.

Sincerely,

Ruby A. Vásquez, Conference Coordinator
Parent Education Trainer
Department of Educational & EL Services

cc: Pajaro Valley Unified School District Board of Trustees
Dorma Baker, Superintendent
Susan Perez, Interim director, Educational & EL Services



PAJARO VALLEY UNIFIED SCHOOL DISTRICT

Board Agenda Backup

Item No: 11.5

Date: April 13, 2011

Item: Williams Uniform Complaint Quarterly Report
(January, February, March 2011)

Overview and Rationale: All school districts have been required to adopt a complaint system as a part of the Williams Settlement.

On a quarterly basis, Williams' complaints must be reported to the board and the county superintendent. The report must include the number and types of complaints received and how they were corrected.

During this quarter, one William's Uniform Complaint regarding facilities was received. The complaint was regarding insufficient lighting in the parking lots on the Rolling Hills Middle School Campus. This complaint was promptly investigated by the district's Chief Business Officer (CBO) and staff in the Maintenance, Operations, and Facilities Department. Staff promptly replaced broken lights and added several additional lights on the entire school campus. A notice of work completion was sent to the individual from the CBO (attached). The individual sent an email to the CBO indicating that she was satisfied with the work performed by district staff (attached). The matter has been successfully closed.

Recommendation: Approve Williams Quarterly Report as Submitted.

Budget Considerations:

Funding Source:

Budgeted:

Amount:

Prepared By: Albert Roman, Assistant Superintendent, HR

Superintendent's Signature:

**QUARTERLY DISTRICT STATUS REPORT OF UNIFORM COMPLAINTS
TO THE COUNTY SUPERINTENDENT OF SCHOOLS
QUARTER ENDED MARCH 2011**

DISTRICT: Pajaro Valley Unified School District Date Reported to District Governing Board: April 13, 2011

I. INSTRUCTIONAL MATERIALS

A) Insufficient text books or instructional materials in classroom:

# of Complaints	# of Complaints Resolved	# of Complaints Unresolved*
0		

- Explanation: _____

B) Insufficient textbooks or instructional materials to take home:

# of Complaints	# of Complaints Resolved	# of Complaints Unresolved*
0		

- Explanation: _____

C) Textbooks or instructional materials in poor or unusable condition:

# of Complaints	# of Complaints Resolved	# of Complaints Unresolved*
0		

- Explanation: _____

II. TEACHER VACANCY OR MISASSIGNMENT

A) No assigned certified teacher at beginning of semester:

# of Complaints	# of Complaints Resolved	# of Complaints Unresolved*
0		

- Explanation: _____

B) Teacher lacking credentials or training to teach English Language Learners (ELL) with
More than 20% ELL in class:

# of Complaints	# of Complaints Resolved	# of Complaints Unresolved*
0		

- Explanation: _____

D) Teacher instructing class lacking subject matter competency:

# of Complaints	# of Complaints Resolved	# of Complaints Unresolved*
0		

- Explanation: _____

III. FACILITIES

A) Conditions pose an emergency or urgent threat to the health or safety of students/staff:

# of Complaints	# of Complaints Resolved	# of Complaints Unresolved*
1	1	0

Explanation: During this quarter, one William's Uniform Complaint regarding facilities was received. The complaint was regarding insufficient lighting in the parking lots on the Rolling Hills Middle School Campus. This complaint was promptly investigated by the district's Chief Business Officer (CBO) and staff in the Maintenance, Operations, and Facilities Department. Staff promptly replaced broken lights and added several additional lights on the entire school campus. The matter has been successfully closed.

WILLIAMS COMPLAINT FORM

(Uniform Complaint Procedures for California Education Code Section 35186 Complaints)

Anyone may use this form to file a complaint regarding one or more of the following problems: (1) insufficient instructional materials; (2) an unsafe or unhealthy school facility condition; (3) a teacher vacancy or misassignment, and/or (4) a restroom that is closed, not fully operational, or not cleaned, maintained, or stocked regularly. After completing this form, file it with the School Principal. If the Principal does not have sufficient authority to fix the problem, he or she will forward this form to the appropriate school district official for resolution.

► Do you want to receive a written response describing how the problem was fixed?

☒ Yes, I request a written response.

Name: Denise Fischer

Address: 6014 Washington St.

City, State, and Zip Code: Los Angeles, CA 95076

Phone Number (optional): _____

☐ No, I do not request a written response. I am filing this complaint anonymously.

► I request immediate action to correct the following problem(s): *Please check all that apply and provide supporting details (attach additional pages if needed).*

I. Textbooks and Instructional Materials:

- ☐ A student does not have required textbooks or instructional materials to use in class.
- ☐ A student does not have textbooks or instructional materials to use at home or after school.
- ☐ Textbooks or instructional materials are in poor or unusable condition, are missing pages, or are unreadable due to damage.
- ☐ Because of a shortage of textbooks or materials, a student was given photocopied sheets from only a portion of a textbook or instructional materials.

Description of the problem: include (1) the names of the textbook(s)/materials that are missing or damaged, (2) the course/grade level and (3) the teacher's name. _____

II. Teacher Vacancy or Misassignment:

- ☐ A class has not been assigned a permanent teacher within the first 20 working days of the semester.
- ☐ A teacher is assigned to teach a class for which the teacher lacks the appropriate subject matter credential or authorization.
- ☐ A teacher is assigned to teach a class in which more than 20% of the students are English learners and the teacher lacks the proper credentials or training to teach English learners.

Description of the problem: include (1) the course or grade level and (2) the teacher's full name. _____

III. School Building and Facility Conditions:

- ☒ A school building, building system, or part of the school grounds is in a condition that poses a threat to the health and safety of students, teachers, or school employees (for example, the heating, ventilation, fire sprinkler, or AC system doesn't work; the school is infested with rats or other pests; windows are broken or exterior gates will not lock and pose a security risk; or a damaged building or structure creates a potential health or safety hazard).

Description of the problem: include (1) the condition, (2) where it is located, and (3) how it poses a threat to health or safety.

Outdoor lights are out near rear parking lot. Very dangerous for after school students and staff. It is almost pitch black.

IV. Restrooms:

- ☐ A restroom is not fully operational, maintained and cleaned regularly, and stocked at all times with toilet paper, soap, and paper towels or functional hand dryers.
- ☐ The school is not keeping all restrooms open during school hours when pupils are not in classes.
- ☐ The school is not keeping a sufficient number of restrooms open during school hours when pupils are in classes.

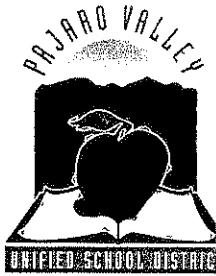
Description of the problem: include location of the restroom. _____

► **IMPORTANT:** I am mailing hand-delivering (circle one) this form on 12/10/10 (date) to

Principal Pick It (name) at Rolling Hills Middle School (school name & address).

Please make and keep a copy of this completed form for your records.

For more information, visit www.deccschools.org or call toll-free 1-877-532-2533. Form updated Feb. 25, 2008.



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

January 18, 2011

Denise Fisher
614 Washington Street
Watsonville, CA 95076

**RE: Williams Uniform Complaint: Parking lot lighting at Rolling Hills Middle School
Filed December 10, 2010 at the school site**

Dear Ms. Fisher:

This letter is in response to your William Uniform Complaint regarding insufficient lighting in the parking lots (specifically the rear lot) on the Rolling Hills Middle School campus. My office received a copy of your complaint on January 14.

Upon receipt of your complaint, my office promptly informed the district's Maintenance and Operations Department. District staff was immediately dispatched to the site in the evening hours to investigate. After initial investigation, both district electricians were immediately reassigned from other projects to focus on this matter. I have been informed by the Director of Maintenance and Operations that both electricians have begun work to check and repair as necessary all outside lights on site. Additional lighting will be added to the rear parking lot area as needed.

We estimate that these checks and repairs should be completed by Friday, January 21. My office will check the status of this project on that date. I encourage you to contact me directly on this matter to verify that the work has been completed. I can be reached at either brett_mcfadden@pvusd.net or 831-786-2140.

I look forward to hearing from you on this matter.

Sincerely,

Brett W. McFadden
Chief Business Officer

cc: Rick Ito, Principal Rolling Hills Middle School
Murry Schekman, Assistant Superintendent
Rick Mullikin, Director of Maintenance/Operations/Facilities
Kathy Fuentes, Administrative Assistant to the CBO

February 7, 2011

Denise Fisher
614 Washington Street
Watsonville, CA 95076

**RE: Follow up on Williams Uniform Complaint
Parking lot lighting at Rolling Hills Middle School**

Dear Ms. Fisher:

This letter is to follow up on your William Uniform Complaint regarding insufficient lighting in the parking lots (specifically the rear lot) on the Rolling Hills Middle School campus. My office received a copy of your original complaint on January 14 and I respond via letter shortly thereafter that district staff had begun repairs promptly.

I am happy to report that the district's Maintenance and Operation Department has successfully completed the repairs to the outdoor and parking lot lighting on the campus. These repairs were completed and reviewed at the end of January, 2010. In addition, my staff installed additional lighting in areas where they believed additional illumination would be beneficial to staff, parents, and students.

Thank you for your patience and assistance with this matter. I welcome the opportunity to discuss this matter further and provide additional information. I can be reached at either brett_mcfadden@pvusd.net or 831-786-2140.

Sincerely,

Brett W. McFadden
Chief Business Officer

cc: Rick Ito, Principal Rolling Hills Middle School
Murry Schekman, Assistant Superintendent
Rick Mullikin, Director of Maintenance/Operations/Facilities
Kathy Fuentes, Administrative Assistant to the CBO
Members, Board of Trustees

McFadden, Brett

From: McFadden, Brett
Sent: Thursday, March 31, 2011 12:21 PM
To: 'dfischer@elgatito.com'
Subject: RE: Williams Complaint 12/10/10

I'm happy we were able to complete this on time and that it is working well.

Take care,

Brett McFadden, CBO

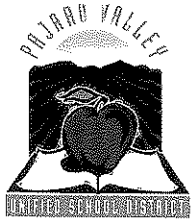
-----Original Message-----

From: dfischer@elgatito.com [<mailto:dfischer@elgatito.com>]
Sent: Wednesday, March 30, 2011 5:18 PM
To: McFadden, Brett
Subject: Williams Complaint 12/10/10

Mr. McFadden,

Thank you for your prompt attention to the matter of no lights at the back of Rolling Hills Middle School. The additional lights were working by Friday, January 21. It is much safer for students now.

Denise Fischer



Board Agenda Backup

Item No: 11.6

Date: April 13, 2011

Item: CAHSEE Passage Waiver
English Language Arts (AHS 10-11-21)

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

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

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

Recommendation: Approve

Budget Considerations: None

Funding Source:

Budgeted: Yes: ☐

No: ☐

Amount: \$

Prepared By: Dee Teutschel, Program Director Special Services

Superintendent's Signature:

Donna Bol

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Date: 03/16/11

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: 3/18/11

I request that my child, _____ who was tested with a modification and earned the equivalent of a passing score on 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: 3/18/11

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 _____ 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 on 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. Student has delays in auditory processing and working memory skills which impact her performance in reading comprehension and spelling skills. She also displays significant attentional difficulties.
 - 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): Test directions/questions were read aloud to the student and the ELA testing was given over two days.
 - c. State the rationale for applying the modification(s) used to achieve an equivalent passing score on the CAHSEE for this student. Student's weaker comprehension skills impact her overall reading performance. Oral reading of directions and questions provides clarity of information which allows appropriate pacing of her test performance. The significant attentional difficulties cause the student to work impulsively which leads the student to errors and misunderstanding of a given text. Having the examiner present questions orally slows her performance, allows more focus and provides a clearer understanding for the student of what is being asked. Testing over two days helps the student focus and decreases fatigue.

- d. Describe the modification(s) that the student regularly uses in the classroom and on other assessments. Teachers have been provided with copies of the student's recommended accommodations, or modifications, as stated in her IEP. Directions and or questions for both class assignments and class tests are read aloud or verbally clarified for the student within her general education classes at her request or as determined beneficial by the classroom teacher.

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.*) Yes
3. An individual score report showing that my child has received the equivalent of a passing score on the CAHSEE while using a modification that fundamentally alters what the high school examination measures as determined by the State Board of Education. (*Attach a copy of the exit exam Student and Parent Report showing "equivalent of a passing score" in the English/language arts and/or the mathematics portion of the exam.*)

Certified by: _____

Principal's Signature

Date

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

Signature of Student's Special Education Teacher

Date

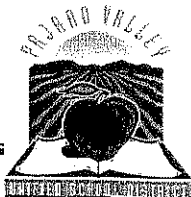
Print Name of Student's Special Education Teacher

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

Date

Printed Name of Student's Academic Counselor



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

Student _____

Date of Birth _____

IEP Meeting Date 9/30/10

SUPPLEMENTARY/SPECIALIZED SUPPORT

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

<input checked="" type="checkbox"/> Supports for school personnel	<input type="checkbox"/> Specialized aids/materials/equipment (Assistive Technology)
<input type="checkbox"/> Program modifications	<input type="checkbox"/> 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 - 8)
☐ No accommodations or modifications ☒ Accommodations (specify below) ☐ Modifications (specify below)
Flexible setting / extended time

☒ Math: (Gr. 2-11) ☐ Grade Exempt ☐ CST OR ☒ CMA (Criteria Met) (Gr. 3 - 7)
☐ No accommodations or modifications ☐ Accommodations (specify below) ☐ Modifications (specify below)
Flexible setting / extended time

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

☐ History/Social Science* ☐ Grade Exempt ☐ CST
☐ No accommodations or modifications ☐ Accommodations (specify below) ☐ Modifications (specify below)
Flexible time and extended time

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

☐ 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)
Extended time flexible setting, graphing, and calculator

*(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.

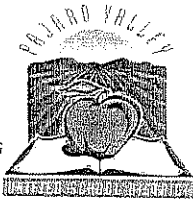
☐ Student is working towards a certificate and will be promoted based upon alternative curriculum standards and/or substantial progress towards goals.

CALIFORNIA HIGH SCHOOL EXIT EXAMINATION (CAHSEE)

☐ No accommodations or modifications ☐ Exempt due to eligibility for participation in CAPA

☒ Modifications (specify) test, read, calculator/directions ☐ Grade Exempt (below grade 10)

☐ Accommodations (specify) flex. set & ext 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

9/30/10

INSTRUCTIONAL ACCOMMODATIONS

Area of Difficulty	Accommodation	Responsible Agency/Personnel	Start Date
Attending Skills	Calculator, Extra Time: Assignments/Tests (1.5), Preferential Seating, Take Tests in Alternate Setting, Other: Graphic Organizers	District of Service/ RS	12/07/2009
Exp. Communication, Processing Speed	Extra Time: Assignments/Tests (2.0), Take Tests in Alternate Setting, Tests in Short Segments <i>Test directions read aloud, CAHSEE can be taken over 2 days with extra time</i>	District of Service/ RS	03/04/2010

ajaro Valley Unified School District

Aptos High School
"Home of the Mariners"
Date: 8/1/2007

uated:

is Of: 2011

School Name/Address

Aptos High School
100 Mariner Way
Aptos, CA 95003

Tel: (831)688-6565

Fax: (831)688-6430

Counselor: Anderson, B

SSID:

CrsID	Course Title	Mark	Credit	CrsID	Course Title	Mark	Credit	Credit Summary - High School			
Aptos High Summer School Grd 09 7/2006				Aptos High School Grd 11 12/2009				Subject Area	Req	Cmp	Def
1018	HSEE Language	B	2.500	6010	P Art 1	F	0.000	A English	40.00	44.30	
1018	HSEE Language	B	2.500	8008	English 3 (RSP)	C-	5.000	B Math	20.00	20.00	
2018	HSEE Math	B	2.500	2510	P Geometry	F	0.000	C Biological Science	10.00	10.00	
2018	HSEE Math	C	2.500	3110	Integrated Science NCP	D-	5.000	D Physical Science	10.00	10.00	
Crs Att: 10.000 Cmp: 10.000 Total GPA: 2.667				8454	Mathematics Support (R)	A	5.000	E Health	5.00	0.00	5.00
High School Transfer Building Grd 09 7/2007				7210	P US History	F	0.000	F Fine Arts / Foreign L	10.00	7.00	3.00
3210	P Biology	C	5.000	Crs Att: 30.000 Cmp: 15.000 Total GPA: 1.167				G Physical Education	20.00	20.00	
Crs Att: 5.000 Cmp: 5.000 Total GPA: 2.000				Renaissance Grd 11 6/2010				H Applied Arts	10.00	10.00	
Aptos High School Grd 09 12/2007				4610	N Adv PE	P	1.200	I World Civilization	10.00	12.20	
8114	ALC 9	A	5.000	4610	N Adv PE	P	0.200	J US History	10.00	10.00	
2410	P Algebra 1	F	0.000	2410	P Algebra (Contract)	P	0.000	K Federal Government	5.00	5.00	
4510	N Beginning P.E.	C-	5.000	2410	P Algebra 1A/B	P	2.500	L Economics	5.00	0.00	5.00
1120	P English 1 (S)	D+	5.000	9292	Directed Study	P	1.000	M Electives	45.00	34.50	10.50
3912	Health and Human B	F	0.000	1740	English Elective	P	5.500	N Algebra	10.00	7.50	2.50
1050	Reading Skills 1	D	5.000	6010	P Fine Art	F	0.500	O Science	10.00	10.00	
Crs Att: 30.000 Cmp: 20.000 Total GPA: 0.500				6010	P Fine Art	F	1.500	---Total Credits---			
Aptos High School Grd 09 6/2008				1740	Homeroom /English Elect	P	3.500		220.00	200.50	26.00
4510	N Beginning P.E.	C+	5.000	3110	Physical Science	P	0.100	GPA Summary			
1120	P English 1 (S)	D-	5.000	3650	Science Elective	P	3.000	Academic GPA: 1.810 Rank 267 out of 281			
3912	Health and Human B	C	5.000	7310	P Senior Exit/Government	P	5.000	Total GPA: 1.936			
8312	Learning Skl 3 (R)	B	5.000	1740	SSR/English Elective	P	4.300	Testing Information			
8024	Math 2 (R)	B-	5.000	7110	P World Civ	P	1.500	CAHSEE ELA-1-1			
8454	Math Support (R)	C	5.000	7110	P World Civ (1 P / P.2)	P	0.700	CAHSEE Math-1-1			
Crs Att: 30.000 Cmp: 30.000 Total GPA: 2.200				Crs Att: 10.000 Cmp: 30.500 Total GPA: 0.000				P 10/6/2010			
Aptos High School Grd 10 12/2008				Watsonville High School Grd 11 7/2010				CA HSEE ELA F 10/5/2010			
4550	N Advanced Physical Educa	C	5.000	SS3410	P CP PHYSICAL SCIENCE - 2 C	5.000		CA HSEE Math P 10/6/2010			
8240	P Algebra 1 (RSP)	D	5.000	SS7210	P US HISTORY - 1st Sem	A	5.000				
5410	Beginning Foods	D	5.000	Crs Att: 10.000 Cmp: 10.000 Total GPA: 3.000							
3210	P Biology	RF	0.000	Aptos High School Grd 12 12/2010							
8004	English 2 RSP	C	5.000	8012	English 4 (RSP)	A	5.000				
7110	P World History	D-	5.000	6390	P Film Appreciation	C+	5.000				
Crs Att: 30.000 Cmp: 25.000 Total GPA: 1.250				3110	Integrated Science INC	B-	5.000				
Aptos High School Grd 10 6/2009				8322	Learning Skills-Adv Mat	A-	5.000				
4550	N Advanced Physical Educa	C-	5.000	7210	P US History	B-	5.000				
5120	Beginning Wood	B+	5.000	Crs Att: 25.000 Cmp: 25.000 Total GPA: 3.250							
8004	English 2 RSP	D	5.000								
3010	Life Science	C	5.000								
8454	Mathematics Support (R)	C	5.000								
7110	P World History	D-	5.000								
Crs Att: 30.000 Cmp: 30.000 Total GPA: 1.750											

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

10

Polio	12/4/1991	2/4/1992	3/16/1992	4/22/1993	2/13/1996
DTP	12/4/1991	2/4/1992	3/16/1992	4/22/1993	2/13/1996
MMR	1/16/1993	2/13/1996			
HEP B	8/28/1997	10/21/1997	11/12/1998		
Varicella	1/5/2005				

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

Date: 3/1/2011



California High School Exit Examination

Security Event

See back for details

Student and Parent Report

District: 69799 - Pajaro Valley Unified

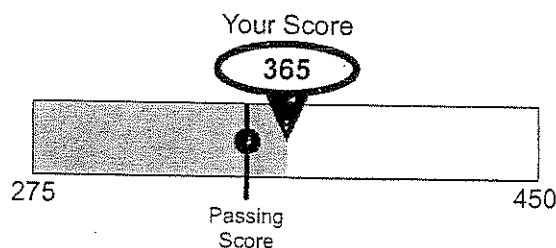
County: 44 - Santa Cruz

English-Language Arts

Test Date: 10/05/2010

Your 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.



Standards for English-Language Arts

	Number of Questions	Number Correct
READING		
Word Analysis	7	7
Reading Comprehension	18	15
Literary Response & Analysis	20	14
WRITING		
Writing Strategies	12	8
Writing Conventions	15	9

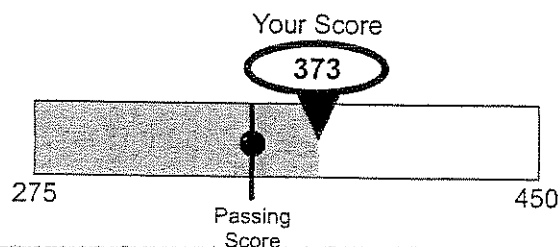
Writing Applications Score

Essay	2.0
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Mathematics

Test Date: 10/06/2010

Your Total Score	Score Required to Pass	Status
373	350	PASSED



Standards for Mathematics

	Number of Questions	Number Correct
Probability & Statistics	13	10
Number Sense	17	11
Algebra & Functions	20	17
Measurement & Geometry	18	9
Algebra I	12	9

Each student essay receives two scores that range from 1 (lowest) to 4 (highest) or non-scorable (NS). The average of these two scores is listed above under the heading "Your Score." The Writing Applications score counts as 50% of the total English-Language Arts score.

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



Board Agenda Backup

Item No: 11.7

Date: April 13, 2011

Item: CAHSEE Passage Waiver
English Language Arts (PVHS 10-11-22)

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 Bal

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Date: 3/10/11

To The Parent/Guardian of

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

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

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

Signature of Principal: _____

Date: 3/22/2011

I request that my child, _____, who was tested with a modification and earned the equivalent of a passing score on 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: 3/15/11

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). *See attachment*
 - b. Describe any modification used on the ☒ English/language arts or ☐ math section of the exam (separate form must be filled out for each section):
 - c. State the rationale for applying the modification(s) used to achieve an equivalent passing score on the CAHSEE for this student.
 - d. Describe the modification(s) that the student regularly uses in the classroom and on other assessments.

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

3/22/2011
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

Date

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

Date

Printed Name of Student's Academic Counselor

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

Student ID#:

1. a. Student's primary delay is in auditory processing which impacts his performance on classroom reading comprehension and written language tasks. This is supported by allowing student to both see and hear whatever it is he is being asked to process in order to understand and retain the concept. Other factors that are affecting his learning also include short term memory (sequencing), processing speed and rapid picture naming. Ability to notice details in words and letters and to notice directionality and sequence are important skills necessary for fluid recognition in reading and student appears to show more difficulty in this processing area.

b. Directions and test questions were read aloud to him during the ELA test.

c. Student's overall reading skills are significantly below grade level due to his delays in auditory processing. Oral reading of the test items to him provided reinforcement of information presented leading to better clarity. He was able to read the test items along with the examiner. This assisted his fluency in processing and responding to information.

d. Teachers have been provided with the student's IEP profile indicating his learning style and academic needs. Recommended accommodations or modifications he needs in order to be academically successful in general education classes when requested by student or when determined appropriate by the classroom teacher are provided.



**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 03/31/10

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 1 - 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) Q's read aloud ELA; +1 day; calculator ☐ Grade Exempt (below grade 10, or Post Sec.)
☒ Accommodations (specify) Q's read aloud (Math); test > 1 day ☐ 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 03/31/10

INSTRUCTIONAL ACCOMMODATIONS

Area of Difficulty	Accommodation	Responsible Agency/Personnel	Start Date
Processing Speed, Visual Perception	Calculator, Directions Read Aloud, Extra Time: Assignments/Tests (2.0), Preferential Seating, Provide with Notes, Spelling Checker, Study Buddy, Take Tests in Alternate Setting, Visual Models, Other: frequent check of understanding; notes (if possible)	District of Service/ Gen. Ed. Teacher, Assistant, RS	03/31/2010

Pajaro Valley Unified School District

Enter Date: 8/15/2007

Graduated:

Class Of: 2011

School Name/Address

Pajaro Valley High School
500 Harkins Slough
Watsonville, CA 95076

Tel: (831)728-8102 Fax: (831)728-6944

Counselor: Ospina

SSID:

Community Service Hours: 54 ✓

CrsID	Course Title	Mark	Credit	CrsID	Course Title	Mark	Credit	Credit Summary - High School			
Pajaro Valley High School Grd 09 12/2007				Pajaro Valley High School Grd 11 12/2009				Subject Area	Req	Cmp	Def
2413	P Algebra 1A/B (S/9)	RF	0.000	2610	P Algebra II	D-	5.000	A English	40.00	35.00	5.00
1160	Dev Reading 1	A	5.000	3210	P Biology	D	5.000	B Math	20.00	20.00	
1130	P English 1	C	5.000	9270	Directed Study	C+	5.000	C Biological Science	10.00	10.00	
3910	Health	B-	5.000	1330	P English 3/American Lite	RF	0.000	D Physical Science	10.00	10.00	
2976	Math B (9th)	D	5.000	5710	ROP Administration Just	D+	5.000	E Health	5.00	5.00	
4510	N PE 9	A-	5.000	7210	P US History	RF	0.000	F Fine Arts / Foreign L	10.00	10.00	
Crs Att: 30.000 Cmp: 25.000 Total GPA: 2.800				Crs Att: 30.000 Cmp: 20.000 Total GPA: 1.250				G Physical Education	20.00	20.00	
Pajaro Valley High School Grd 09 6/2008				Pajaro Valley High School Grd 11 6/2010				H Applied Arts	10.00	15.00	
2413	P Algebra 1A/B (S/9)	RF	0.000	2610	P Algebra II	D-	5.000	I World Civilization	10.00	10.00	
1160	Dev Reading 1	A	5.000	3210	P Biology	C-	5.000	J US History	10.00	10.00	
1130	P English 1	D+	5.000	9270	Directed Study	B-	5.000	K Federal Government	5.00	0.00	5.00
5051	Intro Computers	C-	5.000	1330	P English 3/American Lite	D-	5.000	L Economics	5.00	5.00	
2976	Math B (9th)	D-	5.000	5710	ROP Administration Just	B-	5.000	M Electives	45.00	45.00	
4510	N PE 9	A	5.000	7210	P US History	D	5.000	N Algebra	10.00	10.00	
Crs Att: 30.000 Cmp: 25.000 Total GPA: 2.400				Crs Att: 30.000 Cmp: 30.000				O Science	10.00	5.00	5.00
Pajaro Valley High School Grd 09 7/2008				After School Pajaro Valley High Grd 11 6/2010				---Total Credits---			
2410	P Algebra 1	B	5.000	AS1230	English 2 -2nd sem.	B	5.000	220.00 210.00 15.00			
2410	P Algebra 1	C	5.000	Crs Att: 5.000 Cmp: 5.000 Total GPA: 2.000				GPA Summary			
Crs Att: 10.000 Cmp: 10.000 Total GPA: 2.500				Watsonville High School Grd 11 7/2010				Academic GPA: 2.000 Rank 212 out of 250			
Pajaro Valley High School Grd 10 12/2008				SS1230	P ENGLISH 2 - 2nd Sem	C-	5.000	Total GPA: 2.143 Rank 215 out of 257			
4610	N Adv PE	A	5.000	SS7210	P US HISTORY - 1st Sem	B	5.000	CSU GPA: 1.652			
1230	P English 2	D-	5.000	Crs Att: 10.000 Cmp: 10.000 Total GPA: 2.500				Cal Grant GPA: 1.875			
2510	P Geometry	D-	5.000	Pajaro Valley High School Grd 12 12/2010				Testing Information			
3610	P Integrated Science I	RF	0.000	3310	P Chemistry	D	5.000	CA HSEE ELA CAHSEE ELA-1-1 11/9/2010			
4210	P Spanish 1 SS	D	5.000	2980	Consumer Math	C	5.000	CA HSEE Math CAHSEE Math-1-1 11/4/2009			
7110	P World Civ	C-	5.000	9270	Directed Study	B	5.000	P 367			
Crs Att: 30.000 Cmp: 25.000 Total GPA: 1.800				7410	P Economics	C	5.000				
Pajaro Valley High School Grd 10 6/2009				1430	P English 4	C+	5.000	Work in Progress			
4610	N Adv PE	A	5.000	5065	ROP Bicycle Repair	A-	5.000	3310 P Chemistry 0.000			
1230	P English 2		0.000	Crs Att: 30.000 Cmp: 30.000 Total GPA: 2.333				2980 Consumer Math 0.000			
1230	P English 2	RF	0.000					9270 Directed Study 0.000			
2510	P Geometry	D-	5.000					1430 P English 4 0.000			
3610	P Integrated Science I	C-	5.000					7310 P Federal Government/US G 0.000			
4210	P Spanish 1 SS	C-	5.000					5065 ROP Bicycle Repair 0.000			
7110	P World Civ	D	5.000								
Crs Att: 30.000 Cmp: 25.000 Total GPA: 2.000											
Pajaro Valley High School Grd 10 7/2009											
SS3610	INTEGRATED SCIENCE 1	C+	5.000								
Crs Att: 5.000 Cmp: 5.000 Total GPA: 2.000											

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

Polio	12/16/1992	3/17/1993	8/21/1996	9/4/1997
DTB	12/16/1992	3/17/1993	8/21/1995	2/22/1996 9/4/1997
MMR	8/21/1996	9/4/1997		
HEP B	12/16/1992	3/17/1993	8/21/1995	
Varicella				

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

Date: 3/15/2011



California High School Exit Examination

Security Guard

See back for details

Student and Parent Report

District: 69799 - Pajaro Valley Unified

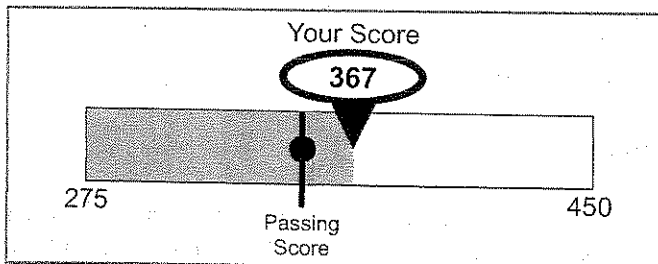
County: 44 - Santa Cruz

English-Language Arts

Test Date: 10/05/2010

Your Total Score	Score Required to Pass	Status
367	350	MODIFIED

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



Strands for English-Language Arts

READING	Number of Questions	Number Correct
Word Analysis	7	7
Reading Comprehension	18	14
Literary Response & Analysis	20	16
WRITING		
Writing Strategies	12	5
Writing Conventions	15	10

Writing Applications*

Your Score

Essay

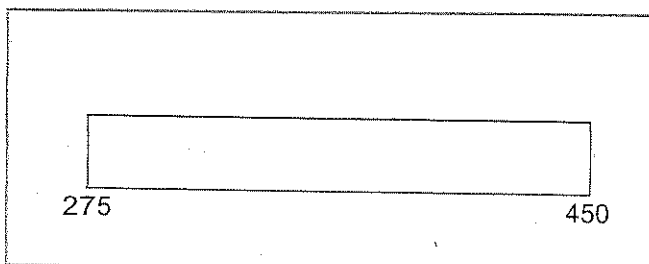
2.5

Mathematics

Test Date: 10/06/2010

Your Total Score	Score Required to Pass	Status
		SATISFIED REQ

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



Strands for Mathematics

	Number of Questions	Number Correct
Probability & Statistics		
Number Sense		
Algebra & Functions		
Measurement & Geometry		
Algebra I		

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

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



Board Agenda Backup

Item No: 11.8

Date: April 13, 2011

Item: CAHSEE Passage Waiver
Math (AHS 10-11-23)

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 Tetschel, Program Director Special Services

Superintendent's Signature:

Dorinda Bell

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Date: 03/16/11

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: 3/18/11

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

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

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

Signature of Parent: _____

Date: 3/18/11

FOR SITE USE ONLY

Date Received by Principal: 3/18/11

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 I _____, 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. Student has delays in processing speed and is highly distractible which impacts her performance in math calculation and applied math.
 - 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): Calculator
 - c. State the rationale for applying the modification(s) used to achieve an equivalent passing score on the CAHSEE for this student. Student's weaker math calculation and applied math skills affects her overall math performance. The student tends to work impulsively which leads to errors in calculation. A calculator provides a clearer understanding of the math content the student understands.
 - d. Describe the modification(s) that the student regularly uses in the classroom and on other assessments. Calculator

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.*) yes
3. An individual score report showing that my child has received the equivalent of a passing score on the CAHSEE while using a modification that fundamentally alters what the high school examination measures as determined by the State Board of Education. (*Attach a copy of the exit exam Student and Parent Report showing "equivalent of a passing score" in the English/language arts and/or the mathematics portion of the exam.*)

Certified by: _____

Principal's Signature

Date

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

Signature of Student's Special Education Teacher

Date

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

Date

Printed Name of Student's Academic Counselor

Pajaro Valley Unified School District

Aptos High School
"Home of the Mariners"

ter Date: 8/1/2007

aduated:

ass Of: 2011

School Name/Address

Aptos High School
100 Mariner Way
Aptos, CA 95003

Tel: (831)688-6565

Fax: (831)688-6430

Counselor: Martin, E

SSID:

Community Service Hours: 30

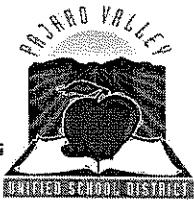
CrsID	Course Title	Mark	Credit	CrsID	Course Title	Mark	Credit	
Aptos High Summer School Grd 09 7/2007				Aptos High School Grd 11 6/2010				Academic GPA: 2.325 Rank 222 out of 281 Total GPA: 2.273
3019	Life Science	A	5.000	1330	P American Literature	B	5.000	
3010	Life Science	B	5.000	3310	P Chemistry	D-	5.000	Testing Information CAHSEE_ELA-1-1 CA HSEE ELA F 3/17/2009 CAHSEE_Math-1-1 CA HSEE Math F 11/10/2010
Crs Att: 10.000 Cmp: 10.000 Total GPA: 3.500				2510	P Geometry	C-	5.000	
Aptos High School Grd 09 12/2007				8454	Mathematics Support (R) A	5.000		
5410	Beginning Foods	F	0.000	117	ROP Health Careers	B	5.000	
4510	N Beginning P.E.	D	5.000	7210	P US History	B-	5.000	
1130	P English 1	C-	5.000	Crs Att: 30.000 Cmp: 30.000 Total GPA: 2.667				
5032	Intro to Computers	F	0.000	Aptos High School Grd 12 12/2010				
8300	Learning Skl 1 (R)	B	5.000	3250	P Advanced Marine Biology	C+	5.000	
8020	Math 1 (R)	C+	5.000	8322	Learning Skills-Adv Mat A+	5.000		
Crs Att: 30.000 Cmp: 20.000 Total GPA: 1.400				6112	P Photography 1	B-	5.000	
Aptos High School Grd 09 6/2008				118	P ROP Medical Technology	B	5.000	
5410	Beginning Foods	C	5.000	7310	P US Government	D	5.000	
4510	N Beginning P.E.	C	5.000	1560	P World Literature	C-	5.000	
1130	P English 1	B-	5.000	Crs Att: 30.000 Cmp: 30.000 Total GPA: 2.500				
3910	Health	D	5.000	Work In Progress				
8300	Learning Skl 1 (R)	B	5.000	3250	P Advanced Marine Biology	0.000		
8020	Math 1 (R)	B-	5.000	7410	P Economics	0.000		
Crs Att: 30.000 Cmp: 30.000 Total GPA: 2.400				6112	P Photography 1	0.000		
Aptos High School Grd 10 12/2008				118	P ROP Medical Technology	0.000		
8240	P Algebra 1 (RSP)	B-	5.000	1560	P World Literature	0.000	Credit Summary - High School	
3210	P Biology	C-	5.000					
1230	P English 2	C	5.000	Subject Area	Req	Cmp	Def	
4110	P Spanish 1	D-	5.000	A English	40.00	35.00	5.00	
4600	N Weight Lifting	C	5.000	B Math	20.00	25.00		
7110	P World History	C	5.000	C Biological Science	10.00	10.00		
Crs Att: 30.000 Cmp: 30.000 Total GPA: 2.000				D Physical Science	10.00	10.00		
Aptos High School Grd 10 6/2009				E Health	5.00	5.00		
8240	P Algebra 1 (RSP)	B	5.000	F Fine Arts / Foreign L	10.00	10.00		
3210	P Biology	C	5.000	G Physical Education	20.00	20.00		
1230	P English 2	B-	5.000	H Applied Arts	10.00	15.00		
4110	P Spanish 1	D	5.000	I World Civilization	10.00	10.00		
4600	N Weight Lifting	C-	5.000	J US History	10.00	10.00		
7110	P World History	C-	5.000	K Federal Government	5.00	5.00		
Crs Att: 30.000 Cmp: 30.000 Total GPA: 2.200				L Economics	5.00	0.00	5.00	
Aptos High School Grd 11 12/2009				M Electives	45.00	35.00	10.00	
1330	P American Literature	B	5.000	N Algebra	10.00	10.00		
3310	P Chemistry	D-	5.000	O Science	10.00	10.00		
2510	P Geometry	C-	5.000	-----				
8454	Mathematics Support (R) A	5.000		---Total Credits---	220.00	210.00	20.00	
117	ROP Health Careers	B-						
7210	P US History	C						
Crs Att: 30.000 Cmp: 30.000 Total GPA: 2.500								

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

Polio	11/8/1993	1/10/1994	5/1/1995	3/30/1998
DTP	11/8/1993	1/10/1994	3/10/1994	5/1/1995 3/30/1998
MMR	1/3/1995	3/30/1998		
HEP B	1/10/1994	2/10/1994	9/29/1994	
Varicella				

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

Date: 3/10/2011



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

Student _____

Date of Birth _____

IEP Meeting Date 11/16/09

INSTRUCTIONAL ACCOMMODATIONS

Area of Difficulty	Accommodation	Responsible Agency/Personnel	Start Date
Auditory Memory	Calculator, Extra Time: Assignments/Tests (1.5), Take Tests in Alternate Setting	District of Service/ Gen. Ed. Teacher, RS, Other: Student	11/24/2008



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

Student _____

Date of Birth _____

IEP Meeting Date 11/16/09

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: Extended time/flexible setting
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: Extended time/flexible setting
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: Extended time/flexible setting
Modifications: _____
- ☒ History/Social Science* ☐ Grade Exempt ☒ CST
☐ No accommodations or modifications ☒ Accommodations (specify below) ☐ Modifications (specify below)
Accommodations: Extended time/flexible setting
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) Extended time and flexible setting

*(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) Calculator ☐ Grade Exempt (below grade 10, or Post Sec.)
- ☒ Accommodations (specify) Extended time, flexible setting and ☐ Passed both subtests of the CAHSEE



California High School Exit Exam

Report Card

Student and Parent Report

School: 4430518 - Aptos High

District: 69799 - Pajaro Valley Unified

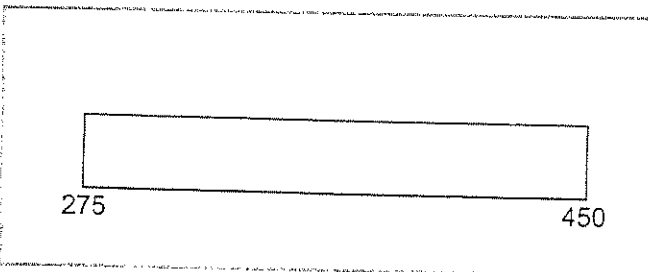
County: 44 - Santa Cruz

English-Language Arts

Test Date: 10/05/2010

Your Total Score	Score Required to Pass	Status
		ABSENT

Your student was absent for this portion of the exam.



