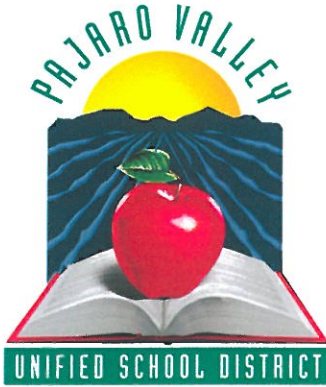


## PAJARO VALLEY UNIFIED SCHOOL DISTRICT MISSION STATEMENT

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 29, 2015 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: BOARD PACKET DOCUMENTS ARE AVAILABLE FOR YOUR REVIEW AT THE FOLLOWING LOCATIONS:**

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

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

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

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

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

#### **Las Solicitudes de Traducción:**

Traducción del inglés al español está disponibles en las sesiones de la mesa directiva. Por favor obtenga su equipo al entrar a la junta.

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

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

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

1.1 Call to Order

1.2 Public comments on closed session agenda.

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

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

**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 Kim De Serpa, Leslie DeRose, Maria Orozco, Karen Osmundson, Lupe Rivas, Willie Yahiro and President Jeff Ursino.
- 3.3 Superintendent Comments
- 3.4 Governing Board Comments/Reports Standing Committee Meetings (*1 minute per trustee*)
- 3.5 Student Recognition
  - *6<sup>th</sup> Grade Conflict Resolution Team: Miles Barrett; Ethan Weiske; Jesse Chamberlain; Meera Patel; Bridgett Barwick; Ava Giraldo; and Benjamin Cox - Rio del Mar*
  - *Pablo Rodriguez – Academic Vocational Charter Institute*
  - *Felicia Davidson – Pajaro Valley High School*
  - *Mariana Rocha – Watsonville High School*

**4.0 APPROVAL OF THE AGENDA**

**5.0 APPROVAL OF MINUTES**  
- *Minutes for April 15, 2015*

**6.0 HIGH SCHOOL STUDENTS BOARD REPRESENTATIVES REPORT** ***5 min. per school***

**7.0 VISITOR NON-AGENDA ITEMS**

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



**8.0 EMPLOYEE ORGANIZATIONS COMMENTS – PVFT, CSEA, PVAM, CWA**

*5 min. each*

**9.0 CONSENT AGENDA**

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

- 9.1 Purchase Orders April 9 - 22, 2015  
The PO's will be available in the Superintendent's Office.
- 9.2 Warrants January April 9 - 22, 2015  
The warrants will be available in the Superintendent's Office.
- 9.3 Approve Instructional Calendar for School Years 2016-17 and 2017-18. Second Reading.
- 9.4 Approve Sister City Exchange Trip to Kawakami for May 12 – 19, 2015.
- 9.5 Approve Resolution # 14-15-26, Emergency Closure and Suspension of Days of Operation at Child Development Department Children Centers and State Preschool Due to Circumstances Beyond the Agency's Control.
- 9.6 Approve Migrant and Seasonal Head Start Revision to Program Service Plan.
- 9.7 Approve Award of Contract to Wildcat Metals for Improvement to Gutters and Downspouts at Seven Sites: Watsonville High, Pajaro Middle, Rio del Mar Elementary, Aptos Jr. High, Hall District Elementary, Mar Vista Elementary and Ohlone Elementary.
- 9.8 Approve Award of Contract to Mark Rood Grading and Paving Company for Percolation Trench Installation at Rolling Hills Middle School.
- 9.9 Approve Local Education Agency Plan Update.

The administration recommends approval of the Consent Agenda.

**10.0 DEFERRED CONSENT ITEMS**

**11.0 REPORT ITEMS**

- 11.1 Report and discussion on Santa Cruz County Safe Schools Report.  
*Report by Murry Schekman, Assistant Superintendent*      *10 min. report; 5 min. discussion*

**12.0 ACTION ITEMS**

- 12.1 Report, discussion and possible action on Fiscal Crisis and Management Assistance Team Financial Report.  
*Report by Brett McFadden, CBO*      *30 min. report; 60 min. discussion*