Standards for English-Language Arts

READING

- Word Analysis
- Reading Comprehension
- Literary Response & Analysis

WRITING

- Writing Strategies
- Writing Conventions

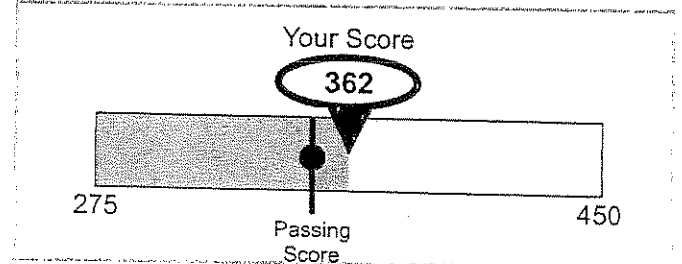
Essay

Mathematics

Test Date: 10/06/2010

Your Total Score	Score Required to Pass	Status
362	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.



Standards for Mathematics

	Number of Questions	Number Correct
Probability & Statistics	13	9
Number Sense	17	9
Algebra & Functions	20	13
Measurement & Geometry	18	11
Algebra I	12	8

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

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



Board Agenda Backup

Item No: 11.9

Date: April 13, 2011

Item: CAHSEE Passage Waiver
English Language Arts (PVHS 10-11-24)

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 Teutscher, Program Director Special Services

Superintendent's Signature: Dorm Bet

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Date: 3/25/11

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: 3/25/2011

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

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

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

X Signature of Parent: _____

Date: 3-25-11

FOR SITE USE ONLY

Date Received by Principal: _____

Student Identification Number: _____

EJA

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:

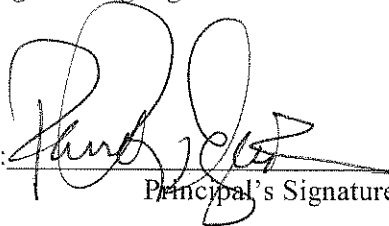
1. Has an individualized education program (IEP) adopted pursuant to the Individuals with Disabilities Education Act that specifies the use of the modification(s) on the exit examination, standardized testing, or classroom instruction and assessments.
(Attach the section of the IEP that specifies the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

Student Number ____

- 1a. Student has auditory processing delays which impact her reading comprehension and written language skills. She is a slow reader and will not score well on timed tests.
- 1b. Direction and test questions were read aloud to student during the ELA portion of the test
- 1c. Student's word recognition and reading comprehension skills are below grade level due to her auditory processing deficit. Oral reading of test items provided clarity of information and allowed for appropriate pacing of her test performance. Student is a slow reader, and allowing her to read test items along with the examiner assisted her in fluency in understanding what the question was asking so that she could best apply the needed skills in answering the question.
- 1d. Teachers have been provided with copies of student's IEP goals and recommended accommodations and modifications. Directions and/or questions for both class assignments and class tests are read aloud or verbally clarified for student within her general education classes at her request or as determined by the classroom teacher.

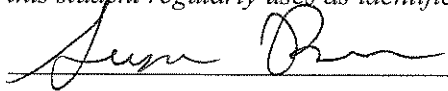
2. Has sufficient high school coursework either satisfactorily completed or in progress in the high school level curriculum sufficient to have attained the skills and knowledge otherwise needed to pass the CAHSEE. (*Attach transcripts showing coursework completed.*)
3. An individual score report showing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

3/25/2011
Date

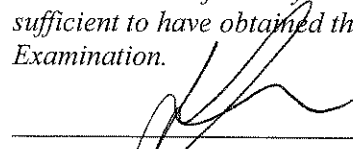
I agree that the information on this Waiver Request Sheet accurately describes the modifications that this student regularly uses as identified in the IEP.


Signature of Student's Special Education Teacher

3/25/11
Date

Susan Burke
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

3/25/11
Date

Nancy Puente
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 02/05/10

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: flexible setting, test administered over more than day, preferential seating, directions read aloud
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: flexible setting, test administered over more than day, preferential seating
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: flexible setting, test administered over more than day, preferential seating
Modifications:

☒ History/Social Science* ☐ Grade Exempt ☒ CST

☐ No accommodations or modifications ☒ Accommodations (specify below) ☐ Modifications (specify below)
Accommodations: flexible setting, test administered over more than day, preferential seating
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) flexible setting, extra time, directions read aloud, testing administered over more than one day

* (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

☒ Modifications (specify) calculator, directions read aloud on ELA

☒ Accommodations (specify) test given over more than one day

☐ Exempt due to eligibility for participation in CAPA

☐ Grade Exempt (below grade 10, or Post Sec.)

☐ 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 02/05/10

INSTRUCTIONAL ACCOMMODATIONS

Area of Difficulty	Accommodation	Responsible Agency/Personnel	Start Date
Auditory Perception	Directions Read Aloud, Extra Time: Assignments/Tests (1.5), Preferential Seating, Take Tests in Alternate Setting	District of Service/ RS	02/05/2010

Pajaro Valley Unified School District

nter Date: 8/15/2007

raduated:

lass Of: 2011

School Name/Address

Pajaro Valley High School
500 Harkins Slough
Watsonville, CA 95076

Tel: (831)728-8102

Fax: (831)728-6944

Counselor: Puente

SSID:

Community Service Hours: 48

CrsID	Course Title	Mark	Credit	CrsID	Course Title	Mark	Credit	Credit Summary - High School			
Pajaro Valley High School Grd 09 12/2007				2610	P Algebra II	RD	0.000	Subject Area	Reg	Cmp	Def
2413	P Algebra 1A/B (S/9)	C	5.000	3210	P Biology	B-	5.000	A English	40.00	40.00	
9270	Directed Study	B	5.000	9270	Directed Study	B	5.000	B Math	20.00	20.00	
1130	P English 1	D-	5.000	1330	P English 3/American Lite B	5.000	5.000	C Biological Science	10.00	10.00	
5051	Intro Computers	F	0.000	4210	P Spanish 1 SS	B	5.000	D Physical Science	10.00	10.00	
2976	Math B (9th)	C	5.000	7210	P US History	B-	5.000	E Health	5.00	5.00	
4510	N PE 9	A	5.000	Crs Att: 30.000 Cmp: 25.000 Total GPA: 3.000				F Fine Arts / Foreign L	10.00	15.00	
Crs Att: 30.000 Cmp: 25.000 Total GPA: 2.000				Watsonville High School Grd 11 7/2010				G Physical Education	20.00	20.00	
Pajaro Valley High School Grd 09 6/2008				SS2610	P ALGEBRA II - 1st Sem	C-	5.000	H Applied Arts	10.00	5.00	5.00
2413	P Algebra 1A/B (S/9)	C-	5.000	SS9292	CAHSEE ELA - 2nd Sem	C+	5.000	I World Civilization	10.00	10.00	
9270	Directed Study	B	5.000	Crs Att: 10.000 Cmp: 10.000 Total GPA: 2.000				J US History	10.00	10.00	
1130	P English 1	B-	5.000	Pajaro Valley High School Grd 12 12/2010				K Federal Government	5.00	5.00	
3910	Health	A+	5.000	3340	PH Chemistry (H)	D	5.000	L Economics	5.00	0.00	5.00
2976	Math B (9th)	C	5.000	9270	Directed Study	A+	5.000	M Electives	45.00	45.00	
4510	N PE 9	A	5.000	1430	P English 4	B-	5.000	N Algebra	10.00	15.00	
Crs Att: 30.000 Cmp: 30.000 Total GPA: 3.000				7310	P Federal Government/US G	C-	5.000	O Science	10.00	5.00	5.00
Out-of-District Grd 10 7/2008				5710	ROP Administration Just	A-	5.000	---Total Credits---			
9250	English Elective	P	5.000	4220	P Spanish 2 SS	B-	5.000	220.00 215.00 15.00			
Crs Att: 5.000 Cmp: 5.000 Total GPA: 0.000				Crs Att: 30.000 Cmp: 30.000				GPA Summary			
Pajaro Valley High School Grd 10 12/2008				After School Pajaro Valley High Grd 12 12/2010				Academic GPA: 2.514 Rank 149 out of 251			
4610	N Adv PE	A	5.000	AS2610	ALGEBRA II - 2nd sem	A	5.000	Total GPA: 2.667 Rank 138 out of 257			
9270	Directed Study	B+	5.000	Crs Att: 5.000 Cmp: 5.000 Total GPA: 2.833				CSU GPA: 2.565			
1230	P English 2	B-	5.000	Work In Progress				Cal Grant GPA: 2.708			
2510	P Geometry	B+	5.000	Testing Information				CAHSEE ELA-1-1			
3610	P Integrated Science I	C+	5.000	3340	PH Chemistry (H)	0.000		CA HSEE ELA F 12/4/2010			
7110	P World Civ	D+	5.000	9270	Directed Study	0.000		CAHSEE Math-1-1			
Crs Att: 30.000 Cmp: 30.000 Total GPA: 2.667				7410	P Economics	0.000		CA HSEE Math F 12/11/2010			
Pajaro Valley High School Grd 10 6/2009				1430	P English 4	0.000					
4610	N Adv PE	B	5.000	5710	ROP Administration Just	0.000					
9270	Directed Study	B-	5.000	4220	P Spanish 2 SS	0.000					
1230	P English 2	B	5.000								
2510	P Geometry	C	5.000								
3610	P Integrated Science I	C	5.000								
7110	P World Civ	B-	5.000								
Crs Att: 30.000 Cmp: 30.000 Total GPA: 2.667											
Pajaro Valley High School Grd 11 12/2009											
2610	P Algebra II	RF	0.000								
3210	P Biology	B-	5.000								
9270	Directed Study	B	5.000								
1330	P English 3/American Lite B	5.000	5.000								
4210	P Spanish 1 SS	B-	5.000								
7210	P US History	C-	5.000								
Crs Att: 30.000 Cmp: 25.000 Total GPA: 2.800											
Pajaro Valley High School Grd 11 6/2010											

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

Polio	6/19/1992	9/25/1992	9/23/1993	9/23/1997
DTB	6/19/1992	9/25/1992	1/6/1993	9/23/1993 9/23/1997
MMR	9/23/1993	9/23/1997		
HEP B	1/6/1993	4/6/1993	9/23/1993	
Varicella				

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

Date: 3/21/2011



California High School Exit Examination

Security Guard
See back for details

Student and Parent Report

District: 69799 - Pajaro Valley Unified

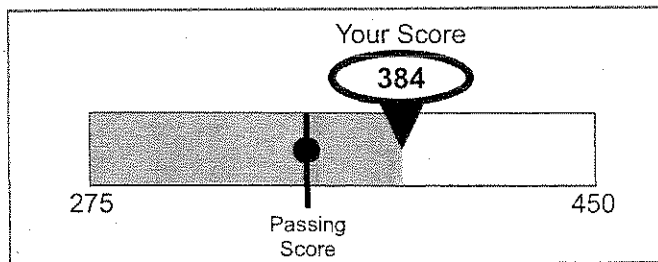
County: 44 - Santa Cruz

English-Language Arts

Test Date: 10/05/2010

Your Total Score	Score Required to Pass	Status
384	350	MODIFIED

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



Strands for English-Language Arts

	Number of Questions	Number Correct
READING		
Word Analysis	7	7
Reading Comprehension	18	13
Literary Response & Analysis	20	17
WRITING		
Writing Strategies	12	10
Writing Conventions	15	12

Writing Applications*

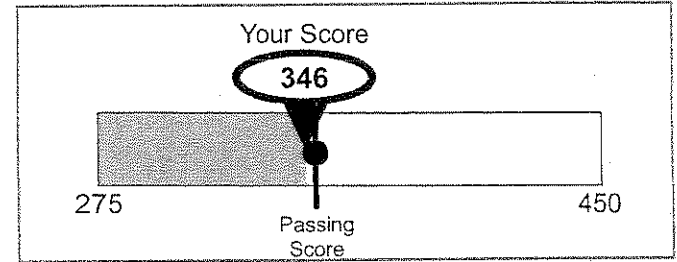
	Your Score
Essay	2.5

Mathematics

Test Date: 10/06/2010

Your Total Score	Score Required to Pass	Status
346	350	MODIFIED

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



Strands for Mathematics

	Number of Questions	Number Correct
Probability & Statistics	13	7
Number Sense	17	8
Algebra & Functions	20	12
Measurement & Geometry	18	10
Algebra I	12	4

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

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



Board Agenda Backup

Item No: 11.10

Date: April 13, 2011

Item: CAHSEE Passage Waiver
Math (PVHS 10-11-25)

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: Dorm Bot

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Date: 3/25/11

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: 3/25/2011

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

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

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

X Signature of Parent: _____

Date: 3-25-11

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.

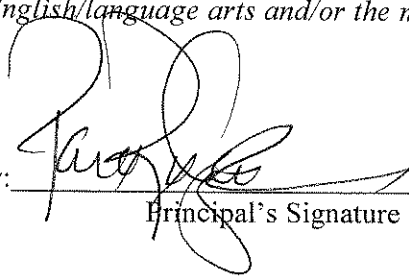
I certify that the student qualifies for a waiver because he/she satisfies all of the following conditions:

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).
 - b. Describe any modification used on the ☐ English/language arts **or** ☐ math section of the exam (separate form must be filled out for each section):
 - c. State the rationale for applying the modification(s) used to achieve an equivalent passing score on the CAHSEE for this student.
 - d. Describe the modification(s) that the student regularly uses in the classroom and on other assessments.

- 1a. Student has auditory processing delays which impact her reading comprehension and written language skills. It has also been determined that it impacts her mathematics calculation ability. She is a slow reader and will not score well on timed tests.
- 1b. Direction and test questions were read aloud to student during the math portion of the test. Student was also allowed to use a calculator.
- 1c. Student's word recognition and reading comprehension skills are below grade level due to her auditory processing deficit. Oral reading of test items provided clarity of information and allowed for appropriate pacing of her test performance. Student is a slow reader, and allowing her to read test items along with the examiner assisted her in fluency in understanding what the math problem was asking so that she could best apply the needed skills in solving the problems. Student was also permitted to use a calculator. Using a calculator allowed student to focus on higher math skills tested by the CAHSEE rather than being distracted by the difficulty she has in making accurate calculations.
- 1d. Teachers have been provided with copies of student's IEP goals and recommended accommodations and modifications. Directions and/or questions for both class assignments and class tests are read aloud or verbally clarified for student within her general education classes at her request or as determined by the classroom teacher. Student is allowed to use a calculator on at her request when needed for assignments or tests.

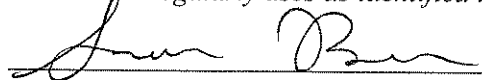
2. Has sufficient high school coursework either satisfactorily completed or in progress in the high school level curriculum sufficient to have attained the skills and knowledge otherwise needed to pass the CAHSEE. (*Attach transcripts showing coursework completed.*)
3. An individual score report showing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

3/25/2011
Date

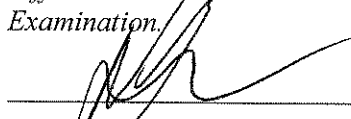
I agree that the information on this Waiver Request Sheet accurately describes the modifications that this student regularly uses as identified in the IEP.


Signature of Student's Special Education Teacher

3/25/11
Date

Susan Burke
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

3/25/11
Date

Nancy Puente
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 02/05/10

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: flexible setting, test administered over more than day, preferential seating, directions read aloud
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: flexible setting, test administered over more than day, preferential seating
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: flexible setting, test administered over more than day, preferential seating
Modifications:
- ☒ History/Social Science* ☐ Grade Exempt ☒ CST
☐ No accommodations or modifications ☒ Accommodations (specify below) ☐ Modifications (specify below)
Accommodations: flexible setting, test administered over more than day, preferential seating
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) flexible setting, extra time, directions read aloud, testing administered over more than one day

* (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) calculator, directions read aloud on ELA ☐ Grade Exempt (below grade 10, or Post Sec.)
☒ Accommodations (specify) test given over more than one day ☐ 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 02/05/10

INSTRUCTIONAL ACCOMMODATIONS

Area of Difficulty	Accommodation	Responsible Agency/Personnel	Start Date
Auditory Perception	Directions Read Aloud, Extra Time: Assignments/Tests (1.5), Preferential Seating, Take Tests in Alternate Setting	District of Service/ RS	02/05/2010

Pajaro Valley Unified School District

Inter Date: 8/15/2007

Graduated:

Class Of: 2011

School Name/Address

Pajaro Valley High School
500 Harkins Slough
Watsonville, CA 95076

Tel: (831)728-8102 Fax: (831)728-6944

Counselor: Puente

SSID:

Community Service Hours: 48

CrsID	Course Title	Mark	Credit	CrsID	Course Title	Mark	Credit	Credit Summary - High School			
Pajaro Valley High School Grd 09 12/2007				2610	P Algebra II	RD	0.000	Subject Area	Req	Cmp	Def
2413	P Algebra 1A/B (S/9)	C	5.000	3210	P Biology	B-	5.000	A English	40.00	40.00	
9270	Directed Study	B	5.000	9270	Directed Study	B	5.000	B Math	20.00	20.00	
1130	P English 1	D-	5.000	1330	P English 3/American Lite	B	5.000	C Biological Science	10.00	10.00	
5051	Intro Computers	F	0.000	4210	P Spanish 1 SS	B	5.000	D Physical Science	10.00	10.00	
2976	Math B (9th)	C	5.000	7210	P US History	B-	5.000	E Health	5.00	5.00	
4510	N PE 9	A	5.000	Crs Att: 30.000 Cmp: 25.000 Total GPA: 3.000				F Fine Arts / Foreign L	10.00	15.00	
Crs Att: 30.000 Cmp: 25.000 Total GPA: 2.000				Watsonville High School Grd 11 7/2010				G Physical Education	20.00	20.00	
Pajaro Valley High School Grd 09 6/2008				SS2610	P ALGEBRA II - 1st Sem	C-	5.000	H Applied Arts	10.00	5.00	5.00
2413	P Algebra 1A/B (S/9)	C-	5.000	SS9292	CAHSEE ELA - 2nd Sem	C+	5.000	I World Civilization	10.00	10.00	
9270	Directed Study	B	5.000	Crs Att: 10.000 Cmp: 10.000 Total GPA: 2.000				J US History	10.00	10.00	
1130	P English 1	B-	5.000	Pajaro Valley High School Grd 12 12/2010				K Federal Government	5.00	5.00	
3910	Health	A+	5.000	3340	PH Chemistry (H)	D	5.000	L Economics	5.00	0.00	5.00
2976	Math B (9th)	C	5.000	9270	Directed Study	A+	5.000	M Electives	45.00	45.00	
4510	N PE 9	A	5.000	1430	P English 4	B-	5.000	N Algebra	10.00	15.00	
Crs Att: 30.000 Cmp: 30.000 Total GPA: 3.000				7310	P Federal Government/US G	C-	5.000	O Science	10.00	5.00	5.00
Out-of-District Grd 10 7/2008				5710	ROP Administration Just	A-	5.000	---Total Credits---			
9250	English Elective	P	5.000	4220	P Spanish 2 SS	B-	5.000	GPA Summary			
Crs Att: 5.000 Cmp: 5.000 Total GPA: 0.000				Crs Att: 30.000 Cmp: 30.000				Academic GPA:	2.514	Rank 149 out of 251	
Pajaro Valley High School Grd 10 12/2008				After School Pajaro Valley High Grd 12 12/2010				Total GPA:	2.667	Rank 138 out of 257	
4610	N Adv PE	A	5.000	AS2610	ALGEBRA II - 2nd sem	A	5.000	CSU GPA:	2.565		
9270	Directed Study	B+	5.000	Crs Att: 5.000 Cmp: 5.000 Total GPA: 2.833				Cal Grant GPA:	2.708		
1230	P English 2	B-	5.000	Work In Progress				Testing Information			
2510	P Geometry	B+	5.000	3340	PH Chemistry (H)		0.000	CAHSEE ELA-1-1			
3610	P Integrated Science I	C+	5.000	9270	Directed Study		0.000	CA HSEE ELA	F	12/4/2010	
7110	P World Civ	D+	5.000	7410	P Economics		0.000	CAHSEE Math-1-1			
Crs Att: 30.000 Cmp: 30.000 Total GPA: 2.667				1430	P English 4		0.000	CA HSEE Math	F	12/11/2010	
Pajaro Valley High School Grd 10 6/2009				5710	ROP Administration Just		0.000				
4610	N Adv PE	B	5.000	4220	P Spanish 2 SS		0.000				
9270	Directed Study	B-	5.000								
1230	P English 2	B-	5.000								
2510	P Geometry	C	5.000								
3610	P Integrated Science I	C	5.000								
7110	P World Civ	B-	5.000								
Crs Att: 30.000 Cmp: 30.000 Total GPA: 2.667											
Pajaro Valley High School Grd 11 12/2009											
2610	P Algebra II	RF	0.000								
3210	P Biology	B-	5.000								
9270	Directed Study	B	5.000								
1330	P English 3/American Lite	B	5.000								
4210	P Spanish 1 SS	B-	5.000								
7210	P US History	C-	5.000								
Crs Att: 30.000 Cmp: 25.000 Total GPA: 2.800											
Pajaro Valley High School Grd 11 6/2010											

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

Comments:

Polio	6/19/1992	9/25/1992	9/23/1993	9/23/1997
DTB	6/19/1992	9/25/1992	1/6/1993	9/23/1993 9/23/1997
MMR	9/23/1993	9/23/1997		
HEP B	1/6/1993	4/6/1993	9/23/1993	
Varicella				

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

Date: 3/21/2011



California High School Exit Exam

Student and Parent Report

School: 0105858 - Pajaro Valley High

District: 69799 - Pajaro Valley Unified

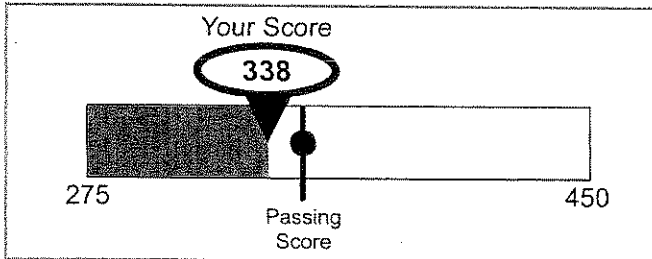
County: 44 - Santa Cruz

English-Language Arts

Test Date: 11/09/2010

Your Total Score	Score Required to Pass	Status
338	350	MODIFIED

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



Strands for English-Language Arts

READING	Number of Questions	Number Correct
Word Analysis	7	3
Reading Comprehension	18	10
Literary Response & Analysis	20	13
WRITING		
Writing Strategies	12	5
Writing Conventions	15	9

Writing Applications*

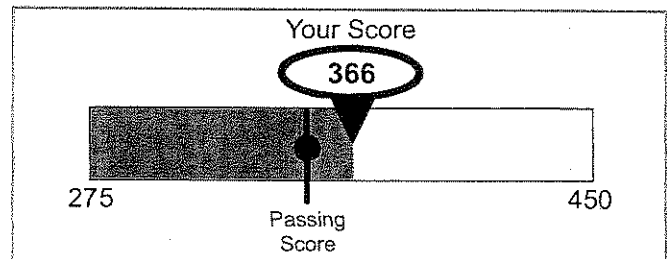
	Your Score
Essay	2.0

Mathematics

Test Date: 11/10/2010

Your Total Score	Score Required to Pass	Status
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.

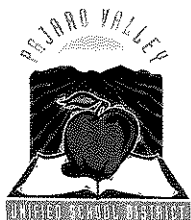


Strands for Mathematics

	Number of Questions	Number Correct
Probability & Statistics	13	9
Number Sense	17	10
Algebra & Functions	20	13
Measurement & Geometry	18	12
Algebra I	12	8

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

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



Board Agenda Backup

Item No: 11÷11

Date: April 13, 2011

Item: CAHSEE Passage Waiver
Math (RHSs 10-11-26)

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 B. ...

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

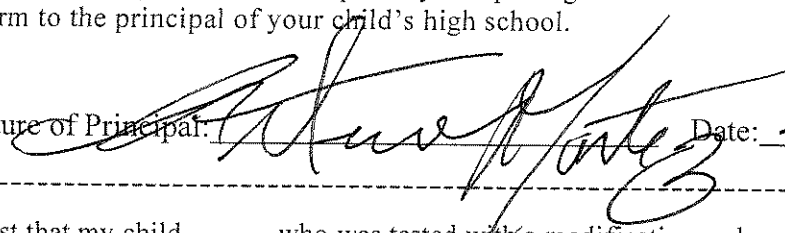
Date: 2/28/2011

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: 3-9-11

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

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

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

Date: 3/9/2011

FOR SITE USE ONLY

Date Received by Principal: 3/9/2011

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 _____ dent 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.

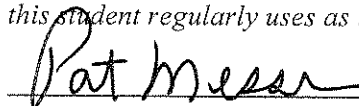
I certify that the student qualifies for a waiver because he/she satisfies all of the following conditions:

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. Results of assessment indicate that Drake has deficits in auditory memory, visual processing, and speed of processing. In addition, he has below average nonverbal cognitive abilities, according to testing.
 - 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): Drake has used a calculator in his math classes for the two years he has been at RHS. He uses it for classwork, tests, and for homework.
 - c. State the rationale for applying the modification(s) used to achieve an equivalent passing score on the CAHSEE for this student. Drake has a multi-modal deficit, in that he has both auditory and visual weakness in processing information. This especially affects his math skills, and because of short term memory and speed of processing deficits, he has struggled with math, even with the assistance of a calculator. The use of the calculator has helped him begin to master higher level math skills.
 - d. Describe the modification(s) that the student regularly uses in the classroom and on other assessments. Use of a calculator for calculations.

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 3-8-11 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

3/7/2011
Date

Pat Messer Resource
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

3/7/2011
Date

Pat Messer RSP/Counselor
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 09/30/10

SUPPLEMENTARY/SPECIALIZED SUPPORT

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

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

Description	Responsible Personnel/Agency	Location	Frequency/Intensity	Duration	Start/End Date*
					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. 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 CST/CMA not appropriate due to: _____

☒ Other State or District-Wide Assessment Accommodations/Modifications (specify) Use of calculator

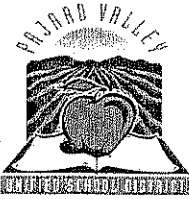
* (Grade 8; Grade 11 for U.S. History; Grades 9 through 11 World History)

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) Use of calculator ☐ Grade Exempt (below grade 10, or Post Sec.)
☒ Accommodations (specify) Small group; 2 days plus ext. 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 09/30/10

INSTRUCTIONAL ACCOMMODATIONS

Area of Difficulty	Accommodation	Responsible Agency/Personnel	Start Date
Auditory Memory, Processing Speed	Calculator, Extra Time: Assignments/Tests (2.0), Take Tests in Alternate Setting, Tests in Short Segments	District of Service/ Gen. Ed. Teacher, RS	09/30/2010
Processing Speed, Visual Perception	Directions Read Aloud, Provide with Notes, Visual Models	District of Service/ Gen. Ed. Teacher, RS	09/30/2010

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

Date: 03/06/09

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 12/2007					Renaissance High School Grd 10 6/2009					Renaissance High School Grd 11 3/2010				
2998	Pre-Algebra	C		5.000	1740	English Elective	P		1.500	1740	English Elective	P		1.800
3910	Health	F			1740	English Elective	P		6.200	1740	English Elective	P		1.000
4510	N PE 9	A		5.000	1740	English Elective	P		0.700	1740	English Elective	P		0.400
6015 P	Visual Arts	B		5.000	3010	Integrated Science	P		2.700	1740	English Elective	P		3.000
8110	MOD English 1	C		5.000	5910	App Arts Elect	P		0.500	1740	English Elective	P		0.500
9239	N Tutorial	C		5.000	5910	App Arts Elect	P		0.600	2998	Math Elective	P		3.000
9240	Advisory 9	A		0.500	6120	ROP Photo Tech	P		1.800	2998	Math Elective	P		1.500
Crd Att: 30.500 Cmp: 25.500 Total GPA: 2.20					7110 P	World Civ	P		1.000	3650	Science	P		1.200
Watsonville High School Grd 09 6/2008					7210 P	US History	P		0.800	6910	Fine Art Elective	P		3.400
2998	Pre-Algebra	C		5.000	7210 P	US History	P		0.400	9292	Ba Sk/HSEE/ELA	P		3.400
4510	N PE 9	B-		5.000	9270	Directed Study	P		1.600	Crd Att: 19.200 Cmp: 19.200 Total GPA: 0.00				
5051	Intro Computers	B		5.000	Crd Att: 17.800 Cmp: 17.800 Total GPA: 0.00					Renaissance High School Grd 11 6/2010				
6015 P	Visual Arts	B		5.000	Renaissance High School Grd 11 10/2009					1740	English Elective	P		5.500
8110	MOD English 1	C		5.000	1740	English Elective	P		1.600	2998	Math Elective	P		4.200
9239	N Tutorial	B		5.000	1740	English Elective	P		0.700	5910	App Arts Elect	P		2.800
9240	Advisory 9	C		0.500	1740	English Elective	P		1.500	7110 P	World Civ	P		3.100
Crd Att: 30.500 Cmp: 30.500 Total GPA: 2.66					3110	Bio/Phys Sci	P		0.900	Crd Att: 15.600 Cmp: 15.600 Total GPA: 0.00				
WHS Summer School Grd 09 8/2008					3110	Bio/Phys Sci	P		2.100	Renaissance High School Grd 12 10/2010				
3910	Health	A-		5.000	3650	Science	P		1.500	1740	English Elective	P		1.300
Crd Att: 5.000 Cmp: 5.000 Total GPA: 4.00					7110 P	World Civ	P		2.000	2410 P	Algebra	P		3.800
Watsonville High School Grd 10 12/2008					9250	General Elective	P		3.800	3010	Life Science	P		7.500
1230 P	English 2	D		5.000	9294	CA HSEE Math	P		3.800	3110	Physical Science	P		3.300
2410 P	Algebra	F			Crd Att: 17.900 Cmp: 17.900 Total GPA: 0.00					4610	N Adv PE	P		1.000
3650	Science	D+		5.000	Renaissance High School Grd 11 12/2009					7110 P	World Civ	P		1.400
5020	Driver's Ed	B		5.000	1740	English Elective	P		1.700	Crd Att: 18.300 Cmp: 18.300 Total GPA: 0.00				
6015 P	Visual Arts	C		5.000	1740	English Elective	P		0.500	Renaissance High School Grd 12 12/2010				
7110 P	World Civ	F			1740	English Elective	P		1.000	1740	English Elective	P		3.900
9241	Advisory 10	A+		0.500	3110	Bio/Phys Sci	P		0.400	2410 P	Algebra	P		5.300
Crd Att: 30.500 Cmp: 20.500 Total GPA: 1.21					3110	Bio/Phys Sci	P		1.700	3010	Life Science	P		3.600
Renaissance High School Grd 10 3/2009					3650	Science	P		0.600	7210 P	US History	P		6.000
2410 P	Algebra	D-		2.500	3650	Science	P		3.500	7410 P	Economics	P		1.400
6010 P	Art 1	A		2.500	9294	CA HSEE Math	P		3.800	9250	Bank	P		1.500
7110 P	World Civ	B		2.500	9294	CA HSEE Math	P		2.000	Crd Att: 21.700 Cmp: 21.700 Total GPA: 0.00				
9239	N Tutorial	A		2.500	Crd Att: 15.200 Cmp: 15.200 Total GPA: 0.00									
9240	Advisory 9	A		0.500										
Crd Att: 10.500 Cmp: 10.500 Total GPA: 3.05														

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 _____

ite: 03/06/09

ate:

: 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: 1.98
 Total GPA: 2.21
 CSU GPA: 1.68

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	8.40	1.60
Health	5.00	5.00	
Fine Arts/Foreign Lang	10.00	10.00	
Physical Education	20.00	11.00	9.00
Applied Arts	10.00	8.90	1.10
World Civilization	10.00	10.00	
US History	10.00	7.20	2.80
Federal Government	5.00	0.00	5.00
Economics	5.00	1.40	3.60
Elective	45.00	64.00	
Algebra	10.00	10.00	
Science	10.00	11.80	
-----Total Credits-----	220.000	217.700	23.10

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: 01/24/11

[illegible]

District: 69799 - Pajaro Valley Unified

County: 44 - Santa Cruz

Test Date: 11/09/2010

330

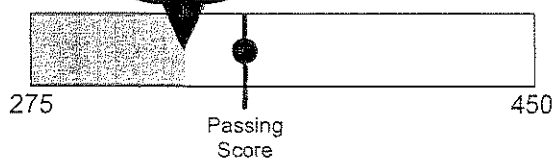
350

NOT PASSED

Go to www.cde.ca.gov/ta/tg/hs/resources.asp for study information for the CAHSEE.

Your Score

330



READING

Word Analysis

Reading Comprehension

Literary Response & Analysis

WRITING

Writing Strategies

Writing Conventions

Essay

NS

Test Date: 11/10/2010

356

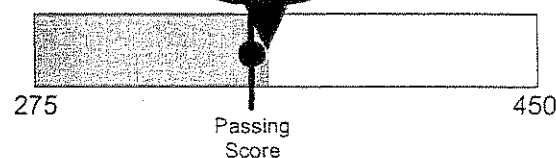
350

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.

Your Score

356



Probability & Statistics

Number Sense	17	10
Algebra & Functions	20	12
Measurement & Geometry	18	10
Algebra I	12	8



Board Agenda Backup

Item No: 11.12

Date: April 13, 2011

Item: CAHSEE Passage Waiver
English Language Arts (PVHS 10-11-27)

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: Dormer

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Date: February 10, 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: _____

Date: 2/10

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

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

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

Signature of Parent _____

Date: 2/15/10

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

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

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

Student ID#:

1a.

Student has a specific learning disability impacting his visual-motor integration skills which impedes his performance in reading comprehension and written language.

1b.

Test direction/questions were read aloud to the student and the ELA testing was given over two days.

1c.

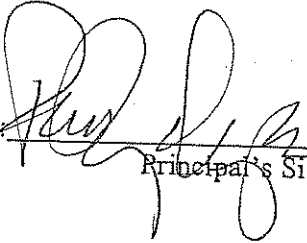
Student's weaker word recognition and comprehension skills impact his overall reading performance. Oral reading of directions and questions provides clarity of information which allows appropriate pacing of his test performance. Student tends to work impulsively which leads to errors and misunderstanding of a given text. Having the examiner present questions orally slows his performance, allows more focus and provides a clearer understanding for the student of what is being asked. Testing over two days decreases the student's fatigue and his possible frustration with demands of a larger testing day.

1d.

Teachers have been provided with copies of student's IEP goals and recommended accommodations, or modifications, as stated in his IEP. Directions and or questions for both class assignments and class tests are read aloud or verbally clarified for the student within his general education classes at his request or as determined helpful by the classroom teacher.

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

2-10
Date

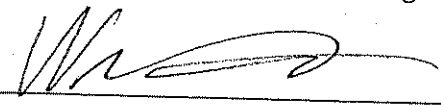
I agree that the information on this Waiver Request Sheet accurately describes the modifications that this student regularly uses as identified in the IEP.


Signature of Student's Special Education Teacher

02/12/10
Date

Steven T. Hoy
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

02/19/10
Date

Wendy Tenblador
Printed Name of Student's Academic Counselor



Supplementary & Specialized Support/Promotion & Assessment Standards

Student _____

Date of Birth _____

IEP Meeting Date 09/09/09

SUPPLEMENTARY/SPECIALIZED SUPPORT

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

- ☐ Supports for school personnel
☐ Program modifications

- ☐ Specialized aids/materials/equipment (Assistive Technology)
☒ 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 - 10)
☐ 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 - 10)
☐ 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. 4 & 7 only) ☒ Grade Exempt ☐ CST OR ☐ CMA (Criteria Met) (Gr. 4 & 7)
☐ 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) Flexible setting and time for all district-wide assessments

* (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
☒ Modifications (specify) test items read to him on ELA test
☒ Accommodations (specify) Flexible setting and time for all tests
- ☐ Exempt due to eligibility for participation in CAPA
☐ Grade Exempt (below grade 10)
☐ 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 09/09/09

INSTRUCTIONAL ACCOMMODATIONS

Area of Difficulty	Accommodation	Responsible Agency/Personnel	Start Date
Other: written language	Extra Time: Assignments/Tests (2.0), Grammar Checker, Spelling Checker	District of Service/ Gen. Ed. Teacher, RS	09/09/2008
Other: test taking	Extra Time: Assignments/Tests (1.5), Take Tests in Alternate Setting	District of Service/ Gen. Ed. Teacher, RS	09/09/2008
Other: test taking skills	Calculator	District of Service/ Gen. Ed. Teacher, RS	09/09/2008

Pajaro Valley Unified School District

Issue Date: 8/16/2006

Graduated:

Class Of: 2010

School Name/Address

Pajaro Valley High School
500 Harkins Slough
Watsonville, CA 95076

Tel: (831)728-8102 Fax: (831)728-6944

Counselor: Temblador

SSID:

CrsID	Course Title	Mark	Credit	CrsID	Course Title	Mark	Credit	
Pajaro Valley High Summer School Grd 09 7/2007				Pajaro Valley High School Grd 11 12/2008				Academic GPA: 2.513 Rank 198 out of 346 Total GPA: 2.558 Rank 198 out of 350 CSU GPA: 2.074 Cal Grant GPA: 0.000
1120	P English 1SDAIE A/B	B+	5.000	2610	P Algebra II	C+	5.000	
Crs Att: 5.000 Cmp: 5.000 Total GPA: 3.000				6010	P Art 1	B	5.000	
Pajaro Valley High School Grd 09 12/2006				3210	P Biology	B	5.000	
2413	P Algebra 1A/B (S/9)	A	5.000	1330	P English 3/American Lite	C	5.000	Testing Information CAHSEE_ELA-1-1 CA HSEE ELA F 10/6/2009 CA HSEE ELA Score 357 10/6/2009 CAHSEE_Math-1-1 CA HSEE Math P 10/7/2009 CA HSEE Math Score 397 10/7/2009
1162	Dev Reading 2	B	5.000	5054	ROP Computer Applicatio	B-	5.000	
1130	P English 1	RF	0.000	7210	P US History	B-	5.000	
5051	Intro Computers	A	5.000	Crs Att: 30.000 Cmp: 30.000 Total GPA: 2.667				
2976	Math B (9th)	A	5.000	Pajaro Valley High School Grd 11 6/2009				Pajaro Valley High School Grd 12 12/2009
4510	N PE 9	C	5.000	2610	P Algebra II	C-	5.000	
Crs Att: 30.000 Cmp: 25.000 Total GPA: 3.400				6010	P Art 1	C	5.000	
Pajaro Valley High School Grd 09 6/2007				3210	P Biology	C	5.000	
2413	P Algebra 1A/B (S/9)	A	5.000	1330	P English 3/American Lite	C-	5.000	Credit Summary - High School
1162	Dev Reading 2	A	5.000	5054	ROP Computer Applicatio	C	5.000	
1130	P English 1	RC	0.000	7210	P US History	C-	5.000	
3910	Health	A-	5.000	Crs Att: 30.000 Cmp: 30.000 Total GPA: 2.000				
2976	Math B (9th)	A	5.000	Pajaro Valley High School Grd 12 12/2009				Subject Area Req Cmp Def
4510	N PE 9	A	5.000	3310	P Chemistry	F	0.000	
Crs Att: 30.000 Cmp: 25.000 Total GPA: 4.000				9270	Directed Study	B-	5.000	
Pajaro Valley High Summer School Grd 10 7/2008				7410	P Economics	F	0.000	
1130	P English 1	B+	5.000	1430	P English 4	F	0.000	A English 40.00 20.00 20.00 B Math 20.00 20.00 C Biological Science 10.00 10.00 D Physical Science 10.00 10.00 E Health 5.00 5.00 F Fine Arts / Foreign L 10.00 10.00 G Physical Education 20.00 20.00 H Applied Arts 10.00 15.00 I World Civilization 10.00 10.00 J US History 10.00 10.00 K Federal Government 5.00 0.00 5.00 L Economics 5.00 0.00 5.00 M Electives 45.00 50.00 N Algebra 10.00 10.00 O Science 10.00 0.00 10.00
Crs Att: 5.000 Cmp: 5.000 Total GPA: 3.000				5065	ROP Bicycle Repair	A	5.000	
Pajaro Valley High School Grd 10 12/2007				2821	P Statistics	C-	5.000	
Crs Att: 35.000 Cmp: 35.000 Total GPA: 2.286				Crs Att: 30.000 Cmp: 15.000 Total GPA: 1.500				
Pajaro Valley High School Grd 10 12/2007				Credit Summary - High School				
1163	Dev Reading 3	B	5.000					
1230	P English 2	C	5.000					
2510	P Geometry	C+	5.000					
3610	P Integ Sci I	B	5.000					
4210	P Spanish 1 SS	D-	5.000					
4640	N Weights	B	5.000					
7110	P World Civ	C+	5.000					
Crs Att: 35.000 Cmp: 35.000 Total GPA: 2.286								
Pajaro Valley High School Grd 10 6/2008								
1163	Dev Reading 3	F	0.000					
1230	P English 2	D	5.000					
2510	P Geometry	C+	5.000					
3610	P Integ Sci I	B-	5.000					
4210	P Spanish 1 SS	C	5.000					
4640	N Weights	B	5.000					
7110	P World Civ	B-	5.000					
Crs Att: 35.000 Cmp: 30.000 Total GPA: 2.000								
				---Total Credits--- 220.00 190.00 40.00				

H = Honors A = Advanced Placement C = UC Transferable College Course
P = College Prep
One GPA is provided per semester.

Comments:

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

Date: 2/19/2010



California High School Exit Examination

Student and Parent Report

School: 0105858 - Pajaro Valley High

District: 69799 - Pajaro Valley Unified

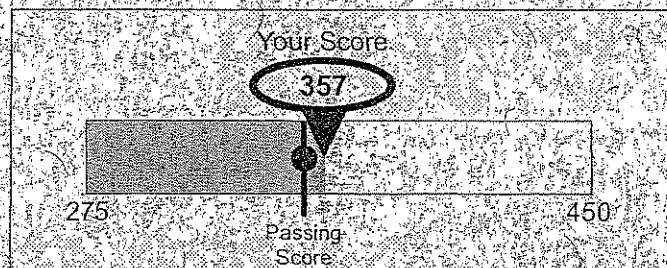
County: 44 - Santa Cruz

English-Language Arts

Test Date: 10/06/2009

Your Total Score	Score Required to Pass	Status
357	350	MODIFIED

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



Strands for English-Language Arts

	Number of Questions	Number Correct
READING		
Word Analysis	7	6
Reading Comprehension	18	13
Literary Response & Analysis	20	12
WRITING		
Writing Strategies	12	6
Writing Conventions	15	8

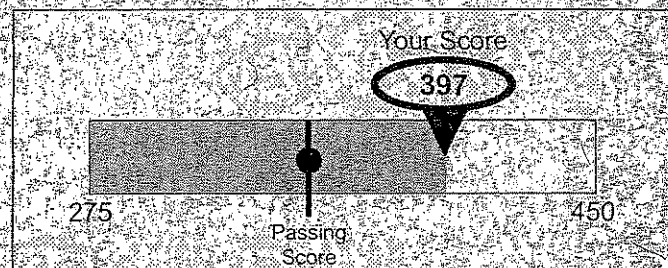
Writing Applications*

	Your Score
Essay	3.0

Mathematics

Test Date: 10/06/2009

Your Total Score	Score Required to Pass	Status
397	350	PASSED



Strands for Mathematics

	Number of Questions	Number Correct
Probability & Statistics	13	12
Number Sense	17	14
Algebra & Functions	20	16
Measurement & Geometry	18	15
Algebra I	12	8

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

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



Board Agenda Backup

Item No:

11.13

Date: April 13, 2011

Item: Award Construction Contract – Aptos High School, Ramp & Seatwall Improvements

Overview: There were additional monies remaining from the Measure J/OPSC funded project at Aptos HS. This project was developed to address two concerns at the campus. The first is an accessibility issue to the upper portion of the campus to replace a noncompliant ramp. This work had been designed a few years ago but was not build due to funding shortfall.

The second is to better address the students waiting to be picked up near the tennis courts, solve an erosion problem and provide a more aesthetic look to the area between the tennis courts and parking lot. On April 6, 2011 at 2:00pm the District received and opened five bids summarized on the attached sheet. The apparent low bid was received from Knowlton Construction with a base bid of \$143,671.00.

Recommendation: It is recommended that the Board award the construction contract to Knowlton Construction in the amount of \$143,671.00 and authorize the Director of Maintenance, Operations and Facilities to execute the contract.

Budget Considerations:

Funding Source: Measure J & OPSC

Budgeted: Yes: ☒

No: ☐

Amount: \$143,671.00

Prepared By:

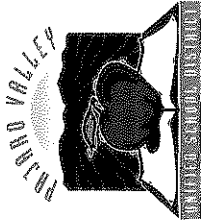
Richard Mullikin/sc

Richard Mullikin, Director of Maintenance, Operations & Facilities Department

Superintendent's Signature:

Dorma Baker

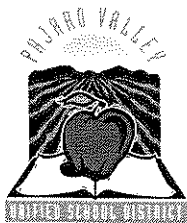
Dorma Baker, Superintendent



Bid Results

Aptos High School - Ramp and Seatwall Improvements Aptos High School, 100 Mariner Way, Aptos, CA 95003 PAJARO VALLEY UNIFIED SCHOOL DISTRICT BID DATE: Tuesday, April 5, 2011 before 2:00 PM									
BIDDER	BASE BID	Total Bid Amount	RANK	Designation of Subs	Non-Collusion	Fingerprinting	Addendum # 1	Bid Bond	D.V.B.E
Cen-Con, Inc.	\$198,840.00		x	x	x	x	x	x	x
Earth Works Paving Contractors Inc.	\$162,000.00		x	x	x	x	x	x	x
Knowlton Construction	\$143,671.00		x	x	x	x	x	x	x
Monterey Peninsula Engineering Inc.	\$210,000.00		x	x	x	x	x	x	x
Seldon & Son	\$207,820.00		x	x	x	x	x	x	x

PAJARO VALLEY UNIFIED SCHOOL DISTRICT



Board Agenda Backup

Item No: 13.1

Date: April 13, 2011

Item: GATE Positive Program Report

- Overview:**
1. Gifted and Talented Education brief overview of services and goals.
 2. Review of partnerships that support GATE goals:
 - The Migration and Adaptations in the Americas Foundation (MAIA)
 - The Borina Family Foundation
 - Driscoll's Philanthropy
 - The California Association for the Gifted
 - UCSC
 - SCCOE
 - Marine Advanced Technology Institute-MATE
 - High School Students performing community service hours
 3. GATE Inservices supporting DATA Teams and RtI2
 4. Report on new GATE identification procedures and results
 5. Looking ahead: Adjusting to GATE losing one fte (half of the staff) and the GATE Liaison Network next school year

Recommendation:

Budget Considerations:

Funding Source:

Budgeted: Yes: ☐

No: ☐

Amount: \$

Prepared By: Lyn Olson

Superintendent's Signature:

Dorinda Burt

GATE: Gifted and Talented Education Services in Pajaro Valley Unified Schools 2010-2011

The primary work of the PVUSD GATE Services office can be summarized as:

- Identification of GATE students; management of overall GATE Services;
- Supporting teachers in their efforts to differentiate curriculum and other strategies to meet the needs of their GATE and advanced students;
- Supporting parents in understanding the unique characteristics and academic, social and emotional needs of their gifted children;
- Supporting students with workshops and enrichment opportunities.

Identification: State GATE Standard 2

- **Winter–Spring:** Administer the Raven’s Progressive Matrices Test to *all* 2nd and 3rd grade students.
- **Spring:** Collect teacher referrals/recommendations for students who are candidates for possible GATE identification.
- **Fall:** Administer “make-up” Ravens testing to any students who missed the spring testing.
- **Fall:** Hold GATE Placement Committee meeting (admin, teacher, GATE staff), review Ravens, CST, class room grades data, as well as parent and teacher recommendations and comments; identify students as formally GATE-identified (“I”), “provisionally identified” (“P”) or Not identified (“N”).

Teacher Support: State GATE Standards 3, 4, 5

- **Ongoing:** Provide curriculum resources, professional development, coaching and other support, to help teachers offer differentiated instruction to their GATE, advanced and *all students*, in order to improve student achievement.
 - DATA Teams: Tiered Instruction, RtI2: Thinking Maps, Literature Circles and HM Reading Integrated Thematic Units; Depth & Complexity Icons, Extension menus, I-Search projects: Mindsets and Effective Feedback, School and County Science Fair, County Math Contest
- **Ongoing:** GATE Staff are working with and supporting teachers in their “data cycle” process (and with District Data Leadership Teams), helping teachers develop effective differentiation, assessment and feedback strategies.
- **Fall–Winter:** Hold GATE “Teacher Talks,” 30- to 40-minute conferences with each 4th, 5th and 6th grade teacher to discuss their GATE-identified students (I and P). We discuss academic strengths and challenges, as well as social, emotional, personal, interpersonal issues.
- **Now in Its Third Year:** GATE Liaison Network: Funded by a grant from the MAIA Foundation, teachers from 17 schools are being supported to serve as their school site’s GATE “expert” and go-to resource person.

Parent Support: State GATE Standards 4, 6

- **Fall:** General Parent Workshop, presenting an overview of the GATE program in PVUSD, identification process, concepts of curriculum differentiation, “MindSets” (Carol Dweck).
- **Winter – Spring:** Parent Support Group and Workshop Series: “SENG: Supporting the Emotional Needs of the Gifted:” (4–7) 2-hour workshop/support group sessions, addressing issues such as motivation, discipline, parent-child relationships, sibling relationships and child-adult relationships, and more.
- **Ongoing:** The PVUSD GATE Services Office publishes and distributes to the families of all GATE students 2–4 GATE newsletters each year. We also maintain an extensive website, and are available by phone and email for answering questions and providing whatever support we can to parents of GATE-identified children.

Student Support: State GATE Standards 3, 4

- **Student Workshops:** GATE Services offers a series of two (or more) 1-hour workshops for GATE-identified students, on topics such as, what it means to be gifted; how do brains learn; what’s my mindset; how can I advocate for my own learning, etc.
- **Enrichment Support:** Support for students’ participation in enrichment activities such as Science Fair (school and County), the County Math Contest, Student-to-Student Conference, etc.

You are the GATE Program. We are here to support you!

Ed code stipulates that GATE services are to be provided by classroom teachers through differentiated curriculum that is responsive to the needs, interests and abilities of gifted students within the school day.

We are available to provide professional development, coaching, teach model lessons, assist in curriculum planning, and other support to classroom teachers, on a wide variety of topics, including but not limited to:

- *Coach teachers for academic competitions i.e. County Math Contest*
- *MindSets, Motivation and Effective Feedback Strategies*
- *Icons for Depth and Complexity*
- *HM Language Arts and ITUs (Integrated Thematic Units (4-6) some for grades 1-3*
- *Managing Differentiation, Grouping for Differentiation*
- *Data Team Support*
- *Differentiated Learning Centers or Stations*
- *Tiered Lessons*
- *Anchor Activities, Challenge Activities*
- *Acceleration*
- *Independent Study*
- *Pre-assessment and Curriculum Compacting*
- *Identification/Characteristics of Gifted Learners*
- *Communicating with Parents about their Gifted Child and Differentiated Instruction*
- *Social Emotional Elements of Giftedness*
- *Questioning for higher level thinking*
- *Extension Menus or Choice Boards*
- *Scholarly Traits*

District-Wide GATE Services:

Testing & identification; Parent Meetings, workshops and support; Professional Development; GATE Advisory Council; Extensions of Core Curriculum; Data Team Support, Newsletters and other communication; Develop Plan for State GATE grant; Implement GATE State Standards.

Your PVUSD GATE Staff



Lyn Olson
GATE Coordinator
786-2100 x2580
lyn_olson@pvusd.net



Ted Altenberg
GATE Teacher
786-2100 x2581
edward_altenberg@pvusd.net

PVUSD GATE Liaison Network 2010 - 2011

Cesar Chavez MS:	Brittany Birchall – 6 th grade math & science
Lakeview MS:	Diane Bury – 6 th grade Core (ELA-HSS)
Pajaro Middle School	Sumita Jaggar – 8 th grade math & science
Rolling Hills MS:	Laura Reeve – 6 th grade Core (ELA-HSS)
EA Hall	TBD
Aptos Jr. High	TBD
Amesti:	TBD
Ann Soldo:	Tom Knight – 2nd grade
Bradley:	April Nelson – 2 nd grade
Calabasas:	Randi Diccico – 2 nd grade
Freedom	Craig Rayburn – 3 rd grade
Hall District:	Laura Feistel – 3 rd grade
H. A. Hyde:	Katie Groark – 1 st grade
Landmark:	Kim Black – 5 th grade
MacQuiddy:	TBD
Mar Vista:	Brenda Ashworth – 6 th grade
Mintie White:	TBD
Ohlone:	Susan Christensen – 3 rd grade
Radcliff:	Manjit Dhillon – 3 rd grade
Rio del Mar:	Christie Zepeda – 6th grade
Starlight:	Erin Hewitt – 4 th grade
Valencia:	Susan Peoples – 2 nd grade

Goals and Objectives of the PVUSD GATE Liaison Network*

- To increase the presence and awareness of PVUSD GATE Services at all school sites, among teachers, students, parents and the community.
- To achieve the district goal that every identified GATE student receives differentiated instruction targeted at their academic level in response to formative assessments throughout the regular school day.
- To increase the number of underrepresented students from immigrant and second language families graduating from college.
- To create a network of professionals for sharing information, supporting teachers and making recommendations.
- To increase communication to students and parents about how classroom teachers are meeting the needs of their gifted students.

* Generously funded by the MAIA Foundation, with the support of the Borina Foundation and other Community-based donors.

Please feel free to contact your GATE Liaison with questions and support at your school site.

Wanted: GATE Liaison Teacher at Your Site!

*In an effort to increase awareness of and participation with GATE services among PVUSD students, families and staff, PVUSD GATE Services is offering a stipend of **\$850*** for a teacher to serve as a **GATE Liaison** at their site.*

* \$599 stipend, plus \$100 in materials of your choice, plus 4 hours of supplemental pay, all generously funded by the MAIA Foundation (Migration and Adaptation in the Americas).

The goals and objectives of this program are:

- To increase the presence and awareness of PVUSD GATE Services at all school sites, among teachers, students, parents and the community.
- To achieve the district goal that every identified GATE student receives differentiated instruction targeted at their academic level in response to formative assessments during the school day including Data Cycles.
- To increase the number of underrepresented students from immigrant and second language families graduating from college.
- To create a GATE Liaison Network of professionals for sharing information, supporting teachers and making recommendations.
- To increase communication to students and parents about how classroom teachers are meeting the needs of their gifted students.

Requirements for teachers who are interested:

Full-time credentialed teacher, preferably grades 2–8, who has experience differentiating instruction, or has taught a GATE cluster, or who is willing to receive training on effective strategies for teaching GATE students.

Obligations throughout the school year:

- Represent your site at **two** of three GATE Advisory Council (GAC) meetings (evenings)
- Attend 4 hours of in-service on one Saturday (supplemental pay) date TBD
- Participate in **four** GATE Job-Alike meetings, focus on student achievement through Data Cycles
- Attend **one** of two Fall GATE Parent Meeting (evening)
- Help disseminate information about GATE and differentiation to staff, parents, students and SSC
- Facilitate or coordinate **three** staff development opportunities on differentiation for GATE or advanced students (alone or in collaboration with GATE staff)
- Maintain a monthly **GATE Activity Log** to be used at **GATE Liaison Job Alike Meetings**
- Submit a **one page report** at the end of the year describing your experience
- Maintain a GATE Liaison Binder

If you are interested in serving as the GATE Liaison for your site, please complete the attached form and return it to us by Friday, September 3, 2010.

GATE Liaison Teacher Interest Form 2010-2011

Yes, I am interested in serving as my site's GATE Liaison.

Name: _____

Site: _____

School Phone: _____ email _____

Home/cell Phone: _____ email _____

2010-2011 grade level assignment: _____

Briefly describe your experience, knowledge, and/or interests in working with gifted learners:

____I have read and agree to fulfill the required obligations.

Teacher's signature

Date

Principal's Portion of this Application

- ☐ Yes, I support this applicant as our school GATE Liaison
- ☐ I am willing to work with this teacher toward achieving the stated goals
- ☐ I am willing to provide time on a regular basis for the GATE Liaison to communicate with staff.
- ☐ I am willing to support the GATE Liaison in the facilitation of staff development that addresses the needs of advanced and gifted learners.

School Principal's signature

Date

Please send to GATE Office at the DO

Lyn Olson, GATE Coordinator 786-2100 x2580
lyn_olson@pvusd.net

Ted Altenberg, GATE Resource Teacher 786-2144
edward_altenberg@pvusd.net

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PAJARO VALLEY UNIFIED SCHOOL DISTRICT



Board Agenda Backup

Item No: 13.2

Date: April 13, 2011

Item: State Budget And District Fiscal Update

Overview: District staff will provide the board an update on the status of state budget negotiations and possible implications to the district's fiscal condition. Staff will also brief the board on the status and outlook for the district's 2011-12 budget and multi-year fiscal outlook.

This is an informational item only. No official action will be requested of the board.

Recommendation: Review and discuss only.

Prepared By: Brett McFadden, CBO

Superintendent's Signature: Dorm Bal

PAJARO VALLEY UNIFIED SCHOOL DISTRICT



Board Agenda Backup

Item No: 14.1

Date: April 13, 2011

Item: **Pajaro Preparatory Academy Item: 1) Staff Report and Proposed Findings of Fact Regarding Pajaro Preparatory Academy Charter Petition and on 2) Resolution #10-11-27, Deny they Charter Petition for Pajaro Preparatory Academy.**

Overview: On February 16, 2011, the Board of Education of the Pajaro Valley Unified School District ("Board") received a charter school petition ("Petition") from ConnectedSchools, purporting to be a nonprofit public benefit organization, and proposing the opening of a K-8 charter school to be called the Pajaro Preparatory Academy ("Charter School") in the 2011-12 school year.

Pursuant to Education Code 47605. (b), the Board of Education held a public hearing for the petition on March 9, 2011 and the public was given the opportunity to comment on the petition. The board considered the level of support for the petition by teachers employed by the district, other employees of the district and parents.


Subsequent to the public hearing, District staff began their analysis of the petition. The Staff Report and *Proposed Findings of Fact* attached contains proposed findings prepared by District staff and legal counsel, and recommends that the Board deny the charter petition on the following grounds pursuant to Education Code section 47605:

Finding 1: The Charter School Presents an Unsound Educational Program.

Finding 2: Petitioners are Demonstrably Unlikely to Successfully Implement the Program.

Finding 3: The Petition Does Not Contain Reasonably Comprehensive Descriptions of Certain Required Elements.

In order to deny the Petition on the grounds set forth above, Education Code section 47605, subdivision (b) requires the Governing Board to make "written factual findings, specific to the particular Petition, setting forth specific facts to support one or more" of the grounds for denying the charter.



Recommendation: Staff recommends that the Board adopt the **Proposed Findings of Fact**, attached, as its own and **Resolution NO.: 10-11-27** denying the Petition.

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

Superintendent's Signature:

Dorm Bosh

**PAJARO VALLEY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION
RESOLUTION NO.: 10-11-27**

Resolution to Deny the Charter Petition of Pajaro Preparatory Academy

WHEREAS, on or about February 16, 2011, the Board of Education of the Pajaro Valley Unified School District ("Board") received a charter school petition ("Petition") from ConnectedSchools, purporting to be a nonprofit public benefit organization, and proposing the opening of a K-8 charter school to be called the Pajaro Preparatory Academy ("Charter School") in the 2011-12 school year;

WHEREAS, the public hearing required by Education Code section 47605, subdivision (b) was held on March 9, 2011;

WHEREAS, the Board has considered the level of public support for the proposed Charter School, has reviewed the Petition and all information received with respect to the Petition, including all appendices and supporting documentation, and has further considered all information related to the operation and potential effects of the proposed Charter School;

WHEREAS, in reviewing the Petition, the Board has been guided by the intent of the California Legislature that charter schools are and should become an integral part of the California educational system and that the establishment of charter schools should be encouraged;

WHEREAS, after analysis of the proposed charter and input from legal counsel, District staff determined that the proposed charter contained numerous deficiencies;

WHEREAS, based on the analysis by staff, the Superintendent has recommended denial of the charter;

NOW, THEREFORE, BE IT RESOLVED that the Board hereby adopts the findings and conclusions set forth in the attached Staff Report and Proposed Findings of Fact dated April 7, 2011, which is attached hereto and integrated herein by this reference, and the Board further finds as follows:

- (1) The petition presents an unsound educational program for the students to be enrolled in the Charter School;
- (2) The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition;

- (3) The petition does not contain reasonably comprehensive descriptions of certain required elements set forth in Education Code section 47605, subdivisions (b)(5)(A) through (P).

BE IT FURTHER RESOLVED that the Board denies the Charter School's petition on the basis of the findings herein adopted.

The foregoing Resolution was adopted by the Governing Board of the Pajaro Valley Unified School District of Santa Cruz County, California, at a Governing Board meeting held on the 13th day of April, 2011, by the following vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

I, _____, Clerk of the Board of Trustees of the Pajaro Valley Unified School District, HEREBY CERTIFY that the foregoing Resolution was duly introduced, passed and adopted by the Governing Board at a meeting thereof held on the _____ day of _____, 2011, by the foregoing vote.

IN WITNESS THEREOF, I have hereto set my hand this _____ day of _____, 2011.

Clerk of the Board of Trustees

STAFF REPORT AND PROPOSED FINDINGS OF FACT REGARDING PAJARO PREPARATORY ACADEMY CHARTER PETITION

Introduction

The Pajaro Valley Unified School District (“District”) received a charter petition (“Petition”) on February 16, 2011, from ConnectedSchools, which purports to be a nonprofit public benefit organization, proposing the creation of a K-8 charter school to be called the Pajaro Preparatory Academy (“Pajaro Prep” or “Charter School”). The Petition further proposes a Charter term of five (5) years.

As reflected by District staff comments throughout this report, the Petition’s chief failing is that while it contains a “wish list” of ideas for the proposed educational program, the Petition fails to adequately explain how the Petitioners will fund and implement those ideas. In virtually every area explored below, the Petition reflects a lack of in-depth, realistic planning for the start-up of a school that proposes to serve nearly 500 students at full capacity—especially one that Petitioners claim will open just a few short months after approval.

Of particular concern, the proposed Charter School has, to date, not completed the process for filing as a nonprofit public benefit organization incorporated in the State of California. As explained in greater detail herein, the Charter School’s failure to complete the incorporation process renders it ineligible for much of the state funding on which it is relying for start up costs, and could make the District liable for the Charter School’s debts and obligations. In addition to exposing a charter authority to the risk of liability, their failure to incorporate also raises serious questions about the Charter School’s ability to successfully implement many other elements of its proposed program. Petitioners’ failure to complete this critical first step, suggests that they are ill-equipped to undertake an enterprise of this scale and complexity.

Targeted Population, Mission, and Need for Charter School

As presented in the Petition, the Charter School expects to serve approximately 108 students in kindergarten and first grade in its first year of operation (2011-2012), increasing to 378 students in grades K through 6 by year five (2015-2016). Full implementation is anticipated in Year 7, with a maximum enrollment of 486 students. (Petition, p.17.) Petitioners intend the Charter School to provide “a rigorous high-quality K-8 education in the Pajaro Valley targeted at “students from farm-working, migrant, and second-language speaking families.” (Petition, p. 4.) The Charter School’s stated mission is preparing students “to achieve at high levels, think deeply and creatively, and have strong social and emotional resources for readiness and engagement in high school, college, and life beyond.” (Petition, p. 14.) Petitioners further identify a need to “change the educational outcomes for students growing up in low income and non-native English speaking families in communities like Watsonville and the greater Pajaro Valley” (Petition, p. 14), utilizing an educational program that promises, among other things, “over three hours of literacy instruction daily”, an extended school day and school year, and “curb-to-curb services for parents and families with the inclusion of on-site healthy [sic] screenings and clinics, parent education classes, and food distribution.” (Petition, p. 14.)

Petitioners base their assertion that a school such as Pajaro Prep is needed on the premise that children growing up in “low-income immigrant communities such as Watsonville” do not have consistent access to the type of “rigorous, well-rounded college-preparatory public education” that Petitioners are proposing to offer at the Charter School. (Petition, p. 20.) They further note that “[g]iven the socio-economic and linguistic profile of the Pajaro Valley and the academic performance levels of local public school options, there is a compelling need for Pajaro Preparatory Academy in this community.” (Petition, p. 22.)

District staff, however, concludes that the proposed program duplicates many services already offered by the District. In particular, the proposed dual language program proposed by Petitioners appears to be very similar to the dual immersion program offered through the District’s Alianza Charter School. Additionally, every District school site already provides comprehensive English Language Development (“ELD”) instruction to eligible English Language Learners. Although Petitioners have indicated that their target audience includes migrant students, the Petition does not include any discussion of any specific services it intends to offer to these students. By contrast, the District’s Migrant Education Program provides a wide range of services to migrant students and their families, including: academic guidance, health services, parent advocacy and education, and preschool services. Free or low-cost health services are also provided to low-income District students by Salud Para La Gente at clinics located on seven District school sites.

Petitioners include a number of “letters of support” for the Charter School at Appendix I. However, a close review of these letters reveals that the majority of writers did not have the opportunity to read the Petition, and they express only general support for the concept as presented by the Lead Petitioner. Scrutiny of other letters received on University of California, Santa Cruz and Cabrillo College letterhead makes clear that the authors have written on their own behalf, and do not represent the institutions which employ them.

Review of the information included in the Petition which describes the backgrounds of the Charter School’s founders and proposed Board members reflects a group of community members with expertise in business, science, and community affairs; however, Petitioners lack the breadth of educational experience necessary to successfully implement an undertaking of this scope. (Petition, Appendices B, C.) Of particular note, the Lead Petitioner has limited leadership experience in California public schools, having served only two single-year assignments as a Principal in the District and in the Hayward Unified School District. His resume lists no previous experience in founding or operating a private school or a public charter school. (Petition, Appendix B.) In fact, with the exception of one retired superintendent, the other members of the founding board have little day-to-day experience in a public school setting. (Petition, Appendix C.)

District staff concludes that the need for the Charter School as described in the Petition is misstated, and that migrant, low-income, and second-language students are already well-served with a wide variety of District resources. Staff further concludes that there are significant portions of the Petition that have not been adequately developed and that, based upon these omissions, the Petition should be denied. In sum, Petitioners have not provided evidence of a coherent, feasible educational program that can be successfully implemented.

This report sets forth findings based upon a review of the Petition and its appendices by District staff and legal counsel. A number of significant concerns raised by staff are discussed in detail, below.

Overview of Charter Petitions Generally

The Charter Schools Act of 1992 (“Act”) governs the creation of charter schools in the State of California. The Act states that a school district governing board considering whether to grant a charter petition “shall be guided by the intent of the Legislature that charter schools are and should become an integral part of the California educational system and that establishment of charter schools should be encouraged.” (Ed. Code § 47605(b).) With this legislative intent in mind, the governing board must grant a charter “if it is satisfied that granting the charter is consistent with sound educational practice.” (Ed. Code § 47605(b).) The governing board may not deny a petition unless it sets forth specific facts to support one, or more, of the following five findings:

1. The charter school presents an unsound educational program for the students to be enrolled in the charter school.
2. The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition.
3. The petition does not contain the number of signatures required by Education Code section 47605, subdivision (a)(1)(A) or (a)(1)(B).
4. The petition does not contain an affirmation of certain specific conditions set forth in Education Code section 47605, subdivision (d), including that the charter school: (1) will be nonsectarian in its admission policies, employment practices, and all other operations; (2) will not charge tuition; and (3) will not discriminate against any student on the basis of the characteristics set forth in Education Code section 220.
5. The petition does not contain reasonably comprehensive descriptions of certain elements in its program and operations as set forth in Education Code section 47605, subdivision (b)(5)(A-P), which describes the following sixteen separate elements that must be addressed in every charter petition:
 - A. A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling students to become self-motivated, competent, and lifelong learners.
 - B. The measurable student outcomes identified for use by the charter school. “Student outcomes” means the extent to which all students of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program.

- C. The method by which student progress in meeting those student outcomes is to be measured.
- D. The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement.
- E. The qualifications to be met by individuals to be employed by the school.
- F. The procedures that the school will follow to ensure the health and safety of students and staff.
- G. The means by which the school will achieve a racial and ethnic balance among its students that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.
- H. Admission requirements, if applicable.
- I. The manner in which annual, independent, financial audits will be conducted, which will employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies will be resolved to the satisfaction of the chartering authority.
- J. The procedures by which students can be suspended or expelled.
- K. The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security.
- L. The public school attendance alternatives for students residing within the school district who choose not to attend charter schools.
- M. A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.
- N. The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.
- O. A declaration whether or not the charter school will be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act ("EERA" or "Rodda Act").
- P. A description of the procedures to be used if the charter school closes. These procedures must ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of student records.

Charter school petitions are also required to include a discussion of the impact on the chartering district, including, the facilities to be utilized by the school, the manner in which administrative services will be provided, potential civil liabilities for the chartering school district, and a three year projected operational budget. (Ed. Code § 47605(g).)

Recommended Grounds for Denying the Charter Petition

Staff recommends that the Board deny the Petition on the following grounds, pursuant to Education Code section 47605:

1. The Charter School presents an unsound educational program for the students to be enrolled in the Charter School. (Ed. Code § 47605(b)(1).)
2. The Petitioners are demonstrably unlikely to successfully implement the program set forth in the Petition. (Ed. Code § 47605(b)(2).)
3. The Petition does not contain reasonably comprehensive descriptions of certain required elements set forth in Education Code section 47605, subdivisions (b)(5)(A-P).

In order to deny the Petition on the grounds set forth above, Education Code section 47605, subdivision (b), requires the Governing Board to make “written factual findings, specific to the particular Petition, setting forth specific facts to support one or more” of the grounds for denying the charter. Staff recommends that the Board adopt the proposed findings of fact, set forth below, as its own findings. Staff further recommends that the Board deny the Petition.

Please note that these findings of fact have been grouped for convenience under the aforementioned grounds for denial of a charter petition however, certain findings of fact may support more than one ground for denial.

Proposed Findings of Fact

Finding 1: The Charter School Presents an Unsound Educational Program for Pupils to be Enrolled at the Charter School

As noted above, Petitioners intend that the Charter School’s “target population” will be “students from farm-working, migrant, and second-language speaking families.” (Petition, p. 4.) Based upon the District’s experience, the Charter School should expect that the student population that will be enrolled in the Charter School will present a wide range of learning abilities and skills, including low-achieving students, high-achieving students, special education students and English Language Learner (“ELL”) students. However, as described below, the Petition fails to adequately describe or address the specific educational interests, backgrounds, or challenges of the diverse student population it proposes to educate. Specifically, the Charter School presents an unsound educational program for the students to be enrolled at the Charter School, for the following reasons:

- A. The Petition does not sufficiently describe the proposed curriculum or teaching methods to be employed at the Charter School.
- B. The Petition does not include detailed plans for low achieving and at-risk students.
- C. The Petition does not include a detailed plan for meeting the needs of its high-achieving students.
- D. The Petition does not adequately address how the Charter School will modify its educational program to educate ELL students.
- E. The Petition does not address how the Charter School's educational program will serve special education students.

- A. The Petition does not sufficiently describe the proposed curriculum or teaching methods to be employed at the Charter School.

The description of the Charter School's educational program should include the instructional approach it will utilize including, but not limited to the curriculum and teaching methods. (Ed. Code § 47605(b)(5).) The Petition fails to present a coherent, fully-articulated educational program for both its general program and its programs for special groups such as special education students and ELL students.