**13.0 ACTION ON CLOSED SESSION**

**14.0 UPCOMING BOARD MEETINGS/REMAINING BOARD MEETINGS FOR 2015**

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
May	<ul style="list-style-type: none"><li>▪ 13</li><li>▪ 27</li></ul>	<ul style="list-style-type: none"><li>▪ Approve 3<sup>rd</sup> Interim Report</li></ul>
June	<ul style="list-style-type: none"><li>▪ 10</li><li>▪ 24</li></ul>	<ul style="list-style-type: none"><li>▪ 2015-2016 Budget Adoption</li></ul>
July	No Meetings	
August	<ul style="list-style-type: none"><li>▪ 12</li><li>▪ 26</li></ul>	
September	<ul style="list-style-type: none"><li>▪ 9</li><li>▪ 23</li></ul>	<ul style="list-style-type: none"><li>▪ Unaudited Actuals</li></ul>
October	<ul style="list-style-type: none"><li>▪ 14</li><li>▪ 28</li></ul>	
November	<ul style="list-style-type: none"><li>▪ 18</li></ul>	<ul style="list-style-type: none"><li>▪ </li></ul>
December	<ul style="list-style-type: none"><li>▪ 9</li></ul>	<ul style="list-style-type: none"><li>▪ Annual Organization Mtg.</li><li>▪ Approve 1<sup>st</sup> Interim Report</li></ul>

**15.0 ADJOURNMENT**



PAJARO VALLEY UNIFIED SCHOOL DISTRICT  
CLOSED SESSION AGENDA  
April 29, 2015

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

<b>New Hires – Probationary</b>	
1	Behavior Technician
1	Instructional Assistant – Mild/Moderate
6	Instructional Assistant – Moderate/Severe
<b>New Hires</b>	
2	Teacher
<b>Rehires</b>	
	None
<b>Promotions</b>	
	None
<b>New Substitutes</b>	
9	Substitutes
<b>Administrative Appointments</b>	
	None
<b>Transfers</b>	
	None
<b>Other</b>	
	None
<b>Extra Pay Assignments</b>	
18	Coach
<b>Extra Period Assignments</b>	
	None
<b>Leaves of Absence</b>	
22	Teacher
1	Behavior Technician
1	Instructional Assistant - Mild/Moderate
1	Instructional Assistant – Moderate/Severe
1	Parent Education Specialist

<b>Miscellaneous Action</b>	
	None
<b>Retirements</b>	
	None
<b>Resignations/Terminations</b>	
	None
<b>Supplemental Service Agreements</b>	
38	Teacher
<b>Separations From Service</b>	
8	Teacher
1	Bus Driver Specialized
1	Lead Custodian I
<b>Limited Term – Projects</b>	
1	Cafeteria Cook/Baker
2	Campus Safety & Security Officer
3	Custodian I
1	Lead Custodian II
1	Office Assitsant I
1	Office Assistant II
4	Office Assistant III
1	Office Manager
6	Parent Education Specialist
<b>Exempt</b>	
9	Childcare
3	Safety Monitor
10	Student Helper
1	Pupil
2	SPECTRA Artist
4	Yard Duty
<b>Provisional</b>	
1	Campus Safety & Security Officer
1	Library Media Technician
<b>Limited Term - Substitute</b>	
1	Bus Driver
1	Campus Safety & Security Officer
3	Custodian I

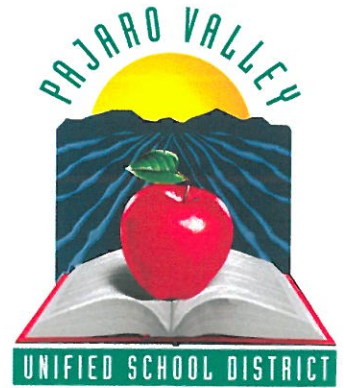
1	HR Technician
1	Maintenance Specialist
1	Office Assistant III
1	Office Manager
1	Translator
1	Warehouse Delivery Worker



**April 15, 2015  
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 Ursino called the meeting of the Board to order in public at 6:03 PM at 292 Green Valley Road, Watsonville, CA.

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

None.