With regard to the overall educational program, the Petition provides only a general overview of core academic, lifelong learning and leadership skills that students will obtain. Instead, the Petition spends many pages describing and endorsing selected elements from a wide range of instructional approaches and strategies, but fails to describe how the Charter School intends to implement these pedagogical approaches into a coherent instructional program. (Petition, pp. 72-82)

The Charter School indicates its educational program will include technology, media, and information instruction. (Petition, pp. 5, 15, 80.) However, Petitioners do not outline any long-term technology plan and do not describe how such instruction will be provided to students, who will provide it, and what their qualifications will be. As noted below, Petitioners do not appear to factor instructional technology into the Charter School's multi-year budget projections.

In sum, the instructional and curricular components of the Charter School, as described in the Petition, present an unsound educational program for the students to be enrolled in the school.

- B. The Petition does not include detailed plans for serving low-achieving students.

The Petition fails to adequately describe how the Charter School will identify and respond to the needs of pupils who are not achieving at expected levels.

The Petition provides that a student will be designated as “low-achieving” if the student is “achieving below grade level and at risk of retention if ongoing assessment results indicate a lack of skills mastery and/or lack of proficiency in the core content.” (Petition, p. 85.) This approach for identifying low-achieving students is problematic. First, the Petition does not indicate which assessments the Charter School intends to use to identify low achieving students or what standards will be used in evaluating a student’s “lack of skills mastery and/or lack of proficiency in the core content.”

Further, the Petition states that the Charter School will use “small homogeneous groups for reading instruction,” “daily leveled interventions” and “push in support from learning specialists and enrichment teachers” to support low-achieving students. The Petition also notes that “daily tutoring will be available for students every day in the after-school program” (Petition, pp. 58, 85) and that “Saturday school” will be used to provide additional remediation to low-achieving students (Petition, p. 27.) However, the Petition makes no mention of its intention to hire learning specialists, enrichment teachers, or instructors to provide such interventions or remediation during the regular school day, after-school, or during Saturday school programs, and it includes no job descriptions for such personnel. Neither is there any reference in the Petition’s Year 1 budget to funds reserved for the salaries and benefits of learning specialists or enrichment teachers. (Petition, Appendix A.) (If such funds are reflected in the Charter School’s budgetary projections for subsequent years, they are not identified as such.)

“Daily leveled interventions” that the Charter School plans to employ in order to assist low-achieving students are not identified or discussed in any detail in the Petition, and the Petition makes no reference to scaffolded instruction, types of learning materials, pre-teaching, re-teaching, or any of the other standard learning strategies used to address the needs of low performing students. (Petition, pp. 85-6.)

Although Petitioners note that low-achieving students who do not progress will be served through a Student Study Team (“SST”) process, the Petition does not include any information regarding what specific assessments and observations will be conducted through that SST process, who will conduct them, what extra attention or intervention services identified students may receive, who will provide the services, how often the services will be provided, what curriculum will be used, or how it will be determined whether interventions are effective. (Petition, p. 86.)

As noted above, the Petition indicates that low-achieving students will be offered before-school (beginning in Year 3) and after-school tutoring each day, as well as Saturday school. (Petition, pp. 27, 58, 85.) But Petitioners do not appear to have budgeted for any before- or after-school tutoring or Saturday hours. Additionally, the Petition does not describe the qualifications for staff or volunteers for providing such remediation and tutoring services. If Petitioners intend to rely on volunteer tutors, the Petition should include the minimum qualifications necessary for providing supplemental academic instruction to low-achieving students and a plan for staffing tutoring sessions in the event a community or parent volunteer is not located, or is absent. Thus, the Charter School’s intent to provide low-achieving students with additional tutoring services seems, at best, speculative. In sum, the Petition fails to present a sound educational program for low-achieving students.

C. The Petition does not include a detailed plan for meeting the needs of its high-achieving students.

Other than referencing the use of an Individual Learning Plan (“ILP”), the Petition does not include detailed descriptions of particular services or programs that will be available to high-achieving students, or how such services or programs will be implemented. (Petition, pp. 101-102.) While the Petition indicates that flexible ability groupings, customized homework, opportunities to work online, and after-school enrichment opportunities will be available to high-achieving students, it does not describe those programs or opportunities in any depth. (Petition, p. 102.) The Petition does not include any examples of how the Charter School will modify its curriculum to meet the needs of high-achieving students. Based on the scant information provided, the District is left to guess at what Petitioners mean when they assert that “advanced students will be given opportunities to expand lesson assignments and create extended projects that will challenge their thinking and creativity.” (Petition, p. 102.) Instead, Petitioners simply assert that the needs of high achieving students “will be met by the wide variety of school-wide supports already in place.” (Petition, p. 102.) Without further information, the District cannot adequately assess whether Petitioners will be able to meet the needs of high-achieving students.

D. The Petition does not adequately address how the Charter School will educate ELL students.

According to the California Department of Education (“CDE”), all federal requirements and some State requirements for ELL programs apply to charter schools. Reviews under the State’s Categorical Program Monitoring process are conducted in the same manner for charter schools as for other public schools. Overall, charter schools are not exempt from meeting the educational needs of ELL students. Accordingly, Petitioners should reasonably expect a similar percentage of ELL students to be enrolled in the Charter School as are currently enrolled in the District.

As presented in the Petition, the Charter School’s plan for serving ELL students reflects serious misunderstandings as to how ELL students learn and are best served through the delivery of English Language Development (“ELD”) instruction.

Petitioners cite many different instructional methodologies and the work of many researchers in their discussion of ELD instruction, but do not present any clear coherent discussion as to how appropriate ELD instruction will be delivered to Charter School students. (Petition, pp. 93-101.) Instead, the Petition sets out a rambling and confusing narrative that strongly suggests that Petitioners do not have a clear understanding of the specific goals targeted by appropriate ELD instruction. For example, Petitioners make reference to the work of Stephen Krashen, Johanna Haver, Aida Wolqui, and Guadalupe Valdes; however, other than a broad endorsement of the conclusions reached by these researchers, the Petition fails to clearly describe how that research will be implemented or threaded throughout the ELD curriculum at the Charter School. In fact, nowhere in the Petition is there a reference to the specific curriculum and supplemental materials that will be used to provide ELD instruction.

As a further example of Petitioners’ misunderstanding of the focus of appropriate ELD instruction, several paragraphs in the Petition are devoted to describing the Charter School’s intention to have its staff utilize “GLAD and SDAIE” strategies and follow “Stephen Krashen’s

Natural Approach to English Language Development.” (Petition, pp. 94-5.) It is clear from that discussion that Petitioners do not understand that Guided Language Acquisition and Design (“GLAD”) is a type of Specially Designed Academic Instruction in English (“SDAIE”). More problematic, the information cited in the top box of Figure A.36 and entitled “Adapted Version of Stephen Krashen’s Natural Approach to ELD” is actually taken from Systematic ELD, authored by Susana Dutro and is included in the Petition incited. Likewise, the lower box at Figure A.36 is the work of Stephen Krashen, but it sets out the conditions for successful use of SDAIE strategies, not ELD instruction, as indicated by Petitioners.

Other pages in the Petition describe the Charter School’s plans to implement a “dual language learner model” and to incorporate a “structured English immersion” approach in the classroom. (Petition, pp. 96-97.) It appears that Petitioners intend the “dual language” program to provide 100 minutes of Spanish language instruction through the second grade only. In third grade, instruction will be provided in English, before Spanish is reintroduced as an elective at the fourth grade level. This approach to second language instruction is not supported by any substantive research and fails to account for the needs of individual ELL students at each ELL level. Moreover, research has also shown that if a student’s dominant language is Spanish, use of “structured English immersion” is not a sound model for ELD instruction. District staff further note that current research does not support the Charter School’s plan to delay “a transition to English literacy skills” until the third grade. (Petition, p. 96.)

Although individualized interventions should be the focus of an effective ELL program, the Petition fails to describe how such interventions will be provided. Other than a general assertion that the Charter School “will serve its ELL students in accordance with all applicable state and federal laws and regulations” (Petition, p.95), the Petition lacks any substantive discussion of the actual programs, instructional materials, and services that the Charter School intends to offer to its ELL students and how Petitioners intend to meet their legal obligations in educating those students. Specifically, the information provided in the Petition raises the following areas of concern regarding the Charter School’s plan for educating its ELL students:

1. *Identification.* In identifying ELL students, the Petition indicates that instruments and techniques in use by the District such as the CELDT (“California English Language Development Test”) will be administered to students with a dominant language other than English within 30 days of enrollment. While the Petition includes a classification schedule, it does not describe how the student’s performance on the CELDT will be used to determine the student’s ELL level, or any of the specific programs or services that will be offered to ELL students at each of the ELL levels.
2. *Reclassification.* With regard to its proposed process for the reclassification of ELL students, the Petition provides only that the Charter School will utilize “appropriate assessments, instruction, and interventions” to “ensure students are redesignated early and appropriately.” (Petition, p. 100.) Further, the Petition does not list any of the proposed instruments or assessments and does not describe required reclassification criteria. Additionally, it does not appear that the Charter School intends to conduct its ELL reclassification and annual reviews using a Language Review Team (“LRT”) process, which is required under state and federal Categorical Program Review, if the Charter School intends to apply for federal Title III-NCLB funding, or state Economic Impact Aid--Limited English Proficiency (“EIA-LEP”) funding. Specifically, the LRT

process is designed to ensure that each ELL student is making appropriate progress and is appropriately placed. Reclassified Fluent English Proficient (“RFEP”) students must also be evaluated twice each year, for two years following their RFEP designation, to ensure that they are receiving adequate support for transitioning into the mainstream classroom after termination of targeted ELD support.

3. *Curriculum and Instruction.* The Petition fails to describe any specialized curriculum, or other specialized materials that would be available to ELL students. Instead, as noted above, Petitioners intend that all students will receive “dual language” instruction in the classroom setting from their classroom teachers and that this “instructional program is geared to all learners, especially ELL students.” (Petition, p. 97.) The Petition also indicates that ELL students will attend ELD small group sessions, but does not indicate who will provide these services or how they will be integrated in the instructional day. (Petition, p. 97, pp. 59-63.) If Petitioners intend that ELL students will participate in small groups during the “whole-school intervention” period each morning, how will intervention services be delivered to ELL students as well as to students requiring intensive reading or math interventions during this single thirty-minute period of the school day?

While the Charter School intends to provide GLAD and SDAIE training to its teaching staff, it does not make completion of CLAD or BCLAD certification or special competency to meet the needs of ELL students an essential job qualification. (Petition, pp. 97, 136.) It is not clear whether classroom teachers must be qualified to provide English Language Development (“ELD”) instruction, and if so, how ELD will be individualized and delivered to each eligible student in the classroom setting. Further, Petitioners indicate that they will “work to” hire bilingual staff, but again, this is not a requirement for hire. (Petition, pp. 97, 136.) This is particularly troubling in light of the fact that the Charter School is targeting students from second-language families, and should expect a high percentage of its student population to be ELL students. As noted elsewhere, herein, no additional staffing for delivery of ELL services is indicated in the Charter School’s budget or referenced in its Budget Narrative. (Petition, Appendix A.)

Overall, Petitioners provide an insufficient description of how ELL students will be supported and do not have a sound and realistic plan for meeting their legal obligations to this subgroup of learners and ensuring that all ELL students have access to appropriate ELD instruction.

E. The Petition does not address how the Charter School’s educational program will serve special education students.

Other than broad statements that Petitioners intend to comply with all applicable laws regarding the provision of special education to Charter School students, the Petition does not adequately describe the Charter School’s plan for ensuring that Charter School students receive all special education and related services to which they are entitled. (Petition, pp. 86-92.) The absence of any substantive plan for special education in the Petition is strong evidence that the Charter School’s founders do not have a sound and realistic plan for meeting their legal responsibilities under both the Individuals with Disabilities Education Improvement Act of 2004 (“IDEA”) and Section 504 of the Rehabilitation Act of 1973 (“Section 504”). Among the deficiencies identified by District staff are the following:

1. *Delineation of Duties; Funding; Staffing.* As a threshold matter, Petitioners appear to be confused as to how the provision of special education services to eligible students will actually occur. The Petition proposes that the Charter School will function as a public school of the District for the purposes of special education, with the District retaining State and federal special education funding. (Petition, p.89.) The Petition then notes that the Charter School “will hire staff with the appropriate Special Education credential and the experience to oversee and implement our program.” (Petition, p. 87.) Petitioners do not seem to understand that when a chartering agency retains the special education funding for a charter school, it generally assumes responsibility for the provision of services to eligible students. Further confusion regarding the division of responsibility for special education is evidenced when Petitioners assert that they intend to “contract with outside agencies to provide the services required by the IEP” and that it may request related services from the District on a “fee-for-service” basis. (Petition, p. 87-89.) It is clear that Petitioners do not understand how funding will occur, or how the District works collaboratively with its existing charter schools to ensure that all eligible pupils are provided with a free appropriate public education (“FAPE”).

If Petitioners intend to take over responsibility for providing special education services to eligible pupils with their own staff, the Petition should describe how the Charter School would attract, recruit, and hire appropriately trained and credentialed personnel to provide special education to children with disabilities. Even assuming that Petitioners intend to contract for outside special education services, the Petition should include any language demonstrating that Petitioners understand the licensing and credentialing requirements for special education teachers, special education aides, speech and language pathologists, school psychologists, occupational therapists, or any other special education staff.

The job description for Special Education Coordinator indicates that the position “may be combined with a teaching position” and requires a California teaching credential **and/or** a special education credential. (Petition, p. 139-140.) However, the job description also indicates the Coordinator will provide direct services to students. (Petition, p. 140.) It is clear that Petitioners do not understand that special education services must be delivered by a properly credentialed special education teacher.

Staffing issues with regard to the delivery of special education services are only further confused by review of the Budget Narrative and operational budget included with the Petition. (Petition, Appendix A.) In the Budget Narrative, Petitioners indicate that they intend to hire “4 teachers in year one [and] 6 in year two.” The Charter School also intends to hire a Principal and Operations Manager. (Petition, Appendix A.) Assuming that the Charter School intends to open with four classrooms (two each for kindergarten and first grade), it is clear that the Charter School’s teaching staff will not be available or qualified to deliver special education services to Charter School pupils. The budget does not appear to allocate any funds for the salary or benefit costs associated with hiring a credentialed special education teacher. (Petition, Appendix A.) Additionally, while the Charter School’s budget allocates \$40,650 for the cost of instructional aides in Year 1, there is no indication in the Petition that Petitioners have budgeted for specialized aide services for special education students. Neither is there any indication in Petitioners’

budget projections that they have allocated funds for the provisions of special education services by outside service providers, though again, this may reflect Petitioners' misunderstanding of special education funding mechanisms. (Petition, Appendix A.)

2. *Identification; Referral; Assessment.* The Petition acknowledges the Charter School's obligation to refer students for special education assessment; however it does not include any substantive discussion as to how students are referred or any indication that Petitioners are cognizant of the specific requirements in state and federal law related to assessments for special education eligibility. (Petition, p. 90.) For example, while the Petition notes that assessments will be conducted "within legal timelines", there is no indication that Petitioners are familiar with those timelines, or how Petitioners intend to ensure that appropriate special education assessments are timely conducted by qualified assessors, in accordance with State and federal law. Petitioners also fail to include any provision in the Petition describing the Charter School's obligations to timely refer students for mental health assessments. Petitioners do not describe any of the legal timelines mandated for referral, development of an assessment plan, and convening an IEP team meeting following assessment.

The Petition's incomplete discussion as to its duties and obligations with regard to the identification, referral, and assessment of students who may be eligible for special education and related services raises serious concern that Petitioners cannot ensure that Charter School pupils will receive the services to which they are legally entitled under federal and state special education law.

3. *Extended School Year.* Although the Petition indicates that the Charter School will operate an extended school year for students who do not meet grade level standards and requirements (Petition, p.p.25-26), the Petition fails to discuss the Charter School's obligation to provide extended school year ("ESY") services for an eligible student as determined by the student's IEP team. It is not clear if the Charter School intends the District to provide those services, and if so, where they are to be provided during the ESY period. The Charter School cannot rely on the District to provide these services unless an agreement is reached regarding same.
4. *Development of IEPs.* Further demonstrating Petitioners' lack of familiarity with the IDEA, there is no indication in the Petition that they are aware of state and federal requirements regarding a properly noticed and convened IEP team meeting. Neither is there any language establishing that Petitioners are aware that an IEP requires programmatic decisions that are individualized to the student and designed to meet the student's unique needs, based on input from his/her IEP team. (Ed. Code §§ 56323, and 56329.) Further, there is no description of the Charter School's duties and obligations with regard to development of an appropriate IEP for each eligible student, and no discussion of the relevant timelines set out in state and federal law concerning development of an initial IEP, or annual and triennial IEP team review meetings.
5. *Placement.* Especially troubling is Petitioners' discussion of placement options for special education students. Specifically, Petitioners note that "[o]ur primary model of special education will be inclusion: all regular education and special education students will take the same academic classes together." (Petition, p. 88.) This language makes

clear that Petitioners do not have sufficient familiarity with state and special education law to ensure that eligible students receive a FAPE. Specifically, Petitioners seem to be unfamiliar with the “least restrictive environment” (“LRE”) mandates of the law, which requires that, to the maximum extent appropriate, individuals with exceptional needs shall be educated in the least restrictive environment. (Ed. Code § 56040.1.) However, while a full-inclusion placement may be the LRE for one student, another student may require a more restrictive placement or educational setting to receive a FAPE. Failure to provide an appropriate placement for a special education student could expose the Charter School, and the District, as its chartering authority, to liability for a failure to provide a FAPE.

6. *Special Education Discipline.* Despite asserting that the Charter School will comply with federal and state mandates, there are no provisions in the Petition that adequately describe the Charter School’s policies and procedures for discipline of students eligible for special education and related services. Instead, the Petition states that special education and Section 504 students will be entitled to a “special review committee” to determine whether misconduct was a manifestation of the student’s disability. (Petition, pp. 91, 170.) Discipline of disabled students should be fully described either in the Petition itself, or in the Charter School’s policies and procedures, and should include, but not be limited to: suspension and expulsion; the criteria and process for conducting functional analysis assessments; development of behavior intervention plans; and the criteria and process for conducting manifestation determinations. Additionally, the Petition does not include any provisions that indicate that Petitioners are aware of the Charter School’s continuing obligation to provide educational services following a disciplinary removal totaling more than ten days.
7. *Transportation.* The Petition does not contain a provision acknowledging the Charter School’s responsibility to provide safe and appropriate transportation services to special education students who require such services to access their education.
8. *Additional Missing Special Education Program Elements.* The Petition also fails to describe the following special education program elements: the implementation of eligibility criteria; how the Charter School will respond to requests for Independent Educational Evaluations; how the Charter School will timely refer students with special needs for reevaluations and behavioral assessments; the method by which the Charter School’s special education program will comply with independent study law; or the method by which the Charter School will address filings for due process.

Finally, with regard to funding, the Petition indicates that the Charter School will contribute to the District’s unfunded special education costs (Petition, p.89); however, other than a reference in the Charter School Budget Narrative indicating anticipated “7% payments to SFUSD [sic] for oversight and special Education encroachment fees (Petition, Appendix A), there is no indication as to how the Charter School has calculated its costs for its contribution to the District’s encroachment.

9. *Section 504.* Other than asserting an intent to comply with the law, the Petition fails to discuss the provision of services to Charter School students pursuant to Section 504 of the federal Rehabilitation Act of 1973 (“Section 504”) (Petition, p. 89.) The Charter

School's duties and obligations for the provision of special education and related services pursuant to the IDEA are separate and distinct from its responsibilities under Section 504. Without a clear and complete description of the Charter School's plan for the provision of Section 504 services and accommodations, the District cannot adequately assess Petitioners' understanding of its obligations under the law.

In sum, the foregoing provisions do not demonstrate that Petitioners understand the scope and nature of their duties and responsibilities under state and federal special education law.

Finding 2: The Petitioners are Demonstrably Unlikely to Successfully Implement the Program Set Forth in the Petition.

In order to successfully implement the educational program described in the Petition, the Charter School must demonstrate that its policies and procedures are consistent with the educational program. Based upon the information provided in the Petition, the Petitioners are demonstrably unlikely to successfully implement the educational program for the following reasons:

- A. The employee qualifications described in the Petition are inconsistent with the educational program.
 - B. The Petition presents an inadequate and unrealistic financial and operational plan for the proposed charter school.
 - C. The Petition fails to provide certain policies and procedures described in the Petition that are necessary to confirm that the program can be implemented.
 - D. The Charter School has failed to complete the filing process for status as a nonprofit public benefit organization.
 - E. The Charter School is unlikely to attract sufficient students from its target population as the needs of farm-working, migrant, and second-language students are already served through District programs and services.
 - F. Petitioners have not secured an adequate facility for the proposed Charter School.
- A. The employee qualifications described in the Petition are inconsistent with the educational program.

As noted above, Petitioners have not indicated how they intend to assure that ELLs are provided with sufficient ELD instruction in the classroom to enable them to progress to measurable fluency in English. Moreover, other than indicating that teachers must hold appropriate California teaching credentials, the job qualifications included in the Petition do not actually require teachers to be bilingual or to have completed CLAD or BCLAD certification, despite the anticipated ELL student population. (Petition, pp. 97, 136.)

Additionally, the employment qualifications for special education teachers are vague as presented in the Petition. Specifically, the Petition states that the Charter School intends to hire one Special Education Coordinator, but as noted in the job description, the position "may be

combined with a teaching position” and requires a “California teaching credential **and/or** a special education credential.” (Petition, pp. 139-140.) Because the job description indicates the Coordinator will provide direct services to students, any teacher providing any special education services must hold a special education credential. Moreover, the Petition does not include job descriptions for specialized aides to provide services to special education students, and does not describe necessary qualifications for Charter School staff or outside service providers providing special education and related services.

In light of the student population proposed to be served by the Charter School, the teacher and staff qualifications described in the Petition are inconsistent with the educational program and therefore, Petitioners are unlikely to successfully implement the proposed educational program.

B. The Petition presents an inadequate and unrealistic financial and operational plan for the proposed charter school.

A review of the Charter School’s proposed Budget and Budget Narrative and multi-year plan (Petition, Appendix A) raises several significant concerns, including the following:

1. *Revenues and Expenditures.* The District’s fiscal analysis indicates that the Charter School’s budget proposal significantly overestimates projected revenues. As indicated in **Figure 1** below, a significant variance exists between proposed revenues and what District staff has calculated using information provided in the Petition. Using these revised revenue estimates, and when factored against proposed expenditures, the proposed Charter School budget incurs a significant operating deficit over the entire five-year term of the Charter (See **Figure 2**, below.)

In addition, the Charter School’s proposed budget makes a number of optimistic revenue assumptions with little to no details regarding how these figures are calculated. In particular, the Petition does not factor in a possible state revenue reduction in 2011-2012. In 2010-2011, state charter school revenues were decreased by \$249 per student in the same manner as school districts. The recommended fiscal outlook for 2011-2012 calls for another possible reduction of \$330 per student for school districts and charter schools. Should this occur, the Charter School would see its Charter School Block Grant funding reduced from an estimated \$5,030 per ADA to \$4,700 per ADA in 2011-2012. This reduction would increase Petitioners’ estimated operating deficit considerably.

Figure 1: Projected Revenues – As proposed by Pajaro Preparatory Academy

Estimated Enrollment	108	162	270	324	378
Estimated ADA	100	152	257	308	359
Estimated ELs	83	125	208	249	291
COLA		1.80%	2.30%	2.70%	2.80%
GBG/ADA	5,030.00	5,121.00	5,239.00	5,380.00	5,531.00

CBG/ADA		417.00	427.00	439.00	451.00
	410.00				
Title I/Enrollment	253.00	253.00	253.00	253.00	253.00
Title II/Enrollment	50.00	50.00	50.00	50.00	50.00
Title III/EL		140.00	140.00	140.00	140.00
Lottery non-Prop 20/ADA	111.00	110.00	108.75	108.75	108.75
Lottery Prop 20/ADA	17.50	17.50	17.20	17.20	17.20
Ending Cash Balance	346,003.00	268,293.00	122,231.00	125,615.00	135,803.00
REVENUE LIMIT					
GBG	503,000.00	778,392.00	1,346,423.00	1,657,040.00	1,985,629.00
FEDERAL					
Child Nutrition	52,284.00	78,426.00	130,710.00	156,852.00	182,994.00
Title I	27,324.00	40,986.00	68,310.00	81,972.00	95,634.00
Title II	5,400.00	8,100.00	13,500.00	16,200.00	18,900.00
Title III		17,500.00	29,120.00	34,860.00	40,740.00
Title V, Charter School Grant	200,000.00	150,000.00	-	-	-
STATE					
Child Nutrition	4,973.00	7,459.00	12,431.00	14,918.00	17,404.00
State Lottery-non-Prop 20	11,100.00	16,720.00	27,949.00	33,495.00	39,041.00
State Lottery-Prop 20	1,750.00	2,660.00	4,420.00	5,298.00	6,175.00
CBG	41,000.00	63,384.00	109,739.00	135,212.00	161,909.00
SB740		51,750.00	53,168.00	55,011.00	56,509.00

Other State Funding?	12,756.00	19,340.00	32,576.00	39,091.00	45,606.00
LOCAL					
Food Sales	1,847.00	3,324.00	5,540.00	6,648.00	7,757.00
Interest Income	1,161.00	1,761.00	3,034.00	3,739.00	4,484.00
Fundraising	35,000.00	35,000.00	35,000.00	45,000.00	45,000.00
Total Calculated	897,595.00	1,274,802.00	1,871,920.00	2,285,336.00	2,707,782.00
Per Proposal	941,308.00	1,340,536.00	1,957,675.00	2,409,070.00	2,861,898.00
Variance	(43,713.00)	(65,734.00)	(85,755.00)	(123,734.00)	(154,116.00)

Figure 2: Proposed Expenditures – as proposed by Pajaro Preparatory Academy

Oversight	544,000.00	841,776.00	1,456,162.00	1,792,252.00	2,147,538.00					
	5,440.00	8,418.00	14,562.00	17,923.00	21,475.00					
Est per ADA Special Ed Contribution	500.00	50.00	50.00	50.00	50.00					
	50,000.00	76,000.00	128,500.00	154,000.00	179,500.00					
1000	315,400.00	440,062.00	741,264.00	878,702.00	1,088,263.00					
2000	123,650.00	149,090.00	185,834.00	260,034.00	303,789.00					
3000	93,014.00	135,583.00	220,964.00	280,772.00	349,871.00					

	0									
4000	126,834. 00	184,488 .00	290,283 .00	287,294 .00	328,484 .00					
5000	186,684. 00	227,107 .00	296,871 .00	326,753 .00	353,428 .00					
6000						Depreciation is not considered an expenditure				
7000										
District Oversight	5,440.00	8,418 .00	14,562 .00	17,923 .00	21,475 .00					
Special Ed	50,000.00	76,000 .00	128,500 .00	154,000 .00	179,500 .00					
Indirects on Title funds	148.00	70 1.00	1,168 .00	1,399 .00	1,634 .00					
	55,242.00	87,561. 00	147,488. 00	176,985. 00	206,483. 00	Not included in total Expenditures				
Other "Indirects"	5,094.00	10,860 .00	17,820 .00	21,586 .00	25,349 .00	Difference between Sheet and calculated Special Ed and Indirects on Titles				
Debt Service Interest		4,427.00	3,177 .00	1,927 .00	67 7.00					
Debt Service Payment		62,500.00	62,500 .00	62,500 .00	62,500 .00					
Total Expenditures	906,264. 00	1,299,236. 00	1,962,943. 00	2,292,890. 00	2,714,970. 00					
Current Year Net	(8,669.00)	(24,434.00)	(91,023.00)	(7,554.00)	(7,188.00)					

2. *Cash flow.* The Charter School's cash flow estimates do not reflect updated changes to the State's K-Adult apportionment schedule. Over 40% of education apportionment payments are now subject to inter- and intra-year deferrals. The Charter School's cash flow estimates could be significantly impacted with the recent passage of several budget reduction statutes in the State Legislature.
3. *COLA Estimates.* The Charter School's proposed budget assumes the State will fund the Charter School Block Grant with a COLA each year. However, the State has not provided a COLA to K-Adult revenue limit and categorical funding for the past four years and the Governor's proposed budget for 2011-2012 indicates that the State will most likely not provide a COLA for any education programming in the upcoming year. In addition, COLA amounts are determined via a specified formula. Out-year estimates provided by the CDE and School Services of California, Inc. indicate that these will be significantly lower in the out years.
4. *Start-Up & Ongoing Funding.* The Budget Narrative provided by Petitioners states that start-up revenues for the 2010-2011 school year will come from "the CDE PCS Grant [Public Charter School Grant Program, or "PCSGP"] (\$225,000) and from a capital fundraising campaign." (Petition, Appendix A.) Petitioners also indicate that they intend to rely on a \$250,000 Revolving Loan from the CDE during the Charter School's first year of operation. However, Petitioners present no evidence of having raised any funds pursuant to its fundraising campaign, although their budget lists \$35,000 in "Other Income" for each of the first three years of operation. Moreover, only local educational agencies and nonprofit entities are eligible for State monies provided to charter schools through both the PCSGP and the Revolving Loan program. Because the Charter School is not incorporated as a nonprofit public benefit organization in California, it is not eligible for such funds, and it is unlikely they can become eligible in time for the 2011-2012 school year. In addition, because the Charter School is not incorporated as a nonprofit public benefit organization, it will not be eligible for private foundation grants.
5. *Encroachment.* The multi-year projections do not appear to include special education encroachment expenses, which may result in a miscalculation of the Charter School's reserve in the submitted multi-year projections.
6. *Insurance.* The Petition describes the insurance coverage that the Charter School intends to secure prior to opening (Petition, pp. 183-4.) However, there is no explanation in the Petition as to how the costs of such coverage (\$7020 for Year 1), were calculated.
7. *Legal Costs.* Only \$2000 in the Charter School's expenditures is identified for start-up legal expenses. This is lower than would be expected, especially in light of the Charter School's need to complete the incorporation process.
8. *Staffing Costs.* Petitioners have indicated that they expect to hire only four certificated staff; however the Petition states that additional services will be provided to low-achieving students by "learning specialists and enrichment teachers." The Petition also notes that "daily tutoring will be available for students every day in the after-school program" and that the Charter School intends to offer Saturday school. (Petition, pp.27,

58, 85.) Other sections of the Petition reference the hiring of a Special Education Coordinator. However, the salaries and benefits of these additional staff do not appear to be reflected in the budget; neither is there any indication that credentialed staff will be required to provide service before or after school or on weekends. An average certificated salary for the Charter School's first year is listed as \$57,600. Again, there is no explanation as to how this figure was determined, or how it, or the administrative and classified salaries included in the Petition, compare to District salaries, or certificated salaries at other local charter schools. Moreover, as noted above, it is unclear if Petitioners will actually be able to attract credentialed staff at the stated salary level, given the extended 190-day school year and a possible commitment to Saturday service.

9. *Employee Benefits.* There is no description in the Petition of the medical, dental, and retirement plans to be included as part of each full-time employee's compensation (Petition, p.145), or how Petitioners arrived at the benefits cost reflected in the budget.
10. *Nursing Services.* The budget and multi-year plan do not include the costs of hiring a certificated school nurse or contracting with a private agency for health and nursing services.
11. *Food Program/Food Sales.* Budget projections do not clearly identify expenditures related to the Charter School's plan for its lunch program participation. The Petition indicates that the Charter School intends to apply for participation in State and federal child nutrition funding programs, but provides no details as to how the Charter School intends to secure such funding to provide free and reduced lunches to eligible students. (Petition, p.185.) Moreover, the Charter School has provided no analysis as to how it intends to operate a nutrition program within the budgetary constraints detailed in its proposed budget. Review of the proposed budget indicates that Petitioners are budgeting for food services at a base rate that would be insufficient to provide a complete list of services, including breakfast, snack, and lunches. Estimates appear to be very low, particularly if the Charter School intends to operate under an extended day/year instructional calendar. Additionally, the Petition does not indicate how exactly the Charter School will contract for food and nutrition services. It is not clear if Petitioners intend to purchase lunches from the District or pay for catering services to be provided by a third party.
12. *Textbook Costs.* For Years 1 through 4, the Charter School has budgeted approximately \$100 to \$150 per student for textbooks. However, when upper grades are added after Year 4, the Charter School appears to fund textbooks at less than \$50.00 per increased student enrollment. Textbook costs for upper grades would likely be the same, if not greater, than estimates for lower grades.
13. *Office Supplies.* Although the Petition includes no real detail, costs for office supplies also appear to be underestimated. A side note indicates a possible budget expenditure of \$50 per student, but this amount remains consistent for successive years. Accurate budget projections should indicate a rise in these costs each year, based on increasing enrollment and inflation.

14. *Computers and Instructional Technology.* The Petition indicates that the Charter School intends to provide a technology-infused program to its students. (Petition, pp.5, 15, 80.) However, the Petition does not outline a long term technology plan and it does not appear to factor instructional technology into its multi-year budget projections.
15. *SB 740 Funding.* SB 740 funding will only be available to the Charter School if it identifies a non-District site. As noted herein, no such site has yet been secured.
16. *Student Services.* The proposed budget does not provide any detail as to how various student services—field trips, events, and activities—will be provided or budgeted.
17. *Transportation.* Although not required to provide transportation, Petitioners indicate that the needs of the Charter School’s target student population are such that the Charter School is exploring various scenarios for providing bus services to its students. However, tentative transportation costs are based on an assumption that half of the costs will be borne by private donors. (Petition, Appendix AA.) Because no donations have been secured to date, the estimated cost of providing transportation may well be double the \$16,000 reflected in the Charter School’s Year 1 budget (Petition, Appendix A.)

In addition, the Petition does not adequately address all operating costs related to transportation services. Petitioners suggest that one option for providing transportation to Charter School students is to contract for services from the District. (Petition, Appendix AA.) However, District resources are unavailable for contracted services to the Charter School due to current program needs and projected budget reductions. A projected budget, including route services, staffing, and legal liabilities, is not identified in the budget.

As noted elsewhere, the Charter School will be responsible for providing appropriate transportation to special education students who require such a service to access their education, and such costs should be reflected in the budget projections.

18. *Budget Development Process.* The Petition does not provide a detailed description of the annual budget development, implementation and review process, including the process by which the Charter School leadership will monitor and report regarding the continued financial solvency of the Charter School.

As a result of the foregoing serious financial issues, Petitioners are demonstrably unlikely to successfully implement the proposed program.

- C. The Petition fails to provide certain policies and procedures described in the Petition that are necessary to confirm that the program can be implemented.
 1. Health and Safety Policies and Procedures; Sexual Harassment Policy

Education Code section 47605(b)(5)(F) requires the Petition to include “the procedures that the school will follow to ensure the health and safety of pupils and staff.” Petitioners have indicated that they plan to “adopt and implement full health and safety procedures” for the Charter School, but have not included copies of any draft health and safety policies. (Petition, pp. 149-150,

Appendix O.) Without any draft policies to review, the District has little insight into how Petitioners actually plan to implement the policies in accordance with all applicable provisions of law.

Of particular concern is language in the Petition regarding the administration of medication to students during the school day. (Petition, pp. 149-150, Appendix O.) Specifically, the Petition notes that the Charter School will comply with the provisions of Education Code section 49423 (Petition, p.150); however, elsewhere, Petitioners state that “we will assist by administering medication.” (Petition, Appendix O: Nursing Services and Medication.) Petitioners misunderstand their obligations in this regard. In fact, pursuant to both the IDEA and Section 504, if a student requires health or nursing services while at school to access his or her education, the school must provide those services. (34 C.F.R. § 300.34(c)(13); 34 C.F.R. § 104.4.) However, with the exception of emergency doses of glucagon and epinephrine, no provision in California law permits unlicensed school personnel to administer any medication to students at school. (Ed. Code §§ 49423; 5 C.C.R. §§ 601-610.) Despite this clear prohibition in the law, nowhere in the Petition is there any indication that Petitioners will hire a certificated school nurse or contract with an agency for nursing services, and the proposed budget submitted with the Petition does not include any description of funding reserved for such expenses. Given that a single student with diabetes may need substantial nursing services, including the administration of insulin multiple times during the school day, these omissions suggests that Petitioners are not familiar with the legally-mandated requirements and costs for the provision of health and nursing services to students who require such services to access their educational program.

Of further concern, Petitioners have indicated that they intend to adopt a sexual harassment policy (Petition, p. 151), but no draft policy is included in the Petition.

In sum, without additional information, copies of the required policies and procedures, and a realistic assessment of staffing and budget projections needed to provide for the health and safety of its students, the District cannot evaluate whether the Charter School’s proposed plan will sufficiently protect the health and safety of pupils and staff, thereby facilitating successful implementation of the Charter School program. Petitioners’ failure to develop comprehensive health and safety policies again demonstrates that they are demonstrably unlikely to successfully implement the Charter School’s program.

2. Free Speech and Expression Rights.

Recently enacted Senate Bill (“SB”) 438 amends Education Code section 48907 to require charter schools to give their students freedom of the press and expression in what they say, wear, and write in official school publications. Section 48907 further requires charter schools to adopt a written policy that includes reasonable restrictions for conducting such activities. The Petition does not include the required policy and its absence suggests that Petitioners may not be aware of current law related to charter schools.

D. The Charter School has failed to complete the filing process for incorporation as a non-profit public benefit organization.

Provisions in the Petition state that the Charter School will be an independent charter school and that ConnectedSchools shall serve as its parent nonprofit public benefit organization. (Petition, p.

114.) However, as noted elsewhere herein, Connected Schools is not yet incorporated. Petitioners also note that “ConnectedSchools is in the filing process for its 501(c) (3) designation. The filing will be complete and the article of incorporation will be provided to the district prior to the proposed school opening in August 2011.” (Petition, p. 181.) A search of the Secretary of State’s website returned no incorporated entity under the name “ConnectedSchools.” The Charter School’s failure to submit Articles of Incorporation and complete the filing process to become a nonprofit public benefit organization poses several serious concerns.

First, reference is made in the Petition that the District “will not be liable for the debts and obligations of the charter school pursuant to Education Code § 47604. (Petition, p. 185.) Education Code Section 47604(c), provides, in pertinent part:

An authority that grants a charter to a charter school to be operated by, or as, a nonprofit public benefit corporation is not liable for the debts or obligations of the charter school, or for claims arising from the performance of acts, errors, or omissions by the charter school, if the authority has complied with all oversight responsibilities required by law.

Accordingly, if the Charter School has not completed the filing process for operation as a nonprofit public benefit organization, the protections set out in Section 47604(c) will not apply. Without such protection, the District may be liable for the Charter School’s debts and obligations.

Second, Petitioners have further stated that, “in the event that the State of California has difficulty issuing the PCS Grant and/or a charter school revolving loan, we will seek a short term loan with a third party lender.” (Petition, Appendices A, Y.) In addition to discussions with two local banks regarding such a loan, Petitioners are also “in discussion with two local businesses regarding a line of credit.” (Petition, Appendices A, Y.) Because the Charter School is not yet operating as a nonprofit public benefit organization, the District runs the significant risk of liability for the Charter School’s default or late payments on any loans or lines of credit it secures.

The District’s risk of having to assume the Charter School’s debts and obligations is further amplified because the Charter School has indicated that start-up revenues for the 2010-2011 school year will come from “the CDE PCS Grant (\$225,000) and from a capital fundraising campaign.” However, Petitioners present no evidence of having raised any funds pursuant to its fundraising campaign, although their budget lists \$35,000 in “Other Income” for each of the first three years of operation. As noted above, until incorporated, the Charter School is not eligible for funds from the PCSGP and the Revolving Loan program.

In conclusion, unless Petitioners are able to demonstrate that the Charter School will be operated by a nonprofit corporation existing at the time of the District’s consideration of approval of the Petition, the Petition should be denied on the grounds that Petitioners are demonstrably unlikely to succeed, because they have not taken necessary steps to secure funding and to insure themselves and the District against civil liability. In addition, this deficiency constitutes a failure to provide a reasonably comprehensive description of the Charter School’s governance program.

- E. The Charter School is unlikely to attract sufficient students from its target population as the needs of farm-working, migrant, and second-language students are already served through District programs and services.

As discussed above, Petitioners have argued that a school such as the Charter School is needed to serve the needs of students from “low-income immigrant communities such as Watsonville.” (Petition, p. 20.) Specifically, they note that there is a need for Pajaro Preparatory Academy in order to address the needs of farm-working, migrant, and second-language students.” (Petition, p. 14.)

However, District staff has concluded that the Charter School is unlikely to attract a sufficient number of students, because the proposed program offers students services and programs already offered at District schools. For example, a dual immersion Spanish-English language program is already offered to at the District’s Alianza Charter School. Additionally, every District school site provides comprehensive ELD instruction to eligible ELL students, and the District’s Migrant Education Program provides a wide range of services to migrant students and their families, including academic guidance, health services, parent advocacy and education, and preschool services. Free or low-cost health services are also provided to low-income District students by Salud Para La Gente at clinics located on seven District school sites.

In sum, a proposed enrollment of nearly 500 students appears to be over-ambitious given Petitioners’ experience level. Further, Petitioners have not demonstrated that they can attract even moderate interest in the proposed Charter School

- F. Petitioners have not secured an adequate facility for the proposed Charter School.

As with many other elements of the proposed program, key details regarding the acquisition of an adequate facility to accommodate the proposed Charter School remain unresolved. (Petition, pp. 9-10, 183, Appendix Z.)

While Petitioners note that they have identified several potential sites, there is no indication as to whether any of the proposed sites are appropriately zoned for school use. It is not clear whether Petitioners are aware that repeated attempts by other local charter schools to secure locations within the City of Watsonville have been thwarted by the city’s preference for entities that will generate tax revenues. In addition, there is no indication that the sites listed in the Petition will be available for the seven-year start up period, and will be able to accommodate the projected increases in enrollment. Two of the proposed sites appear to have limited capacity to accommodate the Charter School as early as Years 2 or 3.

Finally, concerns raised elsewhere herein as to the Charter School’s ability to raise sufficient start up funds, also casts serious doubt on its ability to afford the lease and projected site and capital improvements necessary to meet state requirements for housing the proposed school.

Finding 3: The Petition Does Not Contain Reasonably Comprehensive Descriptions of Certain Required Elements

The Petition does not contain reasonably comprehensive descriptions of certain elements set forth in Education Code section 47605, subdivisions (b)(5)(A-P), as set forth below.

A. Governance Structure

1. Parent Participation

Pursuant to Education Code section 47605(b)(5)(D), a charter petition must include a reasonably comprehensive description of the governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement.

The Petition indicates that “parents and families of Pajaro Prep students will have ongoing opportunities to communicate and engage with school leadership and the Board.” (Petition, p. 114.) However, the Petition is vague as to how those opportunities will occur. Specifically, Petitioners make reference to the formation of a Parent Advisory Council, but other than a yearly presentation to the Governing Board, the Petition does not further describe the duties and responsibilities of this organization. The Petition also notes that a Migrant Parent Advisory Council will report to the Board on issues affecting migrant students. Again, no further light is shed on the specific role and responsibilities of this group. Additionally, there is no mention of the Charter School’s obligation, if it intends to apply for Title I funding, to develop an English Language Advisory Committee (“ELAC”) or a School Site Council (“SSC”), both important vehicles for parental involvement. A chart purporting to show other plans for ensuring parent involvement appears geared to describing school and teacher communication with families for the purpose of ensuring parents are updated as to student progress, rather than plans for ensuring parents are meaningfully included in the operation and governance of the Charter School. (Petition, p. 48.) In sum, there is not sufficient information in the Petition to allow the District to evaluate the Charter School’s plan for ensuring parental involvement.

2. Articles of Incorporation

No Articles of Incorporation are included with the Petition. ConnectedSchools is, by its own admission, not yet incorporated. However, Petitioners have not included even draft Articles that must be filed with the California Secretary of State in order to complete the incorporation filing process. Instead, Petitioners have included a copy of the Employer Identification Number assigned to ConnectedSchools by the IRS, which is not relevant to the Petition process. (Petition, Appendix D.)

3. Proposed Bylaws

The Petition includes proposed bylaws that appear to have been lifted wholesale from elsewhere, and are not appropriately tailored to meet the needs of ConnectedSchools. (Petition, Appendix E.) At Article I, the overall description of the proposed corporation’s purpose and objective is vague. For example, it states that the purpose of ConnectedSchools is to prepare students for “educational success . . . by providing a rigorous education.” (Petition, Appendix E.) Other than a statement that it will be the parent organization for the Charter School, there is no mention in the bylaws of ConnectedSchools’ obligation concerning the management, operation, guidance, direction, or promotion of the Charter School. Additionally, there are no limitations listed in the bylaws connected to ConnectedSchools’ role with any other venture or school. (Petition, Appendix E.) The proposed bylaws also mention nothing related to the dedication of assets or resources to the Charter School.

At Article III, Section 9, the bylaws do not expressly outline the authority of the Board of Directors, including, but not limited to the right of the Board to manage financial affairs of the Charter School, to secure insurance, to fix the compensation of the Board of Directors, to amend the school Charter, to set school policies, and to exercise general supervisory authority. The Board's duties and rights should be clearly articulated in the bylaws. In addition, the conflict of interest provision at Article III, Section 10 must be congruent with the conflict of interest provisions that are recommended below.

There are several other issues that the bylaws should address but do not. For example, there is no reference to ConnectedSchools' obligation to provide the financial reporting referenced in the Petition, no reference to its duty to comply with student records laws, no acknowledgment of the District's right to inspect records, no specification of the accounting principles on which ConnectedSchools will be guided, and no reporting requirements.

4. Conflicts of Interest; Financial Authority; Indemnification

As a "local government agency" for the purposes of compliance with the Political Reform Act ("PRA"), charter schools are required to adopt and maintain a conflict-of-interest code or comply with the chartering district's code. (Gov. Code § 87300; FPPC Advice Letter A-02-223, 2002 WL 31299660 (Sept. 26, 2002).) Since the Charter School will be a public agency operated with public funds, the Petition should state that the Charter School will comply with all conflict of interest laws applicable to public agencies, including Government Code section 1090. This assurance is not provided in the Petition.

Further, the stated purpose of the Charter School's conflict of interest policy is inadequate, since it is intended to protect the tax-exempt organization—an organization whose purpose is not well-defined and may include incompatible ventures other than operation of the Charter School. (Petition, Appendix F.) The Petition's definition of "financial interest" should also be broadened to ensure that all board members, officers, and employees understand the scope and restrictions of impermissible conflicts of interest. (Petition, Appendix F.) Additionally, there are a number of other issues related to impermissible conflicts of interest that should be included in the Petition, including, but not limited to: gifts, honoraria, voting limits when a conflict exists, and the use of corporate funds to support political campaigns.

The indemnification provision included at Appendix F is overly broad and should include a limitation specifying that it does not include indemnification from the District. (Petition, Appendix F.) In addition, the Petition states that the District may hold a board position at the District's discretion. If a District board member will serve on the board of ConnectedSchools, the indemnification provision should hold that member and the District harmless.

Finally, the Petition grants single signature check-writing authority for the Board Chair, Treasurer, and Principal up to \$15,000. This limit is excessive, and should be substantially reduced. (Petition, Appendix F.)

B. Financial Audit

The Petition indicates that the Charter School will be fiscally independent and will be a direct-funded charter school. It will purportedly maintain a cash reserve of at least 3 percent of expenditures. (Petition, pp. 160-162.) Petitioners note that they intend to submit an application to the State's Public Charter Schools Grant Program ("PCSGP"). However, the Petition also includes a "financial contingency plan" proposing to secure private loans or lines of credit in the event monies from the State's charter school grant funding are delayed or otherwise not allocated. Specifically, Petitioners indicate that "discussions are underway with two local banks for a loan of up to \$150,000 in start-up costs "using State and federal entitlement funds and/or a private party as backing." (Petition, p. 162.) The interest rates proposed by the lenders are purported to be in the range of 7.5% to 12.5%.

The Charter School also intends to secure an additional loan from a local bank in the event funding from the State's Charter School Revolving Loan Program is not available. They further state that they intend to secure this loan with a letter from the CDE indicating that future entitlement funding is forthcoming, or with backing from a private party. (Petition, p. 162.) Finally, Petitioners state that they may use the CCSA's short term loan program (at the current rate of 7%) and/or a short term third party loan or line of line of credit to cover any additional delays in entitlement funds.

However, despite the options set forth herein, there is no discussion in the Petition as to how and whether ConnectedSchools, a yet to be incorporated entity, can manage to obtain or actually qualify for the loans referenced. As with other elements of the Petition, it appears that Petitioners have "put the cart before the horse" and have failed to fully explain how they intend to fund and implement the proposed educational program.

C. Racial and Ethnic Balance

The Petition must include a reasonably comprehensive description of the means by which the Charter School will achieve a racial and ethnic balance among its students *that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.* (Ed. Code § 47605(b)(5)(G).) However, Petitioners' plan for achieving the required racial and ethnic balance at the Charter School is squarely at odds with the requirements of the law.

As noted above, Petitioners make clear their intent to target "students from farm-working, migrant, and second-language speaking families." (Petition, p. 4.) Elsewhere, Petitioners state that while they are committed to serving any child who enrolls in the Charter School, the majority of their recruitment efforts "will focus on attracting students living in Watsonville." (Petition, p. 153.) More specifically, Petitioners indicate that they intend to work to achieve a student population "that is representative of what is currently found in other schools in the central and southern zones of PVUSD." (Petition, p. 153.) Petitioners further indicate that their outreach plan will continue to target the desired student population through fliers and community meetings held at community service centers and other sites, almost all within the central and southern PVUSD zones. (Petition, p. 153.) A list of sites where Petitioners have already convened informational meetings or distributed literature includes the following: La Manzana Center, Watsonville; S. Patrick's Church, Watsonville; Our Lady of Assumption Catholic

Church, Watsonville; Goodwill Industries, Watsonville; El Pueblo Market, Watsonville; Buena Vista Migrant Housing; San Andreas Housing; Murphy's Housing; Villa del Mar Housing; La Princesa Market; K-mart; WIC Santa Cruz County; Employment Development Center, Watsonville; the Mexican Consulate, San Jose; and "various laundromat facilities throughout Watsonville." (Petition, p. 25.)

This focus on recruitment efforts only from the central and southern zones of the District misrepresents the law, which requires that Petitioners present a plan for achieving a racial and ethnic balance that represents the student population as reflected in the District as a whole. The District's jurisdictional boundaries extend north of Watsonville into Aptos, and include Aptos High School, Aptos Junior High, Rio Del Mar Elementary, Mar Vista Elementary and Valencia Elementary. However, it appears that no outreach efforts have been targeted at schools within the District's northern zone, and no such recruiting efforts appear to be forthcoming. (Petition, pp. 152-3.) Petitioners' outreach plan should ensure that all children in the District are made aware of the Charter School. The proposed recruitment plan, coupled with Petitioners' descriptions of its "target population" strongly suggests that they expect to forgo any genuine efforts to achieve a racial/ethnic balance that reflects the District as a whole.

Lastly, it is important to note that targeting recruitment only to students of a particular race, ethnicity or nationality can potentially be challenged as discriminatory. The Charter School may not overtly or directly make students eligible for enrollment solely on the basis of race, ethnicity or nationality, or discriminate against other groups of students solely on the basis of not being "students from farm-working, migrant, and second-language speaking families." (Petition, p. 4.) (Cal. Const., Art. I, §31(a); Ed. Code § 220; American Civil Rights Foundation v. Berkeley Unified School District (2009) 172 Cal.App.4th 207.) The more the Charter School appears to single out one group of students, the more likely it is that the Charter School will be susceptible to a successful legal challenge.

Additional Comments

The Petition makes reference to a plan to offer "curb-to-curb services for parents and families with the inclusion of on-site healthy [sic] screenings and clinics, parent education classes, and food distribution." (Petition, p. 14.) However, no details regarding plans for the implementation of such services are included in the Petition.

As noted elsewhere in the Petition, the Charter School has not yet secured facilities, finished the process for filing for nonprofit public benefit organization status, or implemented its proposed fundraising program for raising the \$35,000 in start-up costs budgeted for the Charter School. No curriculum has been developed and required policies and procedures have yet to be drafted. This Petition now comes to the Governing Board a scant six months prior to the proposed August 2011 school opening. The Lead Petitioner first notified the District of his intention to submit a charter petition several months ago. Earlier this year, he contacted the Santa Cruz Sentinel to ensure that his proposal for a charter school was widely announced. The Petitioner's failure to timely complete the many essential pre-conditions to opening a charter school raise serious concerns as to his ability to successfully establish and operate the proposed program.

Recommendation of Denial of Petition

Based on the foregoing, staff makes the following recommendations:

1. That the Petition be denied for reasons including, but not limited to, the failure of the Petitioners to present a sound educational program.
2. That the Petition be denied because it is demonstrably unlikely that the Petitioners will successfully implement the program set forth in the Petition.
3. That the Petition be denied because it does not contain reasonably comprehensive descriptions of certain required elements set forth in Education Code section 47605, subdivisions (b)(5)(A-P).

In order to deny the Petition on the grounds set forth above, Education Code section 47605, subdivision (b), requires the Governing Board to make “written factual findings, specific to the particular petition, setting forth specific facts to support one or more” grounds for denying the Petition. District staff recommends that the Board adopt these final findings of fact as its own, should the Board decide to deny the Petition.

Pajaro Valley Unified School District
294 Green Valley Road
Watsonville, California 95076
Office of the Superintendent

ITEM REQUIRING ATTENTION----BOARD OF EDUCATION

To: Board of Education

Meeting Date: April 13, 2011

From: Dr. Albert J. Roman
Assistant Superintendent

Agenda Item: 14.1

Subject: Pajaro Preparatory Academy Charter School Petition

On February 16, 2011, a petition was submitted to the District proposing the opening of a charter school to be called Pajaro Preparatory Academy ("Charter School") in the 2011-2012 school year. Pursuant to the Charter Schools Act of 1992 (the "Act"), Education Code section 47600 *et seq.*, the Legislature has charged local school boards with the responsibility for reviewing and acting on petitions by charter schools.

The Staff Report and Proposed Findings of Fact attached to this summary contains proposed findings prepared by District staff and legal counsel, and recommends that the Board deny the charter petition on the following grounds pursuant to Education Code section 47605:

Finding 1: The Charter School Presents an Unsound Educational Program:

- The Petition does not sufficiently describe the Charter School's proposed curriculum and teaching methods
- The Petition does not include adequate plans for serving low-achieving, high-achieving, ELL, or special education students.

Finding 2: Petitioners are Demonstrably Unlikely to Successfully Implement the Program:

- Employee qualifications described in the Petition are inconsistent with the educational program
- The Petition presents an inadequate and unrealistic financial and operational plan.
 - Revenues are overestimated, and when factored against expenditures, the budget projects a significant operating deficit for the entire five-year term;
 - Start-up and ongoing funding assumes receipt of State monies for which the Charter School is not eligible.
 - No explanation or calculations for projected costs for insurance, legal fees, textbooks, computers, and instructional technology are included; many costs appear to be underestimated
 - No monies are allocated for nursing services
 - The Petition does not include any description of the medical, dental, and retirement benefits the Charter School intends to offer to its fulltime employees
 - Budget projections do not clearly identify lunch program expenditures

- The Petition does not include a number of policies and procedures necessary to ensure the program can be implemented.
- The Charter School has not completed the filing process for incorporation as a non-profit public benefit organization, which makes it ineligible for State monies and private foundation grants, and exposing a chartering authority to potential liability for the Charter School's debts and obligations.
- The needs of students from farm-worker, migrant, and second-language families are already served through existing District programs and services; thus the Charter School is unlikely to attract sufficient students from its target population.
- The Charter School has not secured an adequate facility

Finding 3: The Petition Does Not Contain Reasonably Comprehensive Descriptions of Certain Required Elements

- The Petition does not sufficiently describe the Charter School's proposed governance structure, including its plan for parent participation, indemnification provisions, and its conflict of interest policy.
- The Petition does not adequately address how or whether the Charter School will be able to obtain or qualify for state and private loans and grants referenced in the Petition.
- The Petition presents an insufficient plan for achieving a racial and ethnic balance reflective of the general population residing within the District.

In order to deny the Petition on the grounds set forth above, Education Code section 47605, subdivision (b) requires the Governing Board to make "written factual findings, specific to the particular Petition, setting forth specific facts to support one or more" of the grounds for denying the charter. Staff recommends that the Board adopt the proposed findings of fact, attached, as its own. Staff further recommends that the Board deny the Petition.

PAJARO VALLEY UNIFIED SCHOOL DISTRICT



Board Agenda Backup

Item No: 14.2

Date: April 13, 2011

Item: 2011-14 Technology Use Plan

Overview: The Technology Use Plan (TUP) is a three-year guidance plan that requires board and state approval to qualify for federal and state technology related grant funding. The district has been particularly successful in securing high percentages of state and federal grants due, in large part, to the specificity and detail listed in the TUP. The plan is intended to be a guiding document for present and future technology implementations throughout the district.

The 2011 updated plan was developed based on a template provided by the California Department of Education and meets the requirements of major state and federal technology grant programs. The plan consists of four sections - curriculum, professional development, technical infrastructure and support, and funding and budget. These sections focus on the existing infrastructure as well as anticipated future needs of school sites and the district as a whole.

The Technology Services Department has revised the TUP to reflect present and future technology projects and systems. Additionally, the TUP is pending state review and approval.

Recommendation: To approve this item as board approval will need to occur no later than June 30th. The TUP can be viewed via the district website at:
<http://www.pvusd.net/tup>

Budget Considerations:

Funding Source: No specific funding necessary for this action. Future projects to be funded with state and federal resources.

Budgeted: Yes: ☐ No: ☒

Amount: \$

Prepared By: Tim Landeck, Director of Technology Services

Reviewed by: Brett W. McFadden, CBO

Superintendent's Signature: Dormer

District Technology Use Plan

Tim Landeck and
Director, Technology Services

Harendra Goonetilleke
ToSA, Technology
Services

TUP Focus for the next 3 years

- TUP Background
- Curriculum Component
- Professional Development
- Hardware, Learning Resources, Infrastructure, Tech Support
- Funding & Budget
- Revision Process

TUP Background

Why have a Tech Plan (TUP)?

- Required to qualify to receive federal and state funding such as Erate and grants
- Guiding document for Technology Services goals and activities

Curriculum

- Tech Integration to Support Standards-based Instruction
- Digital Information Literacy
- PVUSD Net Safety Plan:
 - Ethical Use of Technology
 - Increase Student Safety
- Equitable access to Technology
- Assessment & Communication

Professional Development Teacher use of Technology

Staff will:

- Increase personal proficiency in the general use of technology
- Increase effective use of technology in instruction
- Integrate adopted electronic resources into instructional units
- Improve collaboration and communication with parents through the use of technology tools like School Loop and SchoolMessenger

Technical Infrastructure & Support

- Hardware
 - Maintain 4:1 student/computer ratio avg
 - Replace computers over 5 years old
- Learning Resources
 - Focus on Web-based curric. resources
- Technical Support Goal
 - 1 FTE per three elementary schools/2 Middle/HS
 - Telephone Help Desk
- Infrastructure & Network
 - Increase bandwidth to schools as needed
 - Upgrade Local Area Network (LAN) and install wireless at sites as needed

Funding and Budget

Sources of funding include:

- General funds
- Title funds
- Program Assistance (PI) funding
- EETT Competitive and Formula Grants
- California K-12 Voucher Program
- E-Rate discounts

Process to Revise the TUP

- Revision Timeline
- Changes
- Participants

Revision Timeline

- Started to revise in the Fall of 2010 with the SCCOE
- Collaborated with site representatives (Tech Liaisons), Nov. 2010 and Feb. 2011
- Input from district and site administration, Dec. 2010 and Jan. 2011
- Submitted to the CA regional reviewer, Jan. 2011
- Site representatives were given a chance to make further suggestions and edits, Feb. 2011
- Submitted to the State, March 2011
- TUP State approval due April 2011

Changes

- Updated district demographics and other general information
- Updated references to hardware and software resources
- The timelines of the activities for the goals have been modified to reflect current practices
- Updated hardware infrastructure
- Updated budget estimates
- Minor changes to the Acceptable Use Policy
- Added PVUSD Net Safety Plan

PVUSD Net Safety Plan

- Cyber safety education covering 4 topics:
 - responsible use of social networks
 - avoiding online solicitations
 - cyberbullying
 - understanding digital copyright laws
- Site responsibility to schedule assemblies twice a year
- Required component of the TUP

Participants

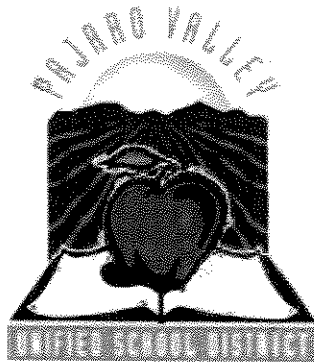
- Santa Cruz County Office of Education
- School Site Technology Liaisons
- Technology Services Department
- Cabinet
- Director and Assistant Director of Technology Services
- Santa Clara County Office of Education technology Programs and Grant Support

Questions or Comments?

Tim Landeck
Director, Technology
Services

Harendra Goonetilleke
ToSA, Technology
Services

Thank Your for Your Attention



Technology Use Plan

July 2011 - 2104

Pajaro Valley Unified School District

294 Green Valley Rd.
Watsonville, CA 95076
www.pvUSD.net

PVUSD Board Members:

Willie Yahiro, President
Jeff Ursino
Sandra Nichols
Karen Osmundson

Doug Keegan, Vice President/Clerk
Kim De Serpa
Leslie De Rose

Dorma Baker, Superintendent

July 1, 2011 through June 30, 2014
Pending Board Approval

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Background

Pajaro Valley Unified School District consists of 16 elementary schools, six junior/middle schools, three comprehensive high schools, five charter schools, alternative schools and adult education school. The district encompasses the southern half of Santa Cruz County, stretching into Monterey County, as well. Agriculture is the predominant local industry. Currently, the district serves more than 19,000 students, 44% of which is identified as limited English proficient, 17% of which are migrant students, 83% participate in the Free and Reduced Lunch Program, and 8% are classified as homeless. There are 1,100 credentialed teachers, 800 classified employees, and 147 managers including site and district level in the district. All instructional areas are wired for Internet access, with an average student to computer ratio of 4:0 in 2010/2011. Approximately 40% of the computers are four or more years old.

1. Plan Duration

This plan guides the use of education technology from July 1, 2011 through June 30, 2014.

2. Stakeholders

This plan was revised with input from site administrators, district cabinet members, Site Technology Liaisons from each school, Adult Literacy providers, Assistant Director of Technology and the Director of Technology. Stakeholders from the community included a Language/Technology Coordinator from the Santa Cruz County Office of Education, California Technology Assistance Project (CTAP), several businesses and state feedback that support the district in collaborative and partner relationships.

Stakeholders contributed to this Technology Use Plan by analyzing past and current needs during face-to-face meetings, through informal input and written responses provided to the Director of Technology. Those providing feedback on plan drafts included improvements and suggestions that were included in the final draft.

CURRICULUM COMPONENT

3a. Current Access to Technology

Teachers and students can access computers during school in classrooms, libraries, labs, and after school through the Extended Learning Programs. At some sites, students come before the scheduled start of school to receive intervention instruction on the computer. Many teachers have access to laptops and can use them at any time to research, develop curriculum and deliver content. At some sites, technology is concentrated in the library media labs where research and extended learning opportunities beyond regular class-time is critical for student success. Students and parents also have access to three Community Technology Centers after school. These centers are not directly funded by the district, but allow students to extend learning after school. One hundred percent of PVUSD's 975 instructional classrooms have Internet connections, with over 6,500 internet connected computers used for instruction. At the present time, the minimum donation specifications are Pentium 4 (or Mac G4) with 1GB of RAM and 60 GB hard drive. The chart below represents the number of computers

meeting the district's minimum donation specifications as identified in the district inventory system. Data is sorted by site according to the student to computer ratio. **Some staff and students are still using computers that do not currently meet the district's minimum donation specifications but these computers are not included in the ratios below.**

School	Total computers that meet minimum specifications	Student to Computer Ratio
Academic Voc. Charter Instit.	52	1.0:1
New School	35	1.1:1
Lakeview Middle	297	2.1:1
Rolling Hills Middle	271	2.1:1
E.A. Hall Middle	259	2.2:1
Starlight Elementary	209	2.8:1
Renaissance High	64	2.9:1
Pajaro Middle	126	3.3:1
Freedom Elementary	175	3.4:1
Pajaro Valley High	391	3.6:1
Radcliff Elementary	135	3.7:1
Watsonville High	536	3.7:1
Aptos High	303	4.4:1
Ann Soldo Elementary	149	4.6:1
Hall District Elementary	118	4.6:1
Pacific Coast Charter	57	4.6:1
Cesar Chavez Middle	113	5.2:1
Mintie White Elementary	117	5.2:1
Landmark Elementary	98	6.3:1
Aptos Junior High	102	7.1:1
Valencia Elementary	76	7.1:1
Alianza Charter	86	7.2:1
Mar Vista Elementary	54	7.9:1
Ohlone Elementary	60	8:1
MacQuiddy Elementary	79	8.3:1
Watsonville Ch. School of the Arts	29	9.4:1
H.A. Hyde Elementary	62	9.5:1
Calabasas Elementary	57	10.4:1
Rio del Mar Elementary	57	10.8:1
Bradley Elementary	42	12.7:1
Amesti Elementary	44	13.6:1
Linscott Charter	14	18.1:1
District Total	4,267	4.5:1

3b. Current Use of Hardware and Software

Teachers and librarians use technology in a variety of ways to support instruction. The vast majority use technology to create materials for instruction, communicate with colleagues, and research topics to plan for lesson delivery. Classroom uses range from extensive use of word processing and desktop publishing applications to reading comprehension support and multimedia/Internet project based activities. Research skills are strongly supported by library staff. In the past, the district has invested heavily in intervention software to support the needs of our student population. In the last two years, several school sites have received grant money which was used to purchase more than 200 interactive whiteboards, laptops for classroom teachers and classroom computers. High schools and some elementary and middle schools have embraced digital imaging and video editing applications; however, most such uses are in specialized programs or specific technology classes. Overall frequency of use varies greatly among school sites and from classroom to classroom. Half of the classes in the district use technology almost daily. Nearly a quarter (23%) never or rarely use technology to deliver instruction, fewer than 10% do not use technology to manage grades, and a quarter (25%) do not communicate with parents or students via email. The data below represents 82 of 954 credentialed teachers responding to the EdTechProfile survey, mostly between January and March, 2009.

Teacher use of technology in PVUSD, spring 2009

	Daily	2-4 times/ week	1/week to monthly	Less than Monthly	Never
Create instructional materials	36%	34%	22%	6%	1%
Deliver classroom instruction	27%	31%	19%	14%	9%
Manage student grades and attendance	65%	15%	9%	2%	8%
Communicate with colleagues	61%	32%	6%	1%	0%
Communicate with parents or students	20%	25%	31%	13%	12%
Gather information for planning lessons	28%	51%	15%	5%	1%
Access model lesson plans and best practices	14%	31%	40%	11%	5%

Students are assigned work incorporating technology based on teacher experience, instructional requirements, and the level of access at the site. Teachers use technology in instruction mostly for word processing, reinforcement/practice, research, and creating reports or projects. One quarter of teachers never use technology in student assignments, and most teachers do not use technology for problem solving, presenting/analyzing data, or to correspond with experts or other students. Eighty two teachers provided the following data using EdTechProfile, between January and March, 2009.

Student assignments using technology, spring 2009

	Daily	2-4 times/ week	1/week to monthly	Less than Monthly	Never
Word processing	8%	24%	31%	18%	20%
Reinforcement and practice	8%	31%	22%	13%	26%
Research using Internet and/or CD-ROM	5%	22%	26%	25%	22%
Creating reports or projects	4%	16%	32%	25%	24%
Demonstrations or simulations	5%	11%	18%	20%	47%
Correspondence with experts, other students, etc. via email or Internet	1%	4%	14%	25%	56%
Solving problems or analyzing data	2%	8%	28%	16%	45%
Graphically presenting information	4%	5%	26%	19%	47%

Between 2008 and 2011, five middle schools (E.A. Hall, Lakeview, Pajaro, Rolling Hills) and middle school students in a K-8 charter (Alianza) implemented a two-year EETT competitive grant that focused on writing, using web-based, immediate writing feedback software (RxNetWriter and MyAccess), along with writing process instruction and increased writing assignments. The program was expanded with an EETT competitive grant covering 2007-2009, addressing writing in the one junior high school and two elementary schools located in the north zone of the district. Starting in 2011, the district received another EETT grant that will focus on the data team procedures that began at the beginning of the 2009-10 school year. This review of data and the sharing of best practices are critical to improved levels of student achievement throughout the district.

3c. Curricular Goals/Research Base

PVUSD's Local Education Agency Plan (LEAP) identifies language arts and math as primary areas of academic development, especially addressing English Language Learners, while moving all students to proficient level in language arts, math, science and social studies. As a focus for this three-year plan, those uses of instructional technology which best support students becoming proficient in the areas of reading, writing, and mathematics, especially concerning English Language Learners, will be given priority.

As teachers and administrators continue to clearly align teaching content to the California Academic Content Standards, this plan will concentrate on using technology to increase student achievement in language arts and math, focusing on the effective use of instructional materials in a systematically planned instructional schedule. The integration model focuses technology use at the classroom level, using electronic tools to integrate academic exercises into the overall curricular framework (Sandholtz, Ringstaff & Dwyer, 1997). Students in upper grades will use technology to collect information in multiple formats, and then organize, link and construct ideas to be incorporated into projects and reports that improve communication of ideas and concepts (Dwyer, 1992), as well as to support basic skills development (Kulik & Kulik, 1987). In all grades, computer assisted instruction (CAI) aligned to content standards, district writing programs and the adopted textbook series will supplement an

instructional program that supports basic academic skill development (Butzin, 2000, Kulik & Kulik, 1987 and Sivin-Kachala & Bialo, 2000).

The following goals, objectives, benchmarks, monitoring and implementation activities support PVUSD plans and goals for academic achievement.

3d. Using Technology to Improve Teaching and Learning

Goal 1: Technology will be integrated to support standards based instruction.

Objective 1a: By June 30, 2014, all students will systematically use language development software as a tool to increase English Language Arts scores by 30 percentile points as measured by the CST.												
Benchmarks:												
Year 1: By June 30, 2012, all students will systematically use language development software as a tool to increase English Language Arts scores by 10 percentile points as measured by the CST.												
Year 2: By June 30, 2013, all students will systematically use language development software as a tool to increase English Language Arts scores by 20 percentile points as measured by the CST.												
Year 3: By June 30, 2014, all students will systematically use language development software as a tool to increase English Language Arts scores by 30 percentile points as measured by the CST.												
Activities	2011 - 2012			2012 - 2013			2013 - 2014			Evaluation Instruments	Program Modification Process and Responsible Person(s)	
	S	F	W	S	S	F	W	S	S	F	W	S
1. Review and evaluate effectiveness of software currently in use.												
2. Evaluate and select new and currently used software to be used districtwide.												
3. Collaborate with district professional development providers to implement professional development with follow up support for target teachers and staff in managing and using software with sound instructional strategies.												
4. Identify and schedule target teachers and students to begin to implement and evaluate instructional strategies and software use.												
5. Expand software use with professional development to entire population.												
6. Site Data Teams review student data in collaboration meetings, discussing successes, issues, strategies, etc. and implementing revised strategies.												
7. Review software management data and scheduling logs and make modifications to the plan as needed.												
										CST test scores - Annually Software data management tools - Quarterly	District leadership teams analyze data provided by CST scores and prepare analysis for sites. Teachers and district leadership analyze site data quarterly at site collaboration meetings and make recommendations to improve the program. District curriculum and Technology Liaisons make overall recommendations to modify the implementation of the use of technology to improve the program.	

Objective 1b: By June 30, 2014, 75% of English Language Learners (ELLs) will systematically use language development software as a tool to increase English language proficiency as measured by the California English Language Development Test.												
Benchmarks:												
Year 1: By June 30, 2012, 25% of students will systematically use language development software as a tool to increase English language proficiency as measured by the California English Language Development Test.												
Year 2: By June 30, 2013, 50% of students will systematically use language development software as a tool to increase English language proficiency as measured by the California English Language Development Test.												
Year 3: By June 30, 2014, 75% of students will systematically use language development software as a tool to increase English language proficiency as measured by the California English Language Development Test.												
Activities	2011 - 2012			2012 - 2013			2013 - 2014			Evaluation Instruments	Program Modification Process and Responsible Person(s)	
	S	F	W	S	F	W	S	F	W	S		
1. Review and evaluate effectiveness of software currently in use.											CELDT Test - Annually Software data management tools - Quarterly District leadership teams analyze data provided by CELDT scores and prepare analysis for sites. Teachers and district leadership analyze site data quarterly at site collaboration meetings and make recommendations to improve the program. District curriculum and Technology Liaisons make overall recommendations to modify the implementation of the use of technology to improve the program.	
2. Evaluate and select new and currently used software to be used districtwide.												
3. Collaborate with ELL professional development providers to implement professional development with follow up support for target teachers and staff in managing and using software with sound instructional strategies.												
4. Identify and schedule target teachers and students to begin to implement and evaluate software use.												
5. Expand software use with professional development to entire ELL population.												
6. Site data teams review student data in collaboration meetings, discussing successes, issues, strategies, etc. and implementing revised strategies.												

Objective 2b: By June 30, 2014, 40% of students in grades 8-12 will develop simple databases and spreadsheets to manage information and prepare reports.												
Benchmarks:												
Year 1: By June 30, 2012, 10% of students in grades 8-12 will develop simple databases and spreadsheets to manage information and prepare reports.												
Year 2: By June 30, 2013, 25% of students in grades 8-12 will develop simple databases and spreadsheets to manage information and prepare reports.												
Year 3: By June 30, 2014, 40% of students in grades 8-12 will develop simple databases and spreadsheets to manage information and prepare reports.												
Activities	2011 - 2012			2012 - 2013			2013 - 2014			Evaluation Instruments	Program Modification Process and Responsible Person(s)	
	S	F	W	S	S	F	W	S	S	F	W	S
1. Middle school teachers will instruct students in software use, including Excel to analyze data.												
2. High school teachers will instruct students in software use, including Excel and publishing programs, to publish reports discussing data analysis.												
3. Teachers will dedicate class time for data entry and document creation.												
4. Students will incorporate databases and spreadsheets into print and electronic documents.												
5. Review data samples and make modifications to instruction as needed.												
										Student grades - Quarterly Student produced artifacts - Quarterly	Teachers will collect and submit student produced documents and grades for discussion at teacher/principal collaboration meetings quarterly. Schoolwide committee reviews student work, grades and teacher recommendations and strategy results. Schoolwide committee makes course recommendations to teachers.	