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

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

- a. Certificated Employees
- b. Classified Employees

<b>New Hires – Probationary</b>	
1	Behavior Technician
2	Cafeteria Assistant
1	Campus Safety & Security Officer
1	Community Service Liaison I
5	Instructional Assistant – Moderate/Severe
<b>New Hires</b>	
1	Resource Specialist
1	<i>Teacher</i>
<b>Rehires</b>	
1	<i>Teacher</i>
<b>Promotions</b>	
2	Behavior Technician
1	Bus Driver Specialized
2	Instructional Assistant – Mild/Moderate
2	Lead Custodian II
<b>New Substitutes</b>	
11	Substitutes

<b>Administrative Appointments</b>	
	None
<b>Transfers</b>	
	None
<b>Other</b>	
1	Speech and Language Therapist
<b>Extra Pay Assignments</b>	
22	Coaches
<b>Extra Period Assignments</b>	
	None
<b>Leaves of Absence</b>	
1	Coordinator, New Teacher Project
1	Counselor
3	Speech & Language Specialist
18	<i>Teacher</i>
1	Administrative Secretary III
1	Cafeteria Assistant
1	Groundskeeper II
1	Instructional Assistant – Mild/Moderate
1	Payroll Technician
1	<i>Bus Driver</i>
1	<i>Teacher, Migrant Education</i>
1	<i>Speech and Language Specialist</i>
<b>Miscellaneous Action</b>	
2	Instructional Assistant – Moderate/Severe
<b>Retirements</b>	
	None
<b>Resignations/Terminations</b>	
	None
<b>Supplemental Service Agreements</b>	
163	Teachers
1	Program Specialist
<b>Separations From Service</b>	
4	<i>Teacher</i>
1	Bus Driver
1	Instructional Assistant – Moderate/Severe

1	Lead Maintenance Specialist Painter
1	Office Assistant III
1	Office Manager
1	<i>Academic Coordinator</i>
1	<i>Interim Principal</i>
<b>Limited Term – Projects</b>	
1	Office Assistant III
<b>Exempt</b>	
	Childcare
	Safety Monitor
	Student Helper
<b>Provisional</b>	
	None
<b>Limited Term - Substitute</b>	
	None

**2.2 Public Employee Discipline/Dismissal/Release/Leaves**  
**a. Settlement Agreement with one (1) Certificated Employee**

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

**2.4 Claims for Damages**

**2.5 Pending Litigation**

**2.6 Anticipated Litigation**

**2.7 Real Property Negotiations**

**2.8 6 Expulsions**

**3.0 OPENING CEREMONY – MEETING OF THE BOARD IN PUBLIC - 7:00 P.M.**  
President Ursino called the meeting of the Board in public at 7:14 PM.

**3.1 Pledge of Allegiance**  
Trustee Orozco led the Board in the Pledge of Allegiance.

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



### **3.3 Superintendent Comments**

Dorma Baker reported on the sudden loss of Renee Gregory, Academic Coordinator at Ann Soldo; she asked for a moment of silence in her honor. Ann Soldo will have a memorial at the site on Friday at 3 PM and Ms. Gregory's husband will be attending.

### **3.4 Governing Board Comments/Reports Standing Committee Meetings**

Trustee Osmundson attended the Cultura Caliente fundraiser at Watsonville High School as well as the Migrant Head Start meeting.

Trustee Rivas spent time with her grandchildren. She has been busy addressing concerns regarding Alianza and Duncan Holbert schools.

Trustee DeRose commented that a while ago, Elias Nepa, student from Aptos High, had spoken about better preparing freshmen to think about college sooner. She was pleased to announce that, Cabrillo College, in collaboration with the S4C program, will offer the first county-wide freshmen conference in the fall.

Trustee De Serpa reported that she attended a meeting with an Aptos group which resulted in the commitment to be in a partnership and collaboration to support all district high schools.

President Ursino commented that the Aptos Sports Foundation will collaborate with the high schools in Watsonville. He was encouraged by his son to attend the Aptos High School baseball field cleaning event.

### **3.5 Jacob Young Financial – Employee of the Month**

Heloise Schaser presented the following Teacher and Classified employee of the month awards on behalf of Jacob Young Financial Services. She commented on the process for selecting nominees and shared parts of nomination letters for awardees.

- *Ida Akimoto, Classified Employee of the Month, Food Services, District Office – Mar 2015*

- *Brian Casey, Teacher of the Month, Aptos High School, March 2015*

Brian Casey was not present. Mr. Casey O'Brien, Principal of AHS, was present and remarked on the work of Mr. Casey.

- *Wesley Kau, Classified Employee of the Month, Technology Services, April 2015*

Mr. Kau was not present.