Objective 2c: By June 30, 2014, 70% of students in grades 5-12 will effectively search electronic resources, evaluate their quality and ethically incorporate content into research projects.													
Benchmarks:													
Year 1: By June 30, 2012, 40% of students in grades 5-12 will effectively search electronic resources, evaluate their quality and ethically incorporate content into research projects.													
Year 2: By June 30, 2013, 55% of students in grades 5-12 will effectively search electronic resources, evaluate their quality and ethically incorporate content into research projects.													
Year 3: By June 30, 2014, 70% of students in grades 5-12 will effectively search electronic resources, evaluate their quality and ethically incorporate content into research projects.													
Activities	2011 - 2012			2012 - 2013			2013 - 2014			Evaluation Instruments	Program Modification Process and Responsible Person(s)		
	S	F	W	S	F	W	S	F	W				
1. Teachers will review the Acceptable Use Policy that students and parents will sign.										Student grades - Quarterly	Teachers will collect and submit student produced documents and grades for discussion at teacher/principal collaboration meetings quarterly.		
2. Teachers will review PVUSD Internet Safety Plan (pages 61-65) to plan instruction for the year.										Student produced artifacts - Quarterly			
3. Instructional Technology Coach will update PVUSD Internet Safety Plan.										eSchool Plus reports - Quarterly	Schoolwide committee reviews student work, grades and teacher recommendations and strategy results.		
4. Teachers and librarians will instruct students in efficiently searching electronic sources, comparing to site print resources, and authenticating author credentials.											Schoolwide committee makes course recommendations to teachers.		
5. Middle and high school teachers and librarians will instruct students in storing digital libraries, accessing information from different workstations and ethically using material in student work.													
6. Teachers will dedicate time for electronic research collaborating with librarians.													
7. Review research quality and source citations in student work and make modifications to instruction as needed.													

3f. Appropriate and Ethical Use of Information Technology

Goal 1: Students will understand copyright and apply fair use of copyrighted materials appropriately.		Monitoring Process											
Implementation Activities		2011 - 2012				2012 - 2013				2013 - 2014			
		S	F	W	S	S	F	W	S	S	F	W	S
1. District Technology Liaisons recommend Acceptable Use Policy and student handbook modifications to include copyright and fair use information.													
2. District Acceptable Use Policy and student handbook modifications to include copyright and fair use information.													
3. School staff reviews PVUSD Internet Safety Plan (pages 61-65) to learn new teaching resources on managing copyright and fair use in projects.													
4. Teachers incorporate copyright and fair use components in writing and research projects, reviewing as necessary during year.													
5. Teachers and administrators discuss successes and problems for problem solving with further discussion at District Technology Liaisons meetings.													
6. Students will be taught about copyright law and use technology appropriately and ethically in classroom projects (see PVUSD Internet Safety Plan on pages 61-65).													
Student projects will be analyzed and successes and needs will be discussed quarterly in site collaboration meetings. Modifications will be recommended from District Technology Liaisons meetings annually.													

Goal 2: Students will distinguish between lawful and unlawful downloading and peer-to-peer (PTP) file sharing.												
Implementation Activities										Monitoring Process		
										2011 - 2012		
										S	F	S
										W	S	F
										S	F	S
										W	S	F
										S	F	S
										W	S	F
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Goal 3: Students will understand and avoid plagiarism in all work.																				
Implementation Activities		2011 - 2012				2012 - 2013				2013 - 2014				Monitoring Process						
		S	F	W	S	S	F	W	S	S	F	W	S							
1. District Technology Liaisons recommend Acceptable Use Policy and student handbook modifications to include plagiarism.																				
2. District Acceptable Use Policy and student handbook modifications to include plagiarism information.																				
3. School staff reviews PVUSD Internet Safety Plan (pages 61-65) to learn new teaching resources on addressing plagiarism in student projects.																				
4. Teachers teach strategies to students to address plagiarism in work, including summarizing skills, research skills, etc.																				
5. Teachers and administrators discuss successes and problems for problem solving with further discussion at District Technology Liaisons meetings.																				
																		</		

3g. Safe Use of Information Technology

Goal 1: Students will know how to protect privacy of personal information online to avoid online predators.													
Implementation Activities		2011 - 2012				2012 - 2013				2013 - 2014			
		S	F	W	S	S	F	W	S	S	F	W	S
1. District Technology Liaisons recommends Acceptable Use Policy and student handbook modifications to address personal privacy.													
2. District Acceptable Use Policy and student handbook modifications to include online personal privacy, with Acceptable Use Policy signed by students and parents.													
3. School staff reviews PVUSD Internet Safety Plan (pages 61-65) to learn new teaching resources on addressing online privacy of personal information for instruction and student use.													
4. Elementary and home room (secondary) teachers teach online personal privacy rules (see PVUSD Internet Safety Plan on pages 61-65).													
5. Online privacy rules are reviewed with students as needed by monitoring teachers.													
6. Teachers and administrators discuss privacy issues and tech liaisons bring further discussion to District Technology Liaisons meetings.													
		Issues and problems will be discussed quarterly in site collaboration meetings. Issues will be discussed at District Technology Liaison meetings annually with program modifications recommended as needed. The Director of Technology will coordinate revisions and program modifications as needed.											

Goal 2: Students will learn of strategies to avoid online predators and address cyberbullying.																
Implementation Activities		2011 - 2012				2012 - 2013				2013 - 2014				Monitoring Process		
		S	F	W	S	S	F	W	S	S	F	W	S			
1. District Technology Liaisons recommends Acceptable Use Policy and student handbook modifications to include online predator and cyberbullying information.														Safety issues and problems will be discussed as they occur at site collaboration meetings. Issues will be discussed at District Technology Liaisons and Cabinet meetings as they occur. The Director of Technology will coordinate revisions and program modifications as needed.		
2. Complete modifications to Acceptable Use Policy and student handbook, and include online predator and cyberbullying information.																
3. School staff reviews PVUSD Internet Safety Plan (pages 61-65) to learn new teaching resources on introducing online predator and cyberbullying issues and curriculum appropriate to grade level.																
4. Online predator and cyberbullying curriculum is taught (see PVUSD Internet Safety Plan on pages 61-65).																
5. Teachers and administrators discuss successes and problems for problem solving with further discussion at District Technology Liaisons meetings.																

3h. Improving Student Access

Goals and activities regarding district policies that will ensure equitable technology access for all students are listed below.

Goals	Activities	Program Modification Process and Responsible Person(s)
Ensure equity of access to all technology resources by providing every classroom and learning facility with hardware/software, infrastructure and technical support aligned to the curricular mission of the district.	<ul style="list-style-type: none"> Promote purchasing process that decreases costs and maintenance of site purchases through standardization, bulk purchases, direct vendor negotiation and purchasing collaboratives, such as CalSave. Improve speed and volume of connectivity for sites and classrooms, addressing low bandwidth sites and sites with higher bandwidth needs, such as high schools. Provide increased wireless access to all sites. Align software purchasing and use to district curricular objectives and initiatives. Collaborate with professional development providers across the district to promote, use and include technology resources available that are aligned to their specific curricular focus in professional development. Increase number and skills of tech support personnel as needed to reduce down time of equipment and resources. 	The Technology Leadership Team will review distribution and use of technology and make recommendations to the Director of Technology for resource purchasing and deployment, network improvements and professional development.
Promote equity of access to all students by providing technology resources for student use during and after school.	<ul style="list-style-type: none"> Maintain the overall student to computer ratio at or below 4:0. Reduce the disparities among sites by 10%. Provide professional development regarding use and management of resources to ensure equitable access for all students based on resources available. 	The Technology Leadership Team will review inventories and professional development evaluations and make recommendations to Director of Technology for purchasing, redeployment and professional development.
Provide appropriate support technologies as identified by child study teams or IEPs.	<ul style="list-style-type: none"> Improve communication between educators involved in child study teams and IEPs with site Technology Liaisons and administrators to provide resources and professional development to relevant staff. 	Student IEPs and instructional plans will be reviewed by resource teachers and site principals, who will make modifications as required, consulting with the Director of Technology as needed.

3i. Student Record Keeping and Assessment

Goal: Student record keeping will be enhanced through electronic data tools.												
Objective: By June 30, 2014, 80% of teachers will use adopted data tools software to improve record keeping and assessment, and meet individual student academic needs.												
Benchmarks:												
Year 1: By June 30, 2012, 50% of teachers will use adopted data tools software to improve record keeping and assessment, and meet individual student academic needs.												
Year 2: By June 30, 2013, 65% of teachers will use adopted data tools software to improve record keeping and assessment, and meet individual student academic needs.												
Year 3: By June 30, 2014, 80% of teachers will use adopted data tools software to improve record keeping and assessment, and meet individual student academic needs.												
Outcomes: Teachers will use adopted data tools, DataDirector, eSchoolsPlus and School Loop software to improve record keeping and assessment and meet individual student academic needs.												
Activities	2011 - 2012			2012 - 2013			2013 - 2014			Evaluation Instruments	Program Modification Process and Responsible Person(s)	
	S	F	W	S	F	W	S	F	W	S		
1. Conversion of local student database, from CSD to Nexus, complete.											PVUSD Technology Proficiency Profile	Teacher site teams will analyze student data, and make recommendations for continuous improvement cycle.
2. Professional development on DataDirector, eSchoolPlus and School Loop, and ongoing support provided to target audiences.											Nexus analysis use tools	District Administrators, Principals, Department Heads and Site Technology Liaisons will discuss teacher reports at District Technology Liaisons meetings, discussing successes and needs, and making recommendations to the Director Technology for improved use.
3. Target audiences, including support staff, implement DataDirector, eSchoolPlus and Nexus inside and outside WAN, as appropriate.											Datawise analysis use tools	
4. Site teacher teams include data use in discussions of student achievement, identifying areas of success and need.											eSchoolPlus analysis use tools	

3k. Monitoring

Each goal/objective has a clear monitoring process, including roles and responsibilities. Please refer to each area for specifics. The District Technology Leadership will gather impact data to provide overall monitoring of the plan. The District Technology Liaisons, made up of site tech liaisons, the Instructional Technology Coach, the Assistant Director of Technology, the Director of Technology, site administrator representatives, librarians, and representatives from district professional development providers meet four times a year to make recommendations to the District Technology Leadership regarding data collected. The Director of Technology will report outcomes to the District Curriculum Council, which is responsible for overall academic achievement monitoring for the entire district. The implementation status of the curriculum component will be reported to stakeholders annually.

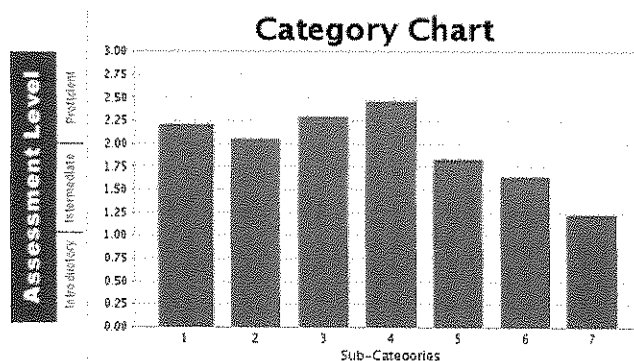
Professional Development

4a. Most staff members have home computers and use them for email, Internet research and word processing. All staff have a free, district provided email account for educational purposes. Some teachers integrate technology into instructional practice, mostly incorporating word processing, educational games and Internet resources. Instructional software is being used regularly by some teachers, including, SuccessMaker, Renaissance Learning software, Rosetta Stone, My Access, NetTrekker and DiscoveryStreaming, while others use content specific software, like Adobe Premiere, Inspiration, Kidspiration, Smart Notebook and more. For a complete list of available software, please refer to page 32.

Eighty two of 954 teachers took EdTechProfile's self-assessment at <http://www.edtechprofile.org> in the spring of 2009. In the fall of 2010, PVUSD created a new survey that focused on the ISTE NETS standards and created a new survey to gather information of teaching practices in the district. Results for general knowledge are presented below with identified areas of need. Actual ways technology is used in classroom instruction follow.

Areas of need for general knowledge and skills include:

1. General knowledge and skills
 - Continue targeting, especially in troubleshooting
2. Internet
 - Continue targeting, especially with information literacy, ethics and safety
 - Classroom integration and classroom management
3. Email
 - Continue targeting, especially in advanced features



1. General computer knowledge and skills (Includes 82 in calculation)
2. Internet skills (Includes 81 in calculation)
3. Email skills (Includes 81 in calculation)
4. Word processing skills (Includes 81 in calculation)
5. Presentation software skills (Includes 81 in calculation)
6. Spreadsheet software skills (Includes 81 in calculation)
7. Database software skills (Includes 81 in calculation)

- Integration, student learning and classroom management
- 4. Word processing
 - Integration, student learning and classroom management
- 5. Presentation software
 - All areas
- 6. Spreadsheet software
 - All areas
- 7. Database software
 - All areas

This next set of data reflects the actual application of the listed skills in classroom practice that match Standard 16, the teacher induction standard for teachers clearing their credential. On average, teachers express mid-intermediate skills in creating technology enhanced lessons aligned with adopted curriculum, and intermediate skills in communicating with a variety of media and using technology to enhance information literacy and problem solving skills. All other areas of using technology in classroom instruction fall under the introductory skills area.

Key to Standard 16 scores.

- 1 Standard 16a (Includes 766 in calculation)

Each participating teacher communicates through a variety of electronic media.

- 2 Standard 16b (Includes 765 in calculation)

Each participating teacher interacts and communicates with other professionals through a variety of methods, including the use of computer-based collaborative tools to support technology enhanced curriculum.

- 3 Standard 16c (Includes 765 in calculation)

Each participating teacher uses technological resources available inside the classroom or in library media centers, computer labs, local and county facilities, and other locations to create technology enhanced lessons aligned with the adopted curriculum.

- 4 Standard 16d (Includes 763 in calculation)

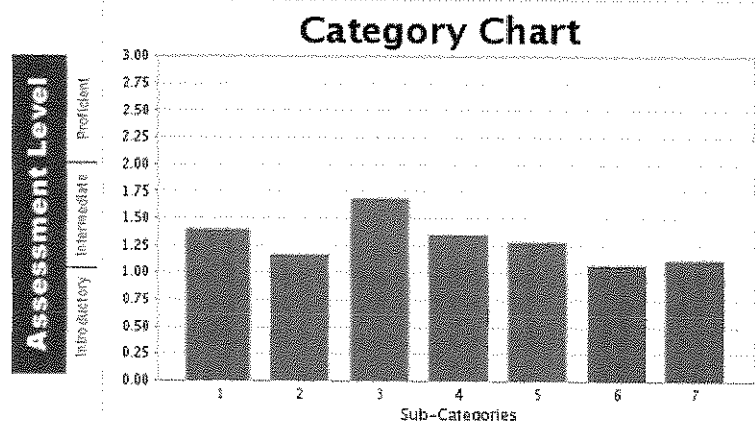
Each participating teacher designs, adapts, and uses lessons which address the students' needs to develop information literacy and problem solving skills as tools for lifelong learning.

- 5 Standard 16e (Includes 763 in calculation)

Each participating teacher uses technology in lessons to increase students' ability to plan, locate, evaluate, select and use information to solve problems and draw conclusions. He/she creates or makes use of learning environments that promote effective use of technology aligned with the curriculum inside the classroom, in library media centers or in computer labs.

- 6 Standard 16f (Includes 762 in calculation)

Each participating teacher uses computer applications to manipulate and analyze data as a tool for assessing student learning and for providing feedback to students and their parents.



7 Standard 16g (Includes 762 in calculation)

Each participating teacher demonstrates competence in evaluating the authenticity, reliability and bias of the data gathered, determines outcomes, and evaluates the success or effectiveness of the process used. He/she frequently monitors and reflects upon the results of using technology in instruction and adapts lessons accordingly.

Professional development is critical to the improvement of student learning and to the integration of technology into curriculum, (Schacter, 1999 and Sivin-Kachala & Bialo, 2000) and also a requirement for EETT and Erate funding. The professional development plan will leverage and partner with a variety of existing networks and district curriculum providers as much as possible to provide long-term professional development that is related to student learning goals, (Wetzel, et.al., 2002). The professional development model used by PVUSD includes: 1) Long term, structured opportunities; 2) Just in time support, and; 3) The development of site-based learning communities (Fernandez, et al., 2001; Loucks-Horsley, 1998; Murphy & Lick, 2001; Strudler, 1994; Wetzel, et.al., 2002) as well as online communities of practice, (Sherry, Billig, Tavelin and Gibson, 2000).

Long-term, structured professional development opportunities will be provided using several resources.

- The district Curriculum and Instruction department, with representatives from all sites and departments, including the Director of Technology and the Instructional Technology Coach, is responsible for districtwide coordination of staff development. Coaching for technology integration will be structured to follow an umbrella coaching model, so that staff receives consistent messages about instructional approaches across curricular areas. Appropriate technology tools will be integrated into these training, coaching and mentoring efforts. Content area coaches will receive technology integration training, and coaching and support staff will participate as appropriate. The Instructional Technology Coach and Director of Technology will collaborate in planning and professional development delivery with the coaching and professional development offered by ELD site leaders, English language specialists, math coaches, site academic coordinators and migrant teachers, resource teachers, extended learning program coaches, site-based staff development coordinators and site administrators.
- AB430, the Principal Instructional Leadership Training, Module 1, called *Leadership and Support of Student Instructional Programs*, in language arts and mathematics. This 40-hour program includes an additional 40-hour practicum that will include technology integration of textbook adopted software professional development.
- Student Writing Enhanced by Educational Technology (SWEET), an Enhancing Education Through Technology (EETT) Competitive program, has provided sustained professional development to five middle schools from 2006 to 2011, with a second grant serving three north district schools, one middle and two elementary, from 2007-2009. The programs collaborate with writing coaches to provide workshops, teaching resources and coaching support.

- An EETT/ARRA grant started in January 2011 will provide secondary schools with continued Data Team training and technology tools to strengthen their ability to focus on student achievement.

First line of defense support will be provided using site Technology Liaisons and program coaches supported by the district and funded programs (listed earlier). Each site has an identified Technology Liaison that participates in the District Technology Liaison meetings four times a year with the following participants: Tech Liaisons, the Instructional Technology Coach, Assistant Director of Technology, Director of Technology, site administrator representatives, librarians and representatives from district professional development providers. The tech liaison meetings allow for centralized professional development in learning strategies to support Tech Liaisons to provide teachers with resources, instructional strategy instruction and first line of defense support. Resources provided through region five, Santa Cruz County Office of Education and the district will be disseminated with models of proven integration strategies and focus on integrating resources into instruction. Resources provided for just in time learning include resources within the Ed1Stop Portal, new Web 2.0 communication/collaboration tools, and others that the Curriculum department and the Technology department/liaisons identify as valuable. This provides opportunities for individualized learning at the sites, available at any time, and provides resources to our schools in a reliable, coordinated way (Cradler & Cradler, 1995).

Data Team communities have been established at our school sites. At monthly meetings, staff will analyze data, share teaching strategies, and identify areas of technology skills, integration strategies, data driven assessment and management issues of need. The administration and site Tech Liaisons will communicate staff needs to the Educational Services department and Instructional Technology Coach in order to plan to offer the needed professional development locally, online via district and Region 5 tools, or by leveraging related activities occurring through the county office of education if similar offerings are scheduled. Together, the staff will decide the topics revolving on the needs and uses of educational technology in the classrooms and related professional development needed (Cradler & Cradler, 1995).

Teachers will have opportunities to attend regional conferences, such as the California League of Middle/High Schools Technology Conference in Monterey, the California Computer Using Educators Conference and the Asilomar Math and Reading Conferences. These regionally offered opportunities provided through professional associations serve to expose staff to new ways of thinking and to provide ideas for curricular improvement (Becker & Riel, 2000).

The following goals, objectives, benchmarks, monitoring process and activities focus on building teaching skills that support district student learning objectives.

4b. Goals, Objectives, Annual Objectives and Implementation Plan

Goal: Teachers will integrate technology into classroom teaching and learning to improve academic achievement.

Objective 6a: By June 30, 2014, 80% of teachers and all administrators will use technology tools to create documents and spreadsheets, make record keeping and assessment more efficient, and facilitate home/school communication.												
Benchmarks:												
Year 1:												
<ul style="list-style-type: none"> By June 30, 2012, 60% of teachers and 80% of administrators will use technology tools to create documents and spreadsheets, make record keeping and assessment more efficient, and facilitate home/school communication. 												
Year 2:												
<ul style="list-style-type: none"> By June 30, 2013, 70% of teachers and 90% of administrators will use technology tools to create documents and spreadsheets, make record keeping and assessment more efficient, and facilitate home/school communication. 												
Year 3:												
<ul style="list-style-type: none"> By June 30, 2014, 80% of teachers and all administrators will use technology tools to create documents and spreadsheets, make record keeping and assessment more efficient, and facilitate home/school communication. 												
Outcomes: 6a. Teachers will self-report as personally proficient in the use of technology.												
Activities												
		2011 - 2012		2012 - 2013		2013 - 2014		Evaluation Instruments		Program Modification Process and Responsible Person(s)		
		S	F	W	S	S	F	W	S			
1 Staff updates PVUSD Technology Proficiency Profile.												
2 Plan professional development activities on document and spreadsheet creation, record keeping tools, and home/school communication tools in collaboration with site administrators, librarians, Curriculum department and Tech Liaisons.												
3 Site Tech Liaisons participate in leadership activities provided by district, county and region 5.												
4 Data Teams meet monthly.												
								PVUSD Technology Proficiency Profile		District Technology Liaisons will review data, compare to targets and student need, and schedule future professional development offerings as needed or identified at sites and districtwide.		

Objective 6c: By June 30, 2014, 80% of teachers will integrate adopted electronic resources into instructional units.													
Benchmarks:													
Year 1:													
• By June 30, 2012, 60% of teachers will integrate adopted electronic resources into instructional units.													
Year 2:													
• By June 30, 2013, 70% of teachers will integrate adopted electronic resources into instructional units.													
Year 3:													
• By June 30, 2014, 80% of teachers will integrate adopted electronic resources into instructional units.													
Outcomes: 6c. Teachers will integrate adopted electronic resources into instructional units.													
Activities		2011 - 2012				2012 - 2013				2013 - 2014			
		S	F	W	S	S	F	W	S	S	F	W	S
1. Identify existing and needed software that is aligned with current adopted curriculum and standards.													
2. Site/district workshops, online curriculum and coaching provided in collaboration with district professional development providers and Tech Department on integration of software with targeted teachers.													
3. Monthly Data Teams evaluate success identify integration needs, strategies, new professional development needs.													
4. District Technology Liaisons modify professional development offerings based on site input, receive professional development themselves to support site needs.													
5. District Technology Leadership Team and Education Services Department reviews data for evidence of improved academic skills and modifies professional development plans as needed.													
		PVUSD Technology Proficiency Profile Site Tech Liaison activity reports										Teachers will discuss unit design and/or student work at site collaboration meetings monthly. Teacher Teams will identify/recommend professional development needs to improve effectiveness of software use. District Technology Liaisons review teacher requests and coordinate with Instructional Technology Coach to provide professional development.	

Objective 6d: By June 30, 2014, 80% of teachers will improve collaboration and communication with parents through the use of technology tools.												
Benchmarks:												
Year 1: By June 30, 2012, 60% of teachers will improve collaboration and communication with parents through the use of technology tools.												
Year 2: By June 30, 2013, 70% of teachers will improve collaboration and communication with parents through the use of technology tools.												
Year 3: By June 30, 2014, 80% of teachers will improve collaboration and communication with parents through the use of technology tools.												
Outcomes: 6d. Administrators, site Tech Liaisons and lead teachers will implement use of eSchoolPlus, SchoolLoop, SchoolMessenger and/or classroom blogs to communicate educational information to parents and community.												
Activities	2011 - 2012			2012 - 2013			2013 - 2014			Evaluation Instruments	Program Modification Process and Responsible Person(s)	
	S	F		S	F		S	F				
1. Workshops for administrators, Tech Liaisons, support staff and teacher leads in using SchoolLoop, eSchoolPlus, SchoolMessenger and classroom/site blogs.										PVUSD Technology Proficiency Profile Site Tech Liaison activity reports	Teachers will discuss unit design and/or student work at site collaboration meetings monthly. Teacher teams will identify/recommend professional development needs to improve effectiveness of software use. District Technology Liaisons review teacher requests and coordinate with Instructional Technology Coach to provide professional development.	
2. Develop site workshop schedules and identify resources needed.												
3. Targeted teachers provided workshops and just in time site support using SchoolLoop, eSchoolPlus, SchoolMessenger and classroom/site blogs.												
4. Review number of teachers and specific uses of SchoolLoop, eSchoolPLUS, SchoolMessenger and classroom/site blogs, and modify professional development plans as needed.												

Objective 6e: By June 30, 2014, 80% of teachers will use technology tools to make student record keeping and assessment more efficient.																
Benchmarks:																
Year 1: By June 30, 2012, 60% of teachers will use technology tools to make student record keeping and assessment more efficient.																
Year 2: By June 30, 2013, 70% of teachers will use technology tools to make student record keeping and assessment more efficient.																
Year 3: By June 30, 2014, 80% of teachers will use technology tools to make student record keeping and assessment more efficient.																
Outcomes: 6e, Administrators and teachers will implement use of Data Director and eSchoolPlus to make student record keeping and assessment more efficient.																
Activities		2011 - 2012				2012 - 2013				2013 - 2014				Evaluation Instruments	Program Modification Process and Responsible Person(s)	
		S	F	W	S	S	F	W	S	S	F	W	S			
1.	Schedule workshops for administrators and teachers using Data Director and eSchoolPlus.													PVUSD Technology Proficiency Profile	Teachers will discuss unit design and/or student work at site collaboration meetings monthly.	
2.	Site workshop schedules developed and resources needed identified													Site Tech Liaison activity reports	Teacher teams will identify/recommend professional development needs to improve effectiveness of software use.	
3.	Targeted teachers provided workshops and just in time site support using Data Director and eSchoolPlus.														District Technology Liaisons review teacher requests and coordinate with Instructional Technology Coach to provide professional development.	
4.	Review number of teachers and specific uses of Data Director and eSchoolPLUS, and modify professional development plans as needed.															

4c. Monitoring

Each goal/objective has a clear monitoring process including roles and responsibilities. Please refer to each area for specifics. The District Technology Leadership will gather impact data on an annual basis to provide overall monitoring of the plan. The District Technology Liaisons, made up of site tech liaisons, the Instructional Technology Coach, the Assistant Director of Technology, the Director of Technology, site administrator representatives, librarians and representatives from district professional development providers meet four times a year to make recommendations to the District Technology Leadership based upon impact data collected. The Director of Technology will report outcomes to the District Curriculum Council, which will analyze CST, benchmark and other assessment data as part of their role in monitoring for the entire district. The implementation status of the professional development component will be reported to stakeholders annually.

Hardware, Learning Resources, Infrastructure and Technical Support

5a. Current Level of Hardware, Learning Resources, Networking and Technical Support

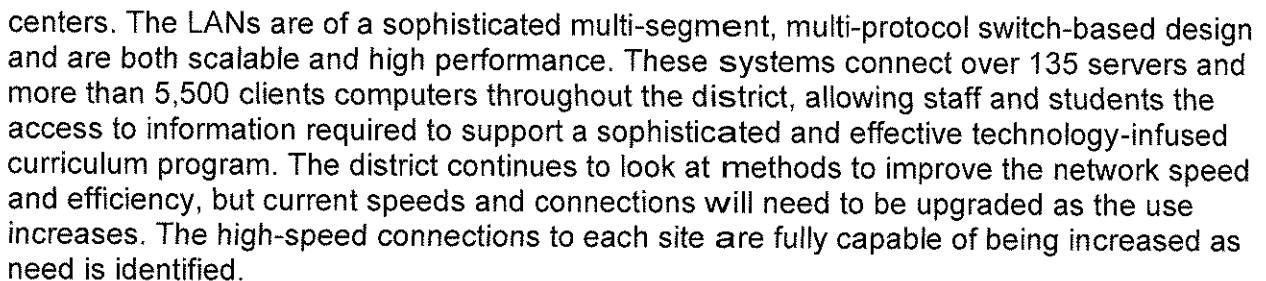
The district supports more than 6,000 computers for use across all sites, with an overall student to computer ratio of 4.5:1. Some sites have invested heavily in technology and some have not, with student to computer ratios ranging from 1:1 to 18:1. The district has recently focused purchasing toward mobile computing devices, representing 20% of the total inventory. Sites are responsible for purchasing computers and peripherals from site funds, while the district purchases hardware for districtwide use. The Purchasing department consolidates purchasing to maximize standardization and realize the lowest prices possible. Details for each site are located on page 2.

The district supports learning resources across all sites, and each site can purchase software that supports local site goals. Both online and districtwide licensed software are supported with a mixture of district and site funding. The following resources are available to all teachers, some selectively use or are not aware of how to use these resources, while some do not use technology at all. Please refer to usage data pp. 3-4.

Network shares are provided for all staff and students districtwide to store education related documents and files. The central network share server is consistently backed up and maintained by the Technology Services department. File shares on servers located at school sites are not backed up by the Technology Services department and are the responsibility of the school site. Training and support is provided to staff and students to facilitate access to their network shares.

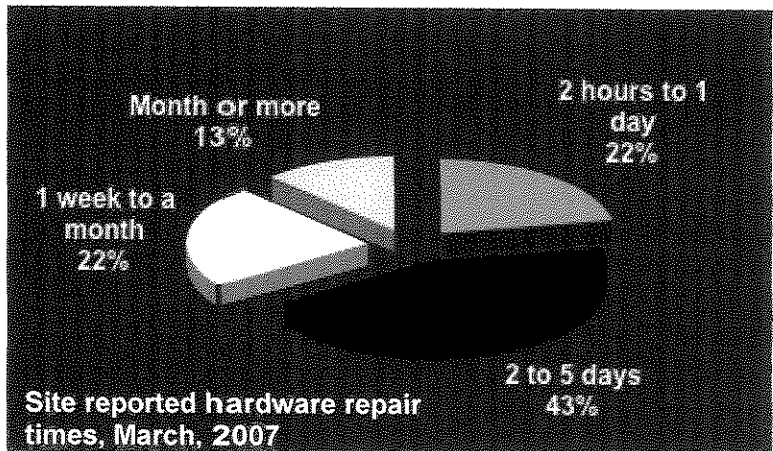
Learning Resource	Type	Description
Ed1Stop	Online	Educational portal provided by Santa Cruz County Office of Education with consortium buys for online services: DiscoveryStreaming, Starfall, Between the Lions, Pics4Learning, Calishere, NASA and others.
Instructional Resources	Software	Rosetta Stone, TeenBiz3000, Lexia, QuickReads, Accelerated Reader, STAR Reading, Star Early Literacy, Kidspiration, Inspiration, Read 180, English in a Flash, Math Facts in a Flash, UltraKey, Successmaker, Explore Learning Gizmos, Photostory, My Access, Adobe Premiere Elements, iLife, Kid Biz, System 44, Microsoft Expressions, Story Telling Alice
Library Management and Research	Software and Online	SIRS Knowledge Source, Proquest, InfoCentre, Gale, Facts on File, Noodle Tools
Apple iLife and Adobe suite	Software	Multimedia development software
Microsoft Suite	Software	Word, Excel, PowerPoint installed on all systems
Mac OS 10.x, Windows XP and Windows 7	Software	Operation system software
DeepFreeze	Software	Desktop security software available for all district computers
Microsoft Exchange	Software	Staff email system
Lightspeed	Software	Internet filtering software
Red Condor	Software	Internet message spam filter software
School Messenger	Online Resource	Home communication phone system
ESchoolPlus	Online resource	Student Information System and district student data system 2011
Nexus	Online resource	Student case management database, developed and managed by Migrant Education
DataDirector	Online resource	Student assessment data warehouse
SchoolLoop	Online resource	Home school communication, web communication software, gradebook
Norton Antivirus	Software	Virus protection software
KBOX	Software	Power Management and computer management software
Cisco VOIP	Software	Voice over Internet Protocol, software and hardware, being installed and implemented during 2007/2011 and through this plan timeline for telephone service

PUSD maintains robust wide and local area networks (WAN/LAN). All instructional locations are connected to the network either through multiple data drops in each classroom or by wireless connectivity. Each site is connected to the district office by 100 Mb fiber or 1GB fiber topology through a Customized Switched Metro Ethernet system (CSME) using AT&T as the service provider. The CSME connects the district office via a 1GB fiber connection to the Santa Cruz County Office of Education, which serves as the Internet service provider and drops county educational networks into the local node of the K12 High Speed Network. The district maintains multiple local area networks located at school sites and administration



Technical support has improved. The district employs technology administrative leadership, a network engineer, support technicians, application analysts and one communications technician. Sites pay salaries and benefits for their own support technicians, while the district coordinates their efforts, and pays salaries and benefits for district support personnel. The district goal is to have one site support tech per four elementary schools, one support tech per two middle schools and one support tech per each comprehensive high school.

Based on the most recent survey, seven sites reported hardware fixes take between two hours and the end of the day, 14 from two days to a week. For seven sites, repairs took between a week and a month to address, and four sites reported repairs took a month or more to complete. Site technical support is provided through school funding of Site Computer Support Technicians. The district coordinates, evaluates, trains and supports site and district technicians with district staff.



In the fall of 2010, Technology Services implemented a new help ticket system for district staff to submit help requests. The new system integrates with an active directory and allows for online collaboration tools by technicians working on complex technical problems. This provides documentation of the process resolving each help ticket and places it in a software library.

In the spring of 2011 the new phone help desk will be available five days a week from 8:00 a.m. - 4:30 p.m. with technicians supporting the district with remote management tools, allowing them to solve problems remotely at every site. This is a CISCO VoIP call center that will allow the district to customize the call center to the specific needs of the school sites.

5b. Hardware, Learning Resources, Networking and Telecommunications Infrastructure, Physical Plant Modifications and Technical Support Needed to Support the Instructional Plan

Area of Need	Description
Technology Hardware	<p data-bbox="461 405 583 436">Summary</p> <p data-bbox="461 438 1446 596">Sites will need to replace aging computers, with attention given to sites with higher student to computer ratios. Some sites have migrated to a computer lab model instead of a classroom centered model. Sites will need to focus on improving lab access to resources and leveraging resources to bring computing into daily classroom activities.</p> <p data-bbox="461 632 1463 758">The Technology Services department will continue to evaluate the use of new technologies such as computer desktop virtualization, thin clients, and the use of mobile devices to provide more access to technology for instruction and business use.</p> <p data-bbox="461 793 1451 989">Increased bandwidth speed to school sites allows for the centralization and virtualization of site servers to the district office data center. This centralization will allow the district to decrease the number of servers in need of support, it will also allow Technology Services staff to more easily access and support the district's server-based resources. Virtualization is a more cost effective model for new (and replacement) server deployment and management.</p> <p data-bbox="461 1024 1451 1157">Peripherals, like LCD projectors, interactive white boards, cameras, printers, classroom response systems, etc., are needed to address interactivity and engagement in student learning and address collaborative and multi-modal learning situations and projects (especially for the English language population).</p> <p data-bbox="461 1192 1430 1283">Sites are looking at video casting equipment to address delivery of locally produced (student and teacher) and locally served video and audio resources. These are invaluable for English language acquisition.</p> <p data-bbox="461 1318 1446 1444">Servers needed for new student information systems, digital lockers, etc. will be needed for implementation of some network provided services, although the option to have vendors host products will be considered when costs and maintenance can be reduced.</p> <p data-bbox="461 1486 505 1518">List</p> <div data-bbox="485 1528 1373 1843"> <ul style="list-style-type: none"> • Site computers • District computers • LCD projectors • Document cameras • Color and black/white laser printers • Classroom student response systems • LCD monitors • Servers • Interactive white boards • Student responders • Slates • iPads • Smart phones • Digital still cameras • Digital video cameras • Video casting equipment • </div>

Electronic and Learning Resources

Summary

Online digital resources are increasing the opportunities to directly address learning and collaboration opportunities for students and teachers, and include video and audio streams, teaching and learning resources, connecting via video to experts, authors, etc. for classroom presentations and discussions, online mentoring, and Web 2.0 communication and collaboration tools. Also, software supporting library management and research, language arts, language acquisition and mathematics (as well as science, foreign language, social studies and other content areas) will be more oriented to online delivery as the model can be constantly updated, requires little local maintenance, and is the most cost effective.

Storage of student and teacher work is also necessary, and although it requires a hardware solution if housed locally, there are online alternatives to consider served by the vendor.

List

- Digital Data Locker (project and portfolio use and general document storage) for all middle/high students.
- Educational portal delivered resources (DiscoveryStreaming, Starfall, Between the Lions, Pics4Learning, Calishere, NASA, etc.) and more as they are added.
- Math, language arts and English language acquisition software as identified by district professional development providers, site Technology Liaisons, administrators, Curriculum department, etc.
- Library circulation databases and research subscriptions must be maintained and updated, with student access away from the library in a secure environment being ideal.
- Productivity software, such as Microsoft Office, Apple iLife and iWorks, web/graphic design software, video production and others as they are identified.
- Computer operating systems (bundled to be individually purchased through California Educational Technology Voucher program as needed).
- Network management, filtering, spam, etc. as identified and needed.
- Student email provided for secondary sites.
- Home/school communication system, such as SchoolLoop and School Messenger, that includes grading, class event, email, access over web, etc.
- Desktop security.

Networking and Telecommunications Infrastructure

Summary

The PVUSD wide area network will need bandwidth increases to support the centralization of servers, the growing demand for internet access for instruction, and wide scale remote management of network connected devices. Technology Services will continue to investigate the viability of new technologies to support increased bandwidth needs.

District network bandwidth standard is consistent at all sites. The exceptions are comprehensive high schools, which are running at 1GB speed and thus will

allow servers to be centralized. Bandwidth can be increased as need arises. The goal is for all PVUSD facilities to be connected via the district standard. The district will also continue to upgrade sites to the existing PVUSD voice over internet protocol (VoIP) phone system to increase capabilities and manage costs.

Wireless connectivity is robust at most sites; however some sites are still in need of wireless infrastructure improvements. This will require additional cabling, wireless access points and wireless controllers.

The Technology Services department will continue to upgrade network infrastructure and move existing viable network technologies to sites with the greatest need, to bring all sites to district standard.

Video surveillance systems are needed at all sites however funding has not yet been available to accomplish this. Some sites presently have an ONSSI video surveillance system with a minimal amount of cameras.

Physical Plant Modifications	<p>Summary Sites have all been recently modernized or built. Some electrical systems are adequate, yet other schools may need upgrades to support needed improvements over the life of this plan.</p>
Technical Support	<p>Summary Currently, 11 sites report 0 FTE tech support, with four sites reporting repairs take a month or more. The goal for the district is to provide tech support personnel such that one technician supports four elementary schools, one technician supports two middle schools, and each high school has a dedicated support person. Also, the average repair time should be reduced to the two to five day range. The district also supports application analysts to support student information systems and district wide databases. Technical support response time for some sites needs improving.</p> <p>The district help ticket system is currently adequate, but as improvements can be made, the Technology department will consider implementation as needed and as technical improvements warrant it.</p> <p>List</p> <ul style="list-style-type: none"> • Encourage all sites to fund tech support meeting or exceeding district goals. • Reduce down time for hardware fixes to two to five days on average. • Ensure desktop security is maximized and required for all new purchases.

5c. Benchmarks for Obtaining Hardware, Infrastructure, learning Resources and Technical Support

Goal: Hardware will support the curricular and professional development plan.			
Benchmarks	Evaluation Instruments	Frequency of Collection	Program Modification Process and Responsible Person(s)
<p>End of Year 1:</p> <ul style="list-style-type: none"> • All computers older than five years and not able to run current software will be replaced to maintain student to computer ratio of 4:1. • Peripherals will be purchased as site budgets allow. • Virtualize and centralize all compatible district servers. • School Loop communication system for appropriate secondary sites. • Investigate exchange and VoIP phone upgrade. • Increase WHS and AHS to 1GB speed WAN connection. • Increase video surveillance as funding becomes available. <p>End of Year 2:</p> <ul style="list-style-type: none"> • All computers older than five years and not able to run current software will be replaced to maintain student to computer ratio of 4:1. • Peripherals will be purchased as site budgets allow. • Install exchange and VoIP phone upgrade. • Centralize all comprehensive high schools' appropriate site servers. • Increase video surveillance as funding becomes available. 	District inventory and site surveys	Annually	Site Tech Liaisons and administrators, district technical support staff and Director of Technology will review the updated inventories, procurement and installation of hardware and make recommendations to the site principals and Director of Technology for improvements.

<p>End of Year 3:</p> <ul style="list-style-type: none"> • All computers older than five years and not able to run current software will be replaced to maintain student to computer ratio of 4:1. • Peripherals will be purchased as site budgets allow. • Increase video surveillance as funding becomes available. 		
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Goal: Electronic and learning resources will support the curricular and professional development plan.		
Benchmarks	Evaluation Instruments	Frequency of Collection
<p>End of Year 1:</p> <ul style="list-style-type: none"> • All computer based software and district hosted software that becomes web-based will be migrated to online delivery model. • Current use of instructional and library software will be evaluated with research-based software being piloted, and software the district will support will be continued or purchased. • Student email available to all middle and high students. • Home/school communication tool (i.e., SchoolLoop) established. 	<p>District inventory and site surveys</p>	<p>Annually</p>
<p>End of Year 2:</p> <ul style="list-style-type: none"> • All computer based software and district hosted software that becomes web-based will be migrated to online delivery model; • All selected instructional and library software will be purchased for effected Tech Liaisons and all related department heads, lead teachers, librarians and after school program instructors for first phase of site 		<p>Site Tech Liaisons and administrators, district Curriculum department and Director of Technology will review the use and curricular alignment of learning resources and make recommendations to the site principal and Director of Technology for improvements.</p>

<p>implementation.</p> <ul style="list-style-type: none"> • Student email available to all secondary students. <p>End of Year 3:</p> <ul style="list-style-type: none"> • All computer based software and district hosted software that becomes web-based will be migrated to online delivery model. • All selected instructional a library software will be purchased and installed for classroom and library implementation. 			
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Goal: Technical support will support the curricular and professional development plan.			
Benchmarks	Evaluation Instruments	Frequency of Collection	Program Modification Process and Responsible Person(s)
<p>End of Year 1:</p> <ul style="list-style-type: none"> • 60% of all sites will report at least .2 FTE technical support. • All sites will report repair time to be less than a month or better. <p>End of Year 2:</p> <ul style="list-style-type: none"> • 80% of all sites will report at least .2 FTE technical support. • All sites will report repair time to be a week to a month or better. <p>End of Year 3:</p> <ul style="list-style-type: none"> • 100% of all sites will report technical support at .2 FTE per elementary school, .5 FTE per middle school and 1 FTE per high school or better. • All sites will report repair time to be between two to five days or better. 	Annual State Technology Survey	Annually	Site Tech Liaisons, district technical staff and Director of Technology will review the data regarding network usage and needs and make recommendations to the site principal and Director of Technology for improvements.

Goal: Infrastructure and network will support the curricular and professional development plan.			
Benchmarks	Evaluation Instruments	Frequency of Collection	Program Modification Process and Responsible Person(s)
<p>End of Year 1:</p> <ul style="list-style-type: none"> • Upgrade LAN and install wireless at Rolling Hills Middle School and Cesar Chavez Middle School. • Increase bandwidth to Pajaro Valley High School to 1Gbps speed. • Maintain cell phone accessibility to all district personnel with need. <p>End of Year 2:</p> <ul style="list-style-type: none"> • Upgrade LAN and install wireless at Pajaro Middle School and Ohlone Elementary School. • Increase bandwidth to schools as data traffic warrant expansion. • Maintain cell phone accessibility to all district personnel with need. • Begin to bring all Aptos schools' network infrastructure up to district standard. <p>End of Year 3:</p> <ul style="list-style-type: none"> • Increase bandwidth to schools as data traffic warrant expansion. • Maintain cell phone accessibility to all district personnel with need. • All Aptos schools' network infrastructure up to district standard. 	<p>Annual State Technology Survey</p> <p>District inventory</p>	Annually	District technical support staff and Director of Technology will review the data regarding technical support of hardware and make recommendations to the site principal and Director of Technology for improvements.

5d. Monitoring

Each goal/objective has a clear monitoring process including roles and responsibilities. Please refer to each area for specifics. The District Technology Leadership will gather impact data on an annual basis to provide overall monitoring of the plan. The District Technology Liaisons, made up of site tech liaisons, the Instructional Technology Coach, the Assistant Director of Technology, the Director of Technology, site administrator representatives, librarians, and representatives from district professional development providers meet four times a year to make recommendations to the District Technology Leadership based upon impact data collected. The Director of Technology will collect and analyze the inventory of technology resources yearly to keep it updated. The Director of Technology will report outcomes to the District Curriculum Council, which will analyze CST, benchmark, and other assessment data as part of their role in monitoring for the entire district. The implementation status of the hardware, infrastructure, technical support, and software component will be reported to stakeholders annually.

Funding and Budget

6a. Established and Potential Funding Sources

Sources of funding include general funds, Title funds, Enhancing Education Through Technology Competitive and Formula funds, California K-12 Educational Technology Voucher Program, E-Rate discounts, and educational technology partnerships, such as the Extended Learning, etc. Direct vendor negotiations have secured some savings in addition to CalSAVE and other consortium purchases.

Future funding sources will include the above as available, and will grow through active applications for grants. Curricular focused programs that include the integration of technology, including subject matter projects, English Language Learner projects, library initiatives, and future federal and state programs that include technology, will involve collaboration with the district Curriculum department in order to provide coordinated components required by those programs.

Note that the estimates below consolidate projected site and district costs together as one budget. For instance, much of the 2000 series includes site technology technicians, and the 4000 series includes costs for site computers, both of which are the responsibility of individual sites. Further, this estimate is exactly that, and as such depends on funding sources and even leveraging other funding programs and subject matter projects that incorporate technology as an integral part of their programs.

6b. Estimate of Annual Implementation Costs

Object of Expenditure	Projected 2011-2012	Projected 2012-2013	Projected 2013-2014
1000 Series: Certificated Salaries	\$84,484 ToSA and Substitutes	\$87,059 ToSA and Substitutes	\$89,725 ToSA and Substitutes
2000 Series: Classified Salaries	\$689,910 Tech Services Staff	\$919,880 Tech Services Staff	\$1,149,850 Tech Services Staff
3000 Series: Benefits	\$441,090	\$588,120	\$735,150
4000 Series: Instructional Materials Equipment and Supplies	\$1,079,866 Books Software & Resources Computers & Peripherals	\$1,079,866 Books Software & Resources Computers & Peripherals	\$1,079,866 Books Software & Resources Computers & Peripherals
5000 Series: Travel and Conference	\$30,700 Travel Conferences Professional Development	\$30,700 Travel Conferences Professional Development	\$30,700 Travel Conferences Professional Development

Consultants Contracts	ISP Costs Contract Services	ISP Costs Contract Services	ISP Costs Contract Services
6000 Series: Equipment over \$5,000	\$200,000 Networking Equipment (servers, routers, etc.) E- rate projects	\$200,000 Networking Equipment (servers, routers, etc.) E-rate projects	\$200,000 Networking Equipment (servers, routers, etc.) E-rate projects
7000 Series: Indirect Costs	\$30,000	\$32,000	\$34,000
Total Estimate	\$2,459,953	\$2,505,524	\$2,522,826

Note that the estimates in the table above consolidate projected site and district costs together as one budget.

6c. Replacement Policy for Obsolete Equipment

The district has standardized on vendor platforms for equipment, software suites for integration with curriculum and assessment needs, and network and infrastructure equipment and standards. Given the nature of rapid changes within the development of specific machines and their capabilities, specific recommendations as to which equipment to purchase will always be dependent on a discussion with the district Technology Personnel and Purchasing department. Current standards are listed on the Technology Services website and are updated as necessary. District technology personnel will keep in regular contact with selected vendors to understand new features and future release dates. The district Technology Personnel will coordinate with Purchasing to assure that all purchases have been approved as financially feasible and with the proper specifications. Such policy will ensure that machines purchased will remain current for as long as possible and will function properly with existing district technologies.

Minimum standards for donated machines are also maintained on the Technology Services department website. These standards also change to reflect the ability of district software to run and the level of technical support the district can provide.

Machines will be rotated through a five-year obsolescence cycle. The goal is for schools to replace one-fifth of their desktop and laptop inventory every year and to surplus any computers that do not meet the district's minimum donation specifications. When this plan is followed, no computer at school sites should be older than five years. Based on existing site inventories, machines will be ranked and prioritized for replacement by the school sites.

The Technology Services department will coordinate the redeployment of viable computers (which meet minimum donation specifications) that are no longer needed at a specific site to schools with the greatest need. Outdated PVUSD machines will be recycled using procurement requirements of the state of California to approved recycling centers. The district's inventory will be updated whenever equipment is moved from one site to another or recycled.

6d. Monitoring Process

The purchasing and inventory database will be used by site and program administrators to inform site and program planning, and will facilitate feedback among existing district decision-making bodies. The District Technology Liaisons will meet four times a year to review implementation data regarding benchmarks reflected in this plan, discuss options, and make recommendations regarding changes to this plan's implementation. The District Technology Liaisons' recommendations for infrastructure modifications and plan modification will be communicated quarterly and acted upon by the Director of Technology, who reports to the appropriate district leadership groups, whether business, curriculum or cabinet, to drive the district's decision-making and policy choices in the area of educational technology procurement and management. District personnel will participate in regional, statewide and national technology meetings and conferences, including the County Office of Education's Tech Leaders meetings, the Computer Using Educator's Conferences, and ISTE national conferences, so that district purchasing decisions are informed by current standards of practice and district leadership is aware of all relevant funding opportunities.

Monitoring and Evaluation

7a/b. Process and Schedule for Evaluating Overall Progress and Impact on Teaching and Learning

All benchmarks are aligned with monitoring procedures and those responsible as stated in benchmark/objective tables throughout this document. Please refer to them for detailed monitoring plans and procedures.

The District Technology Liaison meetings, consisting of site Technology Liaisons, site administrators, Technology department staff, district partner program representatives, Instructional Technology Coach, Assistant Director of Technology and Director of Technology, will provide the lead in coordinating communication about the overall implementation of the plan. It will act as a facilitating body, ensuring communication flows among district and site administrators and teaching staff. The District Technology Leadership will meet to evaluate activities, plan for further implementation and participate in professional development for that purpose. They will collect and analyze data based on timelines connected with each benchmark. Once a year, they will make recommendations on adapting the plan for the following year(s). Their recommendations will be reported by the Director of Technology to the District Cabinet members to ensure the use of technology supports the curricular direction of the district and that this document, as it changes and adapts to timeline changes and new educational technology initiatives, aligns with district curricular and professional development plans.

7c. Communicating Evaluation Results to Stakeholders

The Director of Technology will be responsible for monitoring the communication of results to stakeholders.

Communication Activity	Frequency
<ul style="list-style-type: none"> • District governance board meeting presentations on technology status of district • Email list of stakeholders • Technology department website and blog 	<ul style="list-style-type: none"> • Once/year • Once/year • Updated continuously with news and information
<ul style="list-style-type: none"> • Articles and interviews in local papers 	<ul style="list-style-type: none"> • Once/year and more often as news is notable

8a. Adult Literacy

The PVUSD Technology Use Plan was developed in consultation with representatives from the district's Adult Education project and from our CTC (Community Technology Center) member organization. Representatives of the district's Adult Education department also participated in the development of the Technology Use Plan. Adult Education had representatives on the District's Technology Liaison Committee that provided input and review of the Technology Use Plan. The interests and concerns of the various adult literacy programs were represented and integrated into the plan components.

Community Technology Centers are a national, non-profit membership organization of more than 700 independent community technology centers where community members receive free access to computers and computer-related technology, such as the Internet, together with learning opportunities that encourage exploration and discovery.

The PVUSD Adult Education department operates Watsonville/Aptos Adult Education, which offers a full schedule of adult literacy and computer skills classes to adult learners in our community, both at its facility within the district and through cooperative arrangements with many local school sites. The department offers a general education development (GED) program in both English and Spanish, a high school diploma program and adult basic education classes. Computer based instruction provides a cost effective delivery system for our wide ranging course offerings.

Watsonville TEC (Tecnologia-Educacion-Comunidad 'Technology-Education-Community'), PVUSD Extended Learning Program and E.A. Hall are partnering to provide an information technology parent program called Falcon TEC Parent Program. The goal of the program is to provide the instruction, recreational, academic, familial and other supports necessary to encourage predominantly Latino, largely Spanish-speaking students to pursue higher education and careers in I.T., where they are vastly underrepresented.

The Falcon TEC Parent Program goes beyond traditionally limited, parent involvement programs to create a program consisting of an information workshop series increases the parent's ability to support the academic goals of their children. This is accomplished by creating weekly, evening open computer labs designed to provide access to "School Loop" and to provide I.T. skills for parents. There will be a series of evening workshops designed to educate and develop parents into community leaders who can help their children to pursue educational and career goals. These workshops will increase the parent's interests and ability to support and communicate with their child. Learning how to access "School Loop," parents will be able to check on how their child is doing in class and to communicate with their teachers. A sample workshop might include creating an email account, searching the web, or building a resume, among other skill building activities. Students will also be able to come in to the lab and use the computers for school work, research and work on TEC projects.

9a. Relevant Research

Technology will significantly support staff and students in our pursuit of educational excellence in student learning and in teacher instructional delivery as we focus on English Language Learners (ELLs), literacy, and response to instruction and intervention. Education Technology has a positive effect on student achievement. ISTE members have monitored research on the effectiveness of technology in education on student outcomes for more than 20 years, and one convincing trend has emerged: when implemented appropriately, the integration of technology into instruction has positive effects on student achievement.

Kadel, Robert, Technology and Student Achievement – The Indelible Link, The International Society for Technology in Education (ISTE), June, 2008.

www.iste.org/Content/NavigationMenu/.../59.08-PolicyBrief-F-web.pdf

At-risk-students show substantial improvement when technology is introduced into their curriculum. Research indicates that technology provides educators a way to individualize and customize the curriculum to match learner's developmental needs and provide non-threatening environment.

NCREL - Published Research Source: Computer-Based Technology and Learning Evolving Uses and Expectations, Valdez, Gilbert, McNabb, Mary, Foertsch, Mary, Anderson, Mary, Hawkes, Mark and Raack, Lenya, 2000.

www.ncrel.org/tplan/cbtl/toc.htm

Technology is a change agent for helping to improve teaching and learning. According to a report from the U.S. Department of Education, many reports present strong assertions that technology can catalyze various other changes in the content, methods, and overall quality of the teaching and learning process, most frequently, triggering changes away from lecture-driven instruction and toward constructivist, inquiry-oriented

classrooms. The degree of emphasis placed on these expectations varies considerably across these reports, but this image of technology as a catalyst for change is almost universally shared. Many of these reports focus on teachers and their needs and interests, emphasize the importance of viewing technology as a class of tools that must be well-matched to specific content areas and learning goals, and make clear the material and professional conditions that must be in place before teachers can begin the process of assimilating technology into their day-to-day instruction. Other reports say that they foreground the potential of the digital tools themselves to change the learning environment and the teaching process, making it more flexible, more engaging and more challenging for students.

“A Retrospective on Twenty Years of Education Technology Policy,” McMillian Culp, Katie, Honey, Margaret, and Mandinach, Ellen, Education Development Center and Center for Children and Technology, U.S. Department of Education, Office of Educational Technology, John Bailey, Director, October 2003.

According to the Partnership for 21st Century Skills, improving high schools requires the nation to redefine “rigor” to encompass not just mastery of core academic subjects, but also mastery of 21st century skills and content. Rigor must reflect all the results that matter for all high school graduates today. Today’s graduates need to be critical thinkers, problem solvers and effective communicators who are proficient in both core subjects and new, 21st century content and skills. These 21st century skills, which are detailed beginning on page 10, include learning and thinking skills, information and communications technology (ICT) literacy skills, and life skills. Twenty-first century skills are in demand for all students, no matter what their future plans and they will have an enormous impact on students’ prospects.

“Results that Matter – 21st Century Skills and High School Reform,” Partnership for 21st Century Skills, June 2006.

Of all of the recommendations contained in the National Academies’ report *Rising Above the Gathering Storm*, the highest priority is to vastly improve K–12 math and science education. Schools must help students develop the skills they will need to compete and succeed in higher education and the workforce, which are increasingly connected in this changed world. They must develop a pool of technically adept and numerically literate Americans to ensure a continual supply of highly trained mathematicians, scientists and engineers.

Spellings, Margaret, Secretary, “Answering the Challenge of a Changing World – Strengthening Education for the 21st Century”, U.S. Department of Education, January 2006.

<http://www.ed.gov/about/inits/ed/competitiveness>.

9b. Using Technology to Extend or Supplement District Curriculum

Videoconferencing capabilities are allowing the district to implement programs and instruction that link our classrooms to experts and programs located anywhere around the world. The district has three Polycom videoconference units that are connected to the Internet. All new laptop purchases include built-in video cameras, as do iPad purchases.

Distance learning opportunities, using programs like MIT's Highlights for High School program, iTunesU, and other resources provided by universities and educational partners will be explored and included in instructional strategy use by high school teachers. Technology Liaisons and the Instructional Technology Coach will support these activities as teachers express interest.

Web 2.0 tools that facilitate collaboration between students, teachers and experts will be expanded and used to improve educational opportunities. Interactive and collaborative writing, planning, data, multimedia, social networking, virtual meeting and other tools will be explored in context of sound instructional strategy use, exemplary uses, and ethical considerations with students will be highlighted using local blogs and meeting demonstrations to show district teachers the possibilities of using free, collaborative software.

Research Resources

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Appendices

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Pajaro Valley Unified School District Student Acceptable Use Policy

PVUSD is dedicated to the use of technology as a tool to enhance learning, increase productivity and promote creativity. The Internet and use of technology communication tools are extremely valuable for collaboration, publishing, and interacting with peers, experts and other audiences.

Specifically the use of the Internet provides opportunities to access a wide variety of information, reference materials, and educational resources previously inaccessible. However by its very nature, the free-flowing, uncensored exchange of information and communication that characterizes the Internet has forced the issue of how and by whom the network should be used. As a result, the district has created an acceptable user policy to ensure safe and legitimate uses of the Internet and the district's network and computers. Students that bring personal mobile devices to school will be expected to follow policy outlined here. This policy is to be regularly reviewed by the Superintendent or designee to ensure its effectiveness.

Internet Safety Guidelines

All staff, students and parents should be aware of the potential dangers that the use of the Internet may bring. These are some example guidelines to ensure student safety when using the Internet:

- All students should have adult supervision when using the Internet.
- Users should not reveal personal information about themselves or others on the Internet.
- Students should not place photos of themselves or others on the Internet.
- Users should never meet with a person or persons they have met only on the Internet.

The purpose of PVUSD's Acceptable Use Policy (AUP) is to comply with the Children's Internet Protection Act (CIPA) by preventing unlawful and malicious activities by users on the PVUSD network, and securing confidential information from unauthorized access. The use of the PVUSD network is a privilege, not a right. All students will submit a signed and completed AUP every academic year to their site's administration before using district computers and network. Staff members must sign an AUP, which will be kept on file at their site, before using district computers and network. All users, with or without a signed AUP must comply with every aspect of this policy. Any violation of this AUP may result in disciplinary and/or criminal action. Users are expected to report any security problems or misuse of district technology.

The district utilizes an internet filter to block access to content that is obscene, pornographic, or detrimental in general. The district reserves the right to monitor users' network activities. Therefore, users should have no expectation of privacy concerning the use of the PVUSD network. This includes, but is not limited to, all electronic communication such as email, chatting, blogging, etc.

Acceptable Uses of the PVUSD Network

The PVUSD network is to be used for educational purposes and district business, such as: class assignments, career development activities, educational research, extra-curricular activities, communication activities and access to network resources.

As new technologies emerge, PVUSD will attempt to provide access to them. The policies outlined here are intended to cover *all* available technologies, not just those specifically listed.

Unacceptable Uses of the PVUSD Network

Any unlawful or malicious use of the PVUSD network, such as, but not limited to:

- Accessing, posting, submitting, publishing, or transmitting any of the following:
 - Pornographic or sexually explicit material

- Material that could be construed as harassment or disparagement of others based on race/ethnicity, national origin, gender, sexual orientation, age, disability, religion, or political beliefs
- Obscene depictions
- Materials that are threatening or encourage illegal activities
- Selling or purchasing illegal items or substances
- Selling anything using the district network
- Accessing and/or spreading malicious files, such as viruses, worms, spam, etc.
- Attempting to bypass the content filter to access blocked sites.
- Violation of copyright laws or plagiarism of any kind.
- Causing harm to others or damage to property, such as, but not limited to:
 - The use or distribution of profane, abusive, or offensive language; threatening, harassing, or making damaging or false statements about others.
 - Using, deleting, copying, modifying or forging other users' names, emails, files, or data.
 - Using another person's network account name, information or credentials.
 - Disclosing information that could potentially lead to unauthorized access of network account name, information or credentials.
- Accessing the PVUSD network, either internally or externally, to pursue "hacking."
- Using the network to encourage the use of drugs, alcohol or tobacco.
- Using the network for commercial, political, religious or gambling purposes.

Penalties for Violation of the AUP:

Any intentional violation of this AUP may result in the loss of the user's network access, disciplinary and/or legal action for both students and employees, including suspension or expulsion from district schools, or dismissal from district employment and/or criminal prosecution by government authorities. The district will attempt to tailor disciplinary action to the severity of the violation.

Disclaimer and Waiver

The district makes no guarantees about the quality of the services provided and is not responsible for any claims, losses, damages, costs, or other obligations arising from use of its network, computers or accounts. Any additional charges a user accrues due to the use of the district's computers or network are to be borne by the user; the user hereby waives any and all claims against the district and further agrees to indemnify and defend the district for and against any claims arising out of the use of the district's network, computers or accounts. The district is not responsible for the accuracy or quality of any information obtained through user access. Any statement, accessible on the computer network or the Internet, is understood to be the author's individual point of view and not that of the district, its affiliates, or employees.

I have read, understand, and agree to abide by the provisions of the
Acceptable Use Policy of the Pajaro Valley Unified School District.

Date: _____ School: _____

Student Name: _____ Student Signature: _____

Parent/Legal _____ Parent/Legal _____

Guardian Name: _____ Guardian Signature _____

Please return this form to the school or office where it will be kept on file. It is required for all students and employees that will be using a computer, the network and/or Internet access.

Acuerdo de Uso Aceptable de Alumnos del Distrito Escolar Unificado Valle de Pájaro

El Distrito Escolar Unificado Valle de Pájaro está dedicado a la tecnología como medio para acrecentar el aprendizaje, aumentar productividad y promover creatividad. El Internet y el uso de medios de comunicación de tecnología son extremadamente valiosos para colaboración, publicación, e interacción con compañeros, expertos, y otras audiencias. Específicamente el uso del Internet provee oportunidades para acceso a una amplia variedad de información, materiales de referencia, y recursos educacionales previamente inaccesibles. Sin embargo por su propia naturaleza, el intercambio de información sin censura y accesible que caracteriza al Internet ha forzado el asunto sobre cómo y por quien se debe utilizar la red de Internet. Como resultado, el Distrito ha creado una póliza de uso aceptable para asegurar usos seguros y legítimos del Internet y la red del Distrito y computadoras. Esta póliza se enviará a casa en el paquete de apertura de la escuela y debe ser llenado y firmado por los alumnos y padres cada año. Los estudiantes que traen dispositivos móviles personales a la escuela, se espera que sigan las pólizas señaladas aquí. Esta póliza debe ser regularmente revisada por el Superintendente o su designado para asegurar su efectividad.

Guías de Seguridad del Internet

El personal, alumnos y padres deben saber de los potenciales peligros que el uso del Internet puede traer.

Estos son unos ejemplos de guías para asegurar la seguridad de los alumnos cuando usen el Internet:

- Todos los alumnos deben tener supervisión de adultos cuando usen el Internet.
- Usuarios no deben revelar información personal sobre sí mismos u otros en el Internet.
- Alumnos no deben colocar fotos de sí mismos u otros en el Internet.
- Nunca deben entrevistarse con una persona o personas que conocieron por el Internet.

El Propósito de la Póliza de Uso Aceptable del Distrito Escolar Unificado Valle de Pájaro (AUP) es cumplir con el Acto de Protección de Niños en el Internet (CIPA) al prevenir actividades ilegales y maliciosas por usuarios de la red del Distrito, y asegurando información confidencial de acceso no autorizado. El uso de la red del Distrito es privilegio, no un derecho. Todos los alumnos someterán un formulario AUP firmado y completo cada año académico a la administración de su sitio antes de usar computadoras del Distrito y la red de Internet. Miembros del personal deben firmar un AUP, archivado en su sitio, antes de usar computadoras y la red. Los usuarios, sin o con un AUP firmado deben cumplir todo aspecto de esta póliza. Cualquier violación a este AUP resultará en acción disciplinaria y/o criminal. Se espera que usuarios reporten cualquier problema de seguridad o mal uso de tecnología del Distrito.

El Distrito utiliza un filtro de Internet para bloquear el acceso a contenido que es obsceno, pornográfico, o perjudicial en general. El Distrito se reserva el derecho de revisar las actividades de la red del Internet. Por lo tanto, los usuarios no deben tener expectativas de privacidad con respecto al uso de la red del Distrito. Esto incluye, pero no se limita a, toda la comunicación electrónica tales como correo electrónico, salas de charla, blogs, etc.

Usos Aceptables de la Red del Distrito PVUSD

La Red del Distrito Escolar Unificado Valle de Pájaro se debe usar con propósitos educacionales y negocios del Distrito, como asignaciones de clases, actividades de desarrollo de carreras, investigación educacional, actividades extracurriculares, actividades de comunicación y acceso a los recursos de la red.

Como surgen nuevas tecnologías, el Distrito tratará de facilitar el acceso a ellos. Las pólizas escritas aquí están destinadas a cubrir todas las tecnologías disponibles, no sólo los que están específicamente numeradas.

Usos Inaceptables de la Red del Distrito PVUSD

Cualquier uso malicioso de la Red del Distrito Escolar Unificado Valle de Pájaro, tal como, pero sin limitarse a:

- Acceso, anunciar, someter, publicar, exhibir o transmitir cualquiera de lo siguiente:
 - Material pornográfico o sexualmente explícito
 - Material que puede ser constituido como hostigamiento o descrédito de otros basado en raza/etnicidad, origen nativo, género, orientación sexual, edad, discapacidad, religión, o creencias políticas.

- Descripciones obscenas
- Materiales que son amenazantes o animan las actividades ilegales
- Vender o comprar artículos ilegales o sustancias
- Vender cualquier cosa usando la red del Distrito
- Tener acceso y/o repartir archivos maliciosos, como virus, gusanos, spam, etc.
- Tratando de eludir el filtro de contenidos para acceder a sitios bloqueados
- Violación de leyes de autor o plagio de cualquier clase.
- Causar daño a otros o daño a propiedad, tal como, pero sin limitarse a:
 - El uso o distribución de lenguaje profano, ofensivo o abusivo; amenazar, hostigar, o hacer declaraciones dañinas o falsas de otros.
 - Usar, borrar, copiar, modificar o falsificar nombres, correos electrónicos, archivos, o datos de otras personas.
 - Usar el nombre de la cuenta de otra persona en la red, información o credenciales.
 - Divulgar información que potencialmente conduzca al acceso no autorizado del nombre de la cuenta en la red, o credenciales.
- Tener acceso a la red del Distrito Escolar Unificado Valle de Pájaro, ya sea internamente o externamente para seguir "hacking."
- Usar la red para animar el uso de drogas, alcohol, o tabaco.
- Usar la red con propósitos comerciales, políticos, religiosos o de juegos de azar.

Penalidades por Violación del AUP:

Cualquier violación intencional de este AUP puede resultar en la pérdida de acceso a la red del usuario, acción disciplinaria y/o legal para ambos alumnos o empleados, incluyendo suspensión o expulsión de las escuelas del Distrito, o despido del empleo del Distrito y/o persecución criminal por las autoridades del gobierno. El Distrito intentará ajustar la acción disciplinaria a la severidad de la violación.

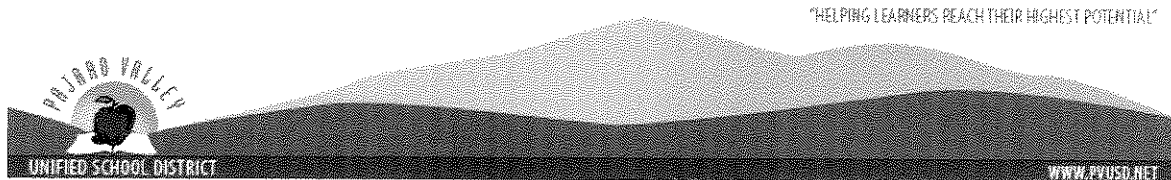
Renuncia y Desistimiento

El Distrito no hace garantías de la calidad de servicios proveídos y no es responsable de cualquier reclamo, pérdida, daños, costos, u otras obligaciones que susciten del uso de su red, computadoras y cuentas. Cualquier cargo adicional que un usuario obtenga debido al uso de las computadoras del Distrito o Red deben ser responsabilidad del usuario, por lo tanto el usuario renuncia a reclamos en contra del Distrito y además acuerda identificar y defender al Distrito por cualquier y en contra de cualquier reclamo que suscite por el uso de la red del Distrito, computadoras o cuentas. El Distrito no es responsable por la exactitud o claridad de cualquier información obtenida por medio del acceso del usuario. Cualquier declaración accesible en la red de computadoras o en el Internet, se entiende que es el punto de vista individual del usuario y no la del Distrito, sus afiliados o sus empleados.

Yo he leído, entiendo y estoy de acuerdo de las provisiones de la Póliza de Uso Aceptable
del Distrito Escolar Unificado del Valle de Pájaro.

Número de Identificación: _____	Grado del Alumno/a: _____
Fecha: _____	Escuela: _____
Nombre del Alumno/a: _____	Firma del Alumno/a: _____
Nombre del Padre/Tutor: _____	Firma del Padre/Tutor: _____

Favor de regresar este formulario a la oficina escolar donde se puede archivar. Esto es requerido por todos los alumnos que usarán la computadora, la red y/o acceso al Internet.



Permission to Publish

Dear Parent/Guardian:

As part of the educational program, your son or daughter will have the opportunity to publish documents and projects on the Internet. These documents might include a personal home page, a story or poem, an image, a science or a research project, a group photograph from an activity or club, or a collaborative project with other students locally or internationally. Individuals around the world with Internet access will be able to view and possibly respond to your child's work by electronic e-mail. We think that this is an exciting and enriching opportunity for our students.

We will publish these documents only with your written permission. Please consider the following options and initial next to the option you would permit. Then sign and return this form to your child's teacher. To view examples of work that has already been published on the Internet, ask your child's teacher. Thank you for your cooperation.

Pajaro Valley Unified School District Guidelines

- It is not permitted to publish documents with your child's telephone number, address or surname;
- It is not permitted that any document include any information that indicates the location of a pupil at an exact hour, other than their attendance in a school or participation in a school activity;
- Documents containing objectionable material are not allowed or nor may web pages point directly or indirectly at such material;
- Documents must conform to the policies and procedure of the PVUSD School Board of Trustees.
- Documents must be reviewed and approved by a sponsoring teacher before its publication.

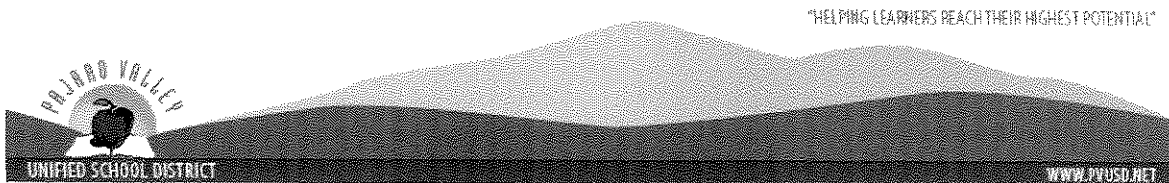
Parent/Guardian Permission:

I grant _____ permission to publish documents on the Internet as described above, including the following (initial all that apply):

- ___ First name
- ___ Identifiable photographs of student
- ___ Group or unidentifiable photograph
- ___ Return email address

Parent/Guardian Signature: _____ Date: _____

This permission form will be in effect for the duration that your child is a student in the Pajaro Valley Unified School District. If, at any time, you decide to change this form, you can contact your child's principal to complete a new form.



Permiso Para Publicar

Estimados Padres/Guardianes:

Como parte del programa educacional, su hijo o hija tendrá la oportunidad de publicar documentos en el Internet. Estos documentos pueden incluir un home page personal, una historia o poema, un gráfico, una ciencia o un proyecto alcanzado, un grupo de fotos desde una actividad o club, o un proyecto colectivo con otros estudiantes locales o internacionales. Los participantes con acceso al internet alrededor del mundo estarán disponibles a ver y responder al trabajo de sus hijos por e-mail electrónico. Nosotros pensamos que esta es una gran oportunidad para nuestros estudiantes.

Nosotros publicaremos estos documentos solo con su permiso por escrito. Por favor, considere las siguientes opciones y escriba su inicial al lado de la opción que usted permitiría. Entonces, firme y envíe esta forma al maestro de su estudiante. Para ver ejemplos de trabajos que han sido publicados en el Internet, pregúntele al maestro de su hijo/a. Gracias por su cooperación.

Normas del Distrito Pajaro Valley:

- No se permite publicar documentos con el número telefónico de su hijo/a, su dirección o apellido;
- No se permite que los documentos incluyan cualquier información que indique la ubicación de un alumno a una hora exacta, menos su asistencia en una escuela o participación en una actividad escolar;
- No se permite material susceptible a la objeción o apuntar directamente o indirectamente a este material;
- Los documentos tienen que ser conformados con las pólizas y normas de la Mesa Directiva Escolar.
- Adicionalmente, los documentos tienen que ser redactados y aprobados por un maestro antes de su publicación.

Permiso de Padre/Guardián:

Yo le doy a _____ permiso para publicar documentos en el Internet como se ha mencionado arriba, incluyendo la(s) siguiente (iniciales a los que aplican):

- ____ Primer Nombre
- ____ Fotografía en que se reconoce
- ____ Fotografía en grupo o en donde no se reconoce
- ____ Dirección electrónica

Firma del Padre/Guardián: _____ Fecha: _____

Este permiso estará vigente durante el periodo en que su hijo(a) se encuentre matriculado(a) en el Distrito Escolar de Pajaro Valley. Si, en cualquier momento, usted desea cambiar la misma, usted se puede poner en contacto con el(la) director(a) de la escuela de su hijo(a) para completar una forma nueva.

EMPLOYEE ACCEPTABLE USE AGREEMENT

PVUSD is dedicated to the use of technology as a tool to enhance learning, increase productivity and promote creativity. The internet and use of technology communication tools are extremely valuable for collaboration, publishing, and interacting with peers, experts, and other audiences.

Specifically the use of the internet provides opportunities to access a wide variety of information, reference materials, and educational resources previously inaccessible. However by its very nature, the free-flowing, uncensored exchange of information and communication that characterizes the internet has forced the issue of how and by whom the network should be used.

As a result, the District has created an acceptable user policy to ensure safe and legitimate uses of the internet and the District's network and computers. **Employees must fill out and sign this policy once.** This policy is to be regularly reviewed by the Superintendent or designee to ensure its effectiveness.

Internet Safety Guidelines

All staff, students and parents should be aware of the potential dangers that the use of the internet may bring. These are some example guidelines to ensure student safety when using the internet:

- All students should have adult supervision when using the internet.
- Users should not reveal personal information about themselves or others on the internet.
- Students should not place photos of themselves or others on the internet.
- Users should never meet with a person or persons they have met only on the internet.

The purpose of PVUSD's Acceptable Use Policy (AUP) is to comply with the Children's Internet Protection Act (CIPA) by preventing unlawful and malicious activities by users on the PVUSD network, and securing confidential information from unauthorized access. The use of the PVUSD network is a privilege, not a right. All students will submit a signed and completed AUP every academic year to their site's administration before using District computers and network. Staff members must sign an AUP, which will be kept on file at their site, before using District computers and network. All users, with or without a signed AUP must comply with every aspect of this policy. Any violation of this AUP may result in disciplinary and/or criminal action. Users are expected to report any security problems or misuse of district technology.

The District utilizes an internet filter to block access to content that is obscene, pornographic, or detrimental in general. The District reserves the right to monitor users' network activities. Therefore, users should have no expectation of privacy concerning the use of the PVUSD network. This includes, but is not limited to, all electronic communication such as e-mail, chatting, blogging, etc.

Acceptable Uses of the PVUSD Network

The PVUSD network is to be used for educational purposes and District business, such as: class assignments, career development activities, educational research, extra-curricular activities, communication activities and access to network resources.

Unacceptable Uses of the PVUSD Network

Any unlawful or malicious use of the PVUSD network, such as, but not limited to:

- Accessing, posting, submitting, publishing, displaying or transmitting any of the following:
 - o Pornographic or sexually explicit material
 - o Material that could be construed as harassment or disparagement of others based on race/ethnicity, national origin, gender, sexual orientation, age, disability, religion, or political beliefs
 - o Obscene depictions
 - o Materials that are threatening or encourage illegal activities

- Selling or purchasing illegal items or substances
- Selling anything using the district network
- Accessing and/or spreading malicious files, such as viruses, worms, spam, etc.
- Violation of copyright laws or plagiarism of any kind.
- Causing harm to others or damage to property, such as, but not limited to:
 - o The use or distribution of profane, abusive, or offensive language; threatening, harassing, or making damaging or false statements about others.
 - o Using, deleting, copying, modifying or forging other users' names, emails, files, or data.
 - o Using another person's network account name, information or credentials.
 - o Disclosing information that could potentially lead to unauthorized access of network account name, information or credentials.
- Accessing the PVUSD network, either internally or externally, to pursue "hacking."
- Using the network to encourage the use of drugs, alcohol, or tobacco.
- Using the network for commercial, political, religious or gambling purposes.

Penalties for Violation of the AUP:

Any intentional violation of this AUP may result in the loss of the user's network access, disciplinary and/or legal action for both students and employees, including suspension or expulsion from District schools, or dismissal from District employment and/or criminal prosecution by government authorities. The District will attempt to tailor disciplinary action to the severity of the violation.

Disclaimer and Waiver

The District makes no guarantees about the quality of the services provided and is not responsible for any claims, losses, damages, costs, or other obligations arising from use of its network, computers or accounts. Any additional charges a user accrues due to the use of the District's computers or network are to be borne by the user; the user hereby waives any and all claims against the District and further agrees to indemnify and defend the District for and against any claims arising out of the use of the District's network, computers or accounts. The District is not responsible for the accuracy or quality of any information obtained through user access. Any statement, accessible on the computer network or the Internet, is understood to be the author's individual point of view and not that of the District, its affiliates, or employees.

I have read, understand, and agree to abide by the provisions of the Acceptable Use Policy of the Pajaro Valley Unified School District

Site: _____

Employee Name: _____

Last four digits of SSN ____ _

Employee Job Title: _____

Please check appropriate box:

☐ CERTIFICATED ☐ CLASSIFIED

Employee Signature: _____

Date: _____

**Please return this form to the Human Resources Department where it will be kept on file.
*It is required for all PVUSD employees.***



Pajaro Valley Unified School District

Technology Services

294 Green Valley Rd. Watsonville, CA, 95076 | Phone 831.786-2333 | FAX 831.855-2290

TECHNOLOGY DONATION FORM

COMPANY NAME _____
CONTACT PERSON _____
ADDRESS _____
CITY/STATE/ZIP _____
DAY TIME PH# _____
EMAIL _____
VALUE OF DONATION \$ _____

REQUIRED IF YOU WANT ACKNOWLEDGEMENT FOR TAX RECORDS

For site use only

Site Name _____

Check one box only:

- ☐ Items to remain at site.
☐ Items to be forwarded to Tech Services and returned to site.
☐ Items to be forwarded to Tech Services and distributed via the Tech Liaison Network.

DESCRIPTION OF DONATED ITEMS

____ CPU (computer)
Manufacturer: ☐ MAC G-4 ☐ MAC Intel
☐ PENTIUM 4 ☐ DUAL CORE
Model: _____ Speed (MHz): _____

____ KEYBOARDS

____ MOUSE

____ LCD MONITOR

Size _____ inches

____ INSTALLED SOFTWARE WITH LICENSES: _____

____ BOXED SOFTWARE: _____

____ MISCELLANEOUS CABLES, CARDS, OTHER: _____

____ LASER PRINTER

Model: _____

NOTES: _____

Minimum Donation Specifications: Revised 2/11

Windows XP, Pentium 4, 1 GB RAM, 60GB Hard drive, working CD ROM

Macintosh OS X, G4, 1 GB RAM, 60GB Hard Drive, working CD ROM drive

Laser Printer (no inkjet printers), 15" Color LCD Monitor (No CRT; unless packaged with a computer that meets Min. Specs)

Please forward completed form to Technology Services **PRIOR** to accepting donation. **All** donations require Technology Dept. and School Board approval

PVUSD Net Safety Plan				
Topic	Grades K-3	Grades 4-5	Grades 6-8	Grades 9-12
1. Safe and responsible use of social networking, websites, chat rooms, electronic mail, bulletin boards, instant messaging, etc.	<p>Remind students that they should be with a parent or a trusted adult when using the Internet.</p> <p>Watch NetSmartz UYN video: http://www.netsmartzkids.org/videos/uyn_intro_400k.htm</p> <p>to introduce the NetSmartz characters to students</p> <p>Watch NetSmartz Know the Rules</p> <p>http://www.netsmartzkids.org/uyn/knowtherules.htm ;</p> <p>download the lesson plan for this video:</p> <p>http://ncmec.vo.llnwd.net/o15/downloads/print/k2checklist.pdf</p> <p>Download the Go Places Safely lesson plan</p> <p>http://cybersmartcurriculum.org/lessonsbygrade/k-1/</p>	<p>Have students play any of the great Internet Safety games from NetSmartz during a visit to the computer lab:</p> <p>http://www.netsmartzkids.org/games/index.htm</p> <p>Download the Safe Talking in Cyberspace lesson plan and activity worksheet:</p> <p>http://cybersmartcurriculum.org/lessonsbygrade/4-5/</p> <p>Download the Handling Email and IM Too lesson plan and activity worksheet:</p> <p>http://cybersmartcurriculum.org/lessonsbygrade/4-5/</p> <p>Download the Safety with CyberPals lesson plan and activity worksheet:</p> <p>http://cybersmartcurriculum.org/lessonsbygrade/4-5/</p>	<p>Download the Private and Personal lesson plan:</p> <p>http://www.commonssensemedia.org/safety-security/6-8/security#private-personal</p>	<p>Have students complete an Internet Safety survey to gauge their current beliefs and online habits.</p> <p>Visit and discuss tips, articles and blogs about online safety at http://www.safeteens.com</p>

PVUSD Net Safety Plan				
Topic	Grades K-3	Grades 4-5	Grades 6-8	Grades 9-12
2. Recognizing, avoiding and reporting online solicitations by sexual predators	<p>Watch NetSmartz Be Safer Online: http://www.netsmartzkids.org/videos/safeside_400k.htm</p>	<p>Download the Talking Safely Online lesson plan: http://www.commonssensemedia.org/safety-security/k-5/safety#talking-safely-online</p>	<p>Download the Safe Online Talk lesson plan : http://www.commonssensemedia.org/safety-security/6-8/safety#safe-online-talk</p> <p>Watch the NetSmartz video: Julie's Journey: http://www.nsteens.org/Videos/JuliesJourney ;</p> <p>Download the activity plan for this video: http://www.nsteens.org/TeachingMaterials?tab=RealLifeStories</p>	<p>Visit and discuss situations that should be reported (Don't Believe the Type) at: http://tcs.cybertipline.com/knowthedangers8.htm</p> <p>Watch the netSmartz video: Amy's Choice: http://www.netsmartz.org/RealLifeStories/AmysChoice</p> <p>Download the activity plan for this video: http://www.nsteens.org/TeachingMaterials?tab=RealLifeStories</p>

PVUSD Net Safety Plan				
Topic	Grades K-3	Grades 4-5	Grades 6-8	Grades 9-12
3. Recognizing and reporting online harassment and cyberbullying.	<p>Discuss these questions with students to start an Internet safety conversation on cyberbullying: What is a bully? What can you do to stop bullying?</p>	<p>Download the power of Words and Group Think lesson plan : http://www.commonensemedia.org/digital-citizenship/k-5/connected-culture#power-words</p>	<p>Download the Connected Culture unit: http://www.commonensemedia.org/digital-citizenship/6-8#connected-culture</p>	<p>Download the lesson Cyberbullying: Broken friendship and show the video lesson: http://www.nsteens.org/TeachingMaterials?tab=RealLifeStories video: http://www.nsteens.org/Videos/Cyberbullying-BrokenFriendship</p>

PVUSD Net Safety Plan				
Topic	Grades K-3	Grades 4-5	Grades 6-8	Grades 9-12
4. Understanding copyright laws on written materials, photographs, music and video.	<p>Play the Video Webster's Back-to-School Adventure: Pirate Trouble and discuss with students the issues of copying music and video: http://www.netsmartkids.org/videos/index.htm</p>	<p>Download the Respecting Creative Work lesson plan: http://www.commonensemedia.org/digital-citizenship/k-5#respecting-work</p>	<p>Download the Respecting Work Unit: http://www.commonensemedia.org/digital-citizenship/6-8#respecting-work</p>	<p>Give students the Copyright Challenge and discuss the laws surrounding copying music and videos through peer to peer networks and other ways. Copyright Challenge: http://www.copyrightkids.org/quizframes.htm</p>

Resources for Students and Parents		URL
Common Sense Media is dedicated to improving the lives of kids and families by providing the trustworthy information, education, and independent voice they need to thrive in a world of media and technology.		http://www.common Sense media.org/
NetSmartz Workshop is an interactive, educational program of the National Center for Missing & Exploited Children® (NCMEC) that provides age-appropriate resources to help teach children how to be safer on- and offline.		http://www.netsmartz.org/Parents
NSTeens.org was created through a partnership between <u>Sprint®</u> and the Internet safety experts at <u>NetSmartz® Workshop</u> .		http://www.nsteens.org/
SafeTeens.com is a place for teens and their parents to learn safe, civil and responsible use of the Internet.		http://www.safeteens.com/
DIGIZEN - The Digizen website provides information for educators, parents, and young people. It is used to strengthen their awareness and understanding of what digital citizenship is and encourages users of technology to be and become responsible DIGITAL CITIZENS.		http://www.digizen.org/
Cybersmart provides activities, resources and practical advice to help young kids, kids, teens and parents safely enjoy the online world.		http://cybersmart.gov.au/
The Family Online Safety Institute (FOSI) works to make the online world safer for kids and their families. We do this by identifying and promoting best practices, tools and methods in the field of online safety that also respect free expression.		http://www.fosi.org/
ConnectSafely - ConnectSafely is for parents, teens, educators, advocates - everyone engaged in and interested in the impact of the social Web.		http://www.connectsafely.org/about-us.html
That's Not Cool is a national public education campaign that uses digital examples of controlling, pressuring and threatening behavior to raise awareness about and prevent teen dating abuse.		http://www.that'snotcool.com/CalloutCards.aspx
A Thin Line - MTV's A Thin Line campaign was developed to empower you to identify, respond to, and stop the spread of digital abuse in your life and amongst your peers.		http://www.atinline.org/

Appendix C – Criteria for EETT Funded Technology Plans

In order to be approved, a technology plan needs to have "Adequately Addressed" each of the following criteria:

- For corresponding EETT Requirements, see the EETT Technology Plan Requirement (Appendix D).
- If the technology plan is revised, insert the Education Technology Plan Benchmark Review Form (Appendix I) in the technology plan.
- Include this form (Appendix C) with "Page in District Plan" completed at the end of your technology plan.

1. PLAN DURATION CRITERION			
	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
The plan should guide the district's use of education technology for the next three to five years. (For new plan, can include technology plan development in the first year).	Cover 1	The technology plan describes the district's use of education technology for the next three to five years. (For new plan, description of technology plan development in the first year is acceptable). Specific start and end dates are recorded (7/1/xx to 6/30/xx).	The plan is less than three years or more than five years in length. Plan duration is 2011-14.
2. STAKEHOLDERS CRITERION			
Corresponding EETT Requirement(s): 7 and 11 (Appendix D).			
	Page in District Plan	Example of Adequately Addressed	Not Adequately Addressed
Description of how a variety of stakeholders from within the school district and the community-at-large participated in the planning process.	1	The planning team consisted of representatives who will implement the plan. If a variety of stakeholders did not assist with the development of the plan, a description of why they were not involved is included.	Little evidence is included that shows that the district actively sought participation from a variety of stakeholders.

3. CURRICULUM COMPONENT CRITERIA			
Corresponding EETT Requirement(s): 1, 2, 3, 8, 10, and 12 (Appendix D).			
	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. Description of teachers' and students' current access to technology tools both during the school day and outside of school hours.	1-3	The plan describes the technology access available in the classrooms, library/media centers, or labs for all students and teachers.	The plan explains technology access in terms of a student-to-computer ratio, but does not explain where access is available, who has access, and when various students and teachers can use the technology.
b. Description of the district's current use of hardware and software to support teaching and learning.	3-4	The plan describes the typical frequency and type of use (technology skills/information literacy/integrated into the curriculum).	The plan cites district policy regarding use of technology, but provides no information about its actual use.
c. Summary of the district's curricular goals that are supported by this tech plan.	4	The plan summarizes the district's curricular goals that are supported by the plan and referenced in district document(s).	The plan does not summarize district curricular goals.
d. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to improve teaching and learning by supporting the district curricular goals.	6-9	The plan delineates clear goals, measurable objectives, annual benchmarks, and a clear implementation plan for using technology to support the district's curriculum goals and academic content standards to improve learning.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
e. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan detailing how and when students will acquire the technology skills and information literacy skills needed to succeed in the classroom and the workplace.	9-11	The plan delineates clear goal(s), measurable objective(s), annual benchmarks, and an implementation plan detailing how and when students will acquire technology skills and information literacy skills.	The plan suggests how students will acquire technology skills, but is not specific enough to determine what action needs to be taken to accomplish the goals.

	Page in Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
f. List of goals and an implementation plan that describe how the district will address the appropriate and ethical use of information technology in the classroom so that students can distinguish lawful from unlawful uses of copyrighted works, including the following topics: the concept and purpose of both copyright and fair use; distinguishing lawful from unlawful downloading and peer-to-peer file sharing; and avoiding plagiarism (AB 307: Optional in 2007-08, required July 1, 2011).	12-14	The plan describes or delineates clear goals outlining how students will learn about the concept, purpose, and significance of the ethical use of information technology including copyright, fair use, plagiarism and the implications of illegal file sharing and/or downloading (as stated in AB 307).	The plan suggests that students will be educated in the ethical use of the Internet, but is not specific enough to determine what actions will be taken to accomplish the goals.
g. List of goals and an implementation plan that describe how the district will address Internet safety, including how to protect online privacy and avoid online predators. (AB 307: Optional in 2007-08, required July 1, 2011)	15-16	The plan describes or delineates clear goals outlining how students will be educated about Internet safety (as stated in AB 307).	The plan suggests Internet safety education but is not specific enough to determine what actions will be taken to accomplish the goals.
h. Description of or goals about the district policy or practices that ensure equitable technology access for all students.	17	The plan describes the policy or delineates clear goals and measurable objectives about the policy or practices that ensure equitable technology access for all students. The policy or practices clearly support accomplishing the plan's goals.	The plan does not describe policies or goals that result in equitable technology access for all students.
i. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to make student record keeping and assessment more efficient and supportive of teachers' efforts to meet individual student academic needs.	18-19	The plan delineates clear goal(s), measurable objective(s), annual benchmarks, and an implementation plan for using technology to support the district's student record-keeping and assessment efforts.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
j. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to improve two-way communication between home and school.	19-20	The plan delineates clear goal(s), measurable objective(s), annual benchmarks, and an implementation plan for using technology to improve two-way communication between home and school.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.

<p>k. Describe the process that will be used to monitor the Curricular Component (Section 3d-3j) goals, objectives, benchmarks and planned implementation activities including roles and responsibilities.</p>	<p>6-21</p>	<p>The monitoring process, roles, and responsibilities are described in sufficient detail.</p>	<p>The monitoring process either is absent, or lacks detail regarding procedures, roles, and responsibilities.</p>
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4. PROFESSIONAL DEVELOPMENT COMPONENT CRITERIA Corresponding EETT Requirement(s): 5 and 12 (Appendix D).			
	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. Summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development.	21-24	The plan provides a clear summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development. The findings are summarized in the plan by discrete skills that include CTC Standard 9 and 16 proficiencies.	Description of current level of staff expertise is too general or relates only to a limited segment of the district's teachers and administrators in the focus areas or does not relate to the focus areas, i.e., only the fourth grade teachers when grades four to eight are the focus grade levels.
b. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing professional development opportunities based on district needs assessment data (4a) and the Curriculum Component objectives (sections 3d through 3j) of the plan.	25-30	The plan delineates clear goal(s), measurable objective(s), annual benchmarks, and an implementation plan for providing teachers and administrators with sustained, ongoing professional development necessary to reach the Curriculum Component objectives (sections 3d through 3j) of the plan.	The plan speaks only generally of professional development and is not specific enough to ensure that teachers and administrators will have the necessary training to implement the Curriculum Component.
c. Describe the process that will be used to monitor the Professional Development (Section 4b) goals, objectives, benchmarks and planned implementation activities including roles and responsibilities.	25-31	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.

5. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE COMPONENT CRITERIA Corresponding EETT Requirement(s): 6 and 12 (Appendix D).			
	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. Describe the existing hardware, Internet access, electronic learning resources, and technical support already in the district that will be used to support the Curriculum and Professional Development Components (sections 3 & 4) of the plan.	31-34	The plan clearly summarizes the existing technology hardware, electronic learning resources, networking and telecommunication infrastructure, and technical support to support the implementation of the Curriculum and Professional Development Components.	The inventory of equipment is so general that it is difficult to determine what must be acquired to implement the Curriculum and Professional Development Components. The summary of current technical support is missing or lacks sufficient detail.
b. Describe the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support needed by the district's teachers, students, and administrators to support the activities in the Curriculum and Professional Development Components of the plan.	35-37	The plan provides a clear summary and list of the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support the district will need to support the implementation of the district's Curriculum and Professional Development Components.	The plan includes a description or list of hardware, infrastructure, and other technology necessary to implement the plan, but there doesn't seem to be any real relationship between the activities in the Curriculum and Professional Development Components and the listed equipment. Future technical support needs have not been addressed or do not relate to the needs of the Curriculum and Professional Development Components.
c. List of clear annual benchmarks for obtaining the hardware, infrastructure, learning resources and technical support required to support the other plan components as identified in section 5b.	38-42	The annual benchmarks are specific and realistic. Teachers and administrators implementing the plan can easily discern what needs to be acquired or repurposed, by whom, and when.	The annual benchmarks are either absent or so vague that it would be difficult to determine what needs to be acquired or repurposed, by whom, and when.
d. Describe the process that will be used to monitor the annual benchmarks including roles and responsibilities.	38-42	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.

6. FUNDING AND BUDGET COMPONENT CRITERIA Corresponding EETT Requirement(s): 7 & 13, (Appendix D).			
	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. List established and potential funding sources.	42	The plan clearly describes resources that are available or could be obtained to implement the plan.	Resources to implement the plan are not clearly identified.
b. Estimate annual implementation costs for the term of the plan.	43-44	Cost estimates are reasonable and address the total cost of ownership, including the costs to implement the curricular, professional development, infrastructure, hardware, technical support, and electronic learning resource needs identified in the plan.	Cost estimates are unrealistic, lacking, or are not sufficiently detailed to determine if the total cost of ownership is addressed.
c. Describe the district's replacement policy for obsolete equipment.	44	Plan recognizes that equipment will need to be replaced and outlines a realistic replacement plan that will support the Curriculum and Professional Development Components.	Replacement policy is either missing or vague. It is not clear that the replacement policy could be implemented.
d. Describe the process that will be used to monitor Ed Tech funding, implementation costs and new funding opportunities and to adjust budgets as necessary.	45	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.

7. MONITORING AND EVALUATION COMPONENT CRITERIA Corresponding EETT Requirement(s): 11 (Appendix D).			
	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. Describe the process for evaluating the plan's overall progress and impact on teaching and learning.	45-46	The plan describes the process for evaluation using the goals and benchmarks of each component as the indicators of success.	No provision for an evaluation is included in the plan. How success is determined is not defined. The evaluation is defined, but the process to conduct the evaluation is missing.
b. Schedule for evaluating the effect of plan implementation.	45-46	Evaluation timeline is specific and realistic.	The evaluation timeline is not included or indicates an expectation of unrealistic results that does not support the continued implementation of the plan.
c. Describe the process and frequency of communicating evaluation results to tech plan stakeholders.	45-46	The plan describes the process and frequency of communicating evaluation results to tech plan stakeholders.	The plan does not provide a process for using the monitoring and evaluation results to improve the plan and/or disseminate the findings.

8. EFFECTIVE COLLABORATIVE STRATEGIES WITH ADULT LITERACY PROVIDERS TO MAXIMIZE THE USE OF TECHNOLOGY CRITERION Corresponding EETT Requirement(s): 11 (Appendix D).			
	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. If the district has identified adult literacy providers, describe how the program will be developed in collaboration with them. (If no adult literacy providers are indicated, describe the process used to identify adult literacy providers or potential future outreach efforts.)	46-47	The plan explains how the program will be developed in collaboration with adult literacy providers. Planning included or will include consideration of collaborative strategies and other funding resources to maximize the use of technology. If no adult literacy providers are indicated, the plan describes the process used to identify adult literacy providers or potential future outreach efforts.	There is no evidence that the plan has been, or will be developed in collaboration with adult literacy service providers, to maximize the use of technology.

9. EFFECTIVE, RESEARCHED-BASED METHODS, STRATEGIES, AND CRITERIA Corresponding EETT Requirement(s): 4 and 9 (Appendix D).			
	Page in District Plan	Example of Adequately Addressed	Not Adequately Addressed
a. Summarize the relevant research and describe how it supports the plan's curricular and professional development goals.	4-5 23-24 47-48	The plan describes the relevant research behind the plan's design for strategies and/or methods selected.	The description of the research behind the plan's design for strategies and/or methods selected is unclear or missing.
b. Describe the district's plans to use technology to extend or supplement the district's curriculum with rigorous academic courses and curricula, including distance-learning technologies.	49	The plan describes the process the district will use to extend or supplement the district's curriculum with rigorous academic courses and curricula, including distance learning opportunities (particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources).	There is no plan to use technology to extend or supplement the district's curriculum offerings.

Appendix J

Technology Plan Contact Information

County and District Code: 44-69799

LEA Name: Pajaro Valley Unified School District

294 Green Valley Rd.

Watsonville, CA 95076

Tel: 831.786.2100

Fax: 831.761.6010

Web: <http://www.pvUSD.net/>

Tim Landeck

Director of Technology

Tel: 831.786.2333

Email: tim_landeck@pvUSD.net

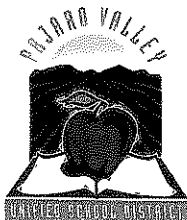
Backup contact information:

1st Backup Name: Dan Weiser, Assistant Director

1st Backup Email: dan_weiser@pvUSD.net

2nd Backup Name: Harendra Goonetilleke, ToSA Staff Development

2nd Backup Email: harendra_goonetilleke@pvUSD.net



PAJARO VALLEY UNIFIED SCHOOL DISTRICT

Board Agenda Backup

Item No: 14.3

Date: April 13, 2011

Item: School Improvement Grants

Overview and Rationale: The district had two schools identified on the Tier 2, Lowest Achieving Schools List for the State. As a result of that designation, these two schools, E.A. Hall Middle School and Watsonville High School are eligible to apply for the Federal School Improvement Grant (SIG). Both schools have worked with staff and parents to gather data to develop the components of the grant. We are bringing forward the grants for Board Approval prior to submission. The grants are due to the State on April 15th.

Copies of the grants will be presented at the board meeting.

Recommendation:

Budget Considerations:

Funding Source: Federal School Improvement Grant Funds

Budgeted: Yes

Prepared By: Dorma Baker, Superintendent

Superintendent's Signature:

Dorma Baker

PAJARO VALLEY UNIFIED SCHOOL DISTRICT



Board Agenda Backup

Item No: 14.4

Date: April 13, 2011

Item: Resolution #10-11-25 Reduction and/or discontinuation of particular kinds of classified employee services

Overview: Education codes section 45101, 45114, 45117, 45298, and 45308 authorize the Pajaro Valley Unified School District to layoff classified employees due to lack of work and/or lack of funds. Certain services now being provided by the District must be reduced. The detailed list of affected positions will be provided on or before the Board of Trustees meeting on April 13, 2011.

It shall be necessary to discontinue certain kinds of classified employee services by June 30, 2011. It may also be necessary to terminate the employment of certain classified employees of the District as a result of this action.

Recommendation: Adopt Resolution #10-11-25 to reduce particular kinds of classified employee services.

Prepared By: Pam Shanks, Director of Human Resources - Classified

Superintendent's Signature:

Pam Shanks

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

IN THE MATTER OF:

REDUCTION OF CLASSIFIED SCHOOL
SERVICES FOR THE 2011 - 2012
SCHOOL YEAR

RESOLUTION NO. 10-11-25

WHEREAS, Education Code sections 45101, 45114, 45117, 45298 and 45308 authorizes the district to layoff classified employees for lack of work and/or lack of funds upon forty-five (45) days prior notice; and

WHEREAS due to a lack of work and/or a lack of funds, certain services now being provided by the district must be reduced.

NOW, THEREFORE, BE IT RESOLVED that as of the 30th day of June, 2011, the positions shown on Exhibit A may be eliminated.

BE IT FURTHER RESOLVED that the District Superintendent or designee be authorized and directed to give notice of termination of employment to the affected employee(s) of the district pursuant to district rules and regulations and applicable provisions of the Education Code not later than forty-five (45) days prior to the effective date of such discontinuance as set forth above.

BE IT FURTHER RESOLVED that the District Superintendent or designee be authorized and directed to take any other actions necessary to effectuate the intent of this resolution.

The foregoing Resolution was adopted at a regularly called meeting of the Governing Board of the Pajaro Valley Unified School District on the 13th of April, 2011, by the following vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

I, Willie Yahiro, President of the Board of Trustees of the Pajaro Valley Unified School District, HEREBY CERTIFY that the foregoing Resolution was duly introduced, passed and adopted by the Board of Trustees at a regular meeting thereof held on the 13th day of April, 2011 by a vote of _____.

IN WITNESS THEREOF, I have hereto set my hand this _____ day of _____, 2011.

Willie Yahiro, President
Board of Trustees,
Pajaro Valley Unified School District

Date

PAJARO VALLEY UNIFIED SCHOOL DISTRICT



Board Agenda Backup

Item No: 14.5

Date: April 13, 2011

Item: **Resolution #10-11-26, Support Proposal to Senate Constitutional Amendment (SCA) 5, Parcel Tax Vote Threshold**

Overview: The California State Constitution requires that local parcel tax measures put forth by school districts and other local governments pass with two-thirds support of voters in a specified geographic area. In the late 1990s, California voters adopted Proposition 39 that, among other things, reduced the approval threshold of general obligation bonds for school districts, county offices, and community colleges to 55 percent. Proposition 39 did not affect parcel taxes.

State Senate Constitutional Amendment (SCA) 5, authored by local State Senator Joseph Simitian, would allow school districts, county offices, and community colleges to pass parcel taxes with a 55 percent majority vote. The law requires two-thirds support of the Legislature for a constitutional amendment to be put on the ballot. The other method for a state constitutional amendment is a more costly statewide signature gathering process.

Attached is a board resolution in support of SCA 5. Senator Simitian has requested the board's support for this matter.

Passing parcel taxes under the current threshold has proven challenging for many school districts around the state. The board has explored the option of a parcel tax to protect certain programs and provide the district greater fiscal security against further state funding reductions. The current two-thirds majority requirement has been one of several impediments to placing a parcel tax before district voters.

Support the SCA 5 would not have any immediate or long term negative impact on the district's budget.

Recommendation: Adopt Resolution 10-11-26 in support of SCA 5 and direct staff to communicate the board's support for this SCA to Senator Simitian and other appropriate elected officials and organizations.

Prepared By: Brett McFadden, CBO

Superintendent's Signature:



PAJARO VALLEY UNIFIED SCHOOL DISTRICT

RESOLUTION # 10-11-26

SUPPORTING PROPOSAL TO SENATE CONSTITUTIONAL AMENDMENT (SCA) 5

WHEREAS, Senate Constitutional Amendment 5 (Simitian), which reduces the two-thirds vote requirement on parcel taxes, will be acted on by the California State Legislature; and

WHEREAS, reductions in the state General Fund revenue have led to reduced school funding; and

WHEREAS, state General Fund revenue is unstable and erratic, which results in unpredictable funding levels for school districts and county offices of education; and

WHEREAS, parcel tax revenue can provide a stable, predictable source of school revenue; and

WHEREAS, passage of SCA 5 will empower local voters to invest in their schools based on the needs of their communities by requiring a tough, but fair 55 percent vote to pass local parcel taxes, while protecting taxpayers and homeowners with accountability provisions that will ensure that funds generated from parcel taxes are not wasted or mismanaged; and

WHEREAS, revenue from parcel taxes can be spent according to local priorities and are not subject to state control; and

WHEREAS, the two-thirds vote requirements results in minority rule by requiring two "yes" votes to cancel out one no vote; and

WHEREAS, passage of SCA 5 will allow local voters to decide to make investments in their neighborhood schools in addition to state funding; and

NOW, THEREFORE, BE IT RESOLVED that the governing board of the Pajaro Valley Unified School District strongly urges the California State Legislature to support and adopt SCA 5.

IN WITNESS WHEREOF, I hereunto set my hand and cause the seal of the Pajaro Valley Unified School District to be affixed this 9th day of March, 2011.

PASSED AND ADOPTED ON WEDNESDAY, MARCH 9, 2011 BY THE FOLLOWING VOTE:

AYES: ____; NAYS: ____; ABSTENTIONS: ____; ABSENT: ____.

Willie Yahiro, President of the Board

PAJARO VALLEY UNIFIED SCHOOL DISTRICT



Board Agenda Backup

Item No: 14.6

Date: April 13, 2011

Item: Resolution #10-11-28, Declaring May 3, 2011 as Day of the Teacher

Overview: The attached resolution highlights a few of the reasons educators of Pajaro Valley Unified School District merit recognition and appreciation during Day of the Teacher.

PVUSD believes the contribution of teachers is crucial and values the great work and positive impact that teachers have on the lives of the students of the Pajaro Valley Unified School

Recommendation: Approve resolution #10-11-28.

Prepared By: Albert Roman, Assistant Superintendent

Superintendent's Signature:

Dorinda Bol

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

District Resolution No. 10-11-28

On the motion of :

Duly seconded by:

Resolution Declaring May 3th as Day of the Teacher

WHEREAS, the contribution of teachers is crucial in the lives of the students of Pajaro Valley Unified School District; and

WHEREAS, the economic, political and cultural well-being of this nation is enriched through public education and its teachers; and

WHEREAS, the Pajaro Valley Unified School District has over 1,300 certificated employees; and

WHEREAS, the Board of Trustees and citizens of the Pajaro Valley Unified School District are gratified by the dedicated, hard work of our teachers; and

NOW, THEREFORE BE IT RESOLVED that the Pajaro Valley Unified School District salutes its teachers and declares May 3, 2011, Day of the Teacher;

AND BE IT FURTHER RESOLVED, that the Board of Trustees of the Pajaro Valley Unified School District urges students, parents, and community members to take measures to give special meaning to this significant celebration.

PASSED AND ADOPTED this 13th day of April, 2011, by the Governing Board of Pajaro Valley Unified School District, County of Santa Cruz, State of California, by the following vote:

AYES:

NOES:

ABSENT:

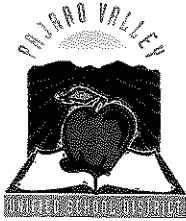
The foregoing resolution is hereby adopted.

Willie Yahiro, Board President

Dorma Baker, Superintendent



PAJARO VALLEY UNIFIED SCHOOL DISTRICT



Board Agenda Backup

Item No: 14.7

Date: April 13, 2011

Item: Job Description Revision

Overview: Revise/update the existing "English Language Specialist" job description; see attached. The revision is required to match the State regulations for funding of the ELS positions.

Recommendation: The Administration recommends that the Board approve the revised English Language Specialist job description.

Budget Considerations:

Funding Source:

Budgeted: Yes: ☐ No: ☐

Amount: \$

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

Superintendent's Signature:

Dr. Albert J. Roman

Current

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

POSITION DESCRIPTION

Position: English Language Learner Specialist

Department: Assigned Department

Reports To: School Site Principal

SUMMARY

Provides support to English learner program and assists the school in providing services that are academically, culturally, and linguistically responsive to English learner needs.

NATURE AND SCOPE

Provide intensive, direct support to teacher, principal and other school personnel in all aspects of the program for English learners.

DISTINGUISHING CHARACTERISTICS

Successful teaching experience with English learners and experience with standards based instruction, utilizing effective instructional practices that promote the success of English learners.

ESSENTIAL TYPES OF DUTIES (Examples)

- Administers state and federal required language assessments
- Assists school site staff in program development, implementation and evaluation
- Works with appropriate staff to ensure students' appropriate program placement and fulfills parent notification requirements
- Coordinates resources and instructional support for teachers and other staff who deliver services
- Provides teacher professional development and/or coaching as needed
- Meets as needed with students to provide academics support
- Facilitates student study teams and language appraisal meetings with teachers and parents
- Assists in conferencing and communicating in English and/or students' primary language with parents of EL student
- Assists in development and coordination of written communications to and for parents of participating students
- Conducts English Language Advisory Committee (ELAC) meetings and provides training to parent members

QUALIFICATIONS

Knowledge and Skills: Must have language and cultural competency to effectively communicate with parents and students who are not English speakers. Ability to speak Spanish is desired.

Abilities: Ability to understand, analyze and interpret student performance and program data as it relates to English language development.

Physical Abilities: Position involves light to moderate physical effort which may include frequent standing, walking, lifting, and bending and occasional climbing, crawling or stooping, use of medium weight tools and materials; indoor/outdoor work environment.

Education and Experience: A teaching credential authorizing services in the grade level or specialty indicated, including CLAD/BCLAD or equivalent. 3 – 5 years experience working directly with English learners.

Board Approved 5/23/07



proposed

**PAJARO VALLEY UNIFIED SCHOOL DISTRICT
POSITION DESCRIPTION**

Position: English Language Learner Specialist

Department: Assigned Department

Reports To: School Site Principal

SUMMARY

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- Provides teacher professional development and/or coaching as needed.
- Meets as needed with students to provide academics support.
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- Assists in conferencing and communicating in English and/or students' primary language with parents of EL student.
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Education and Experience: A teaching credential authorizing services in the grade level or specialty indicated, including CLAD/BCLAD or equivalent. 3 – 5 years of experience working directly with English learners.

Board Approved 4/13/11

PAJARO VALLEY UNIFIED SCHOOL DISTRICT



Board Agenda Backup

Item No: 14.8

Date: April 13, 2011

Item: **Approve Cancellation of April 27 and June 8, 2011 Board Meetings**

Overview: The agenda review committee proposes cancelling two scheduled meetings:

April 27, 2011 – This is Spring Break week.

June 8, 2011 – This week falls during scheduled furlough days.

The committee reviewed pending board items and determined that cancelling these two meetings will not have an impact.

Recommendation: Approve cancellation of April 27 and June 8 meetings of the Board.

Prepared By: Dorma Baker, Superintendent

Superintendent's Signature:

Dorma Baker