- *Karen Lemon, Renaissance High School, Teacher of the Month, April 2015*

## **4.0 APPROVAL OF THE AGENDA**

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

## **5.0 APPROVAL OF MINUTES**

### ***a) Minutes for March 25, 2015***

Trustee De Serpa moved to approve the minutes for March 25, 2015. Trustee Orozco seconded the motion. The motion passed unanimously.

### ***b) Minutes for April 1, 2015, Special Meeting, Closed Session, Negotiations Planning***

Trustee Orozco moved to approve the minutes for the April 1, 2015 meeting. Trustee DeRose seconded the motion. The motion passed 5/0/2 (De Serpa, Rivas abstained).

## **6.0 HIGH SCHOOL STUDENTS BOARD REPRESENTATIVES REPORT**

***5 min. per school***

Leela Stevens of Aptos High School and Felicia Davidson of Pajaro Valley High School gave an update on events, activities and sports at their campus.

## **7.0 VISITOR NON-AGENDA ITEMS**

None.

## **8.0 EMPLOYEE ORGANIZATIONS COMMENTS – PVFT, CSEA, PVAM, CWA**

*5 min. each*

Jack Carroll remarked that many teachers were wearing black arm bands today and it was to raise awareness about institutionalized racism. State Union is encouraging STRS to disinvest from Arms Manufacturers as it is something that educators cannot support. He attended a safety committee meeting today with the Agricultural Commissioner from Monterey County presented; we are discussing buffer zones around our schools as well as the issue of notification. In reference to the ROP, our union supports it and believes it matters. The issue is who should pay for it. This year the COE sponsors it but as of July 1<sup>st</sup> they are no longer obliged to offer the program but they are going to receive the exact same funding next year they received last year for the ROP program but it is not earmarked. Their intention is to sweep that money. He added that he obtained his numbers from the Legislative Analyst Office. Has also heard that PVUSD has been funded for ROP and this is not accurate. SB91 defines how LCFF Is calculated and there is an about 2.6% for 9-12 grades to be used for any school goal. The county is asking for the district to pay for it, although our finances as a district are not optimal. The MOU will be discussed; the board will not have the authority regarding salaries, someone else decides and the district pays for it. For every year this MOU is delayed, the district will gain 2 million dollars in our ending fund balance. Requested that the board does not approve the ROP MOU, which is up for approval today.

Leticia Oropeza, Diane Martinez and Esther Morillo of CSEA, reported that in looking at the agenda and the item on reduction of classified employees will affect many students and parents. They spoke about how losing those positions will affect the service to the community. CSEA would appreciate any support from the board to ensure needs are met.

Casey O'Brian for PVAM recognized the work of Assistant Principals and Academic Coordinator. He commented on the valuable and professional work they do each day at the site. They are appreciated leaders.

## **9.0 CONSENT AGENDA**

Trustee Rivas moved to approve this item, deferring items #9.4 and #9.5 for further discussion. Trustee Yahiro seconded the motion. The motion passed unanimously.

**9.1 Purchase Orders March 19 – April 8, 2015**

**9.2 Warrants January March 19 – April 8, 2015**

**9.3 Approve Williams Quarterly Complaint Report for January – March 2015. Number of Complaints: Zero.**

**9.4 Approve Agreement for Services for Interim Chief Business Officers: Ann Jones, April 30 - June 4, 2015, and for Rosemarie Pottage, June 1 – July 15, 2015.**

This item was deferred.

**9.5 Approve Scholarship Committee Members for 2014-15 for Watsonville High School, Aptos High School, Pajaro Valley High School and Renaissance Continuation School.**

This item was deferred.

**9.6 Approve CAHSEE Passage Waiver for Student ID #14-15-06, Mathematics, Pajaro Valley High School.**

**9.7 Approve CAHSEE Passage Waiver for Student ID #14-15-07, Mathematics, Pajaro Valley High School.**



**9.8 Approve CAHSEE Passage Waiver for Student ID #14-15-08, Mathematics, Pajaro Valley High School.**

**10.0 DEFERRED CONSENT ITEMS**

**9.4 Approve Agreement for Services for Interim Chief Business Officers: Ann Jones, April 30 - June 4, 2015, and for Rosemarie Pottage, June 1 - July 15, 2015.**

Trustee Rivas expressed her concern for hiring 2 people and paying \$1000 per day. Other trustees also expressed their concern for the per-diem cost.

Superintendent Baker and Brett McFadden noted that the goal is to get the most quality people in this position in the interim position. Neither was available for the entire time but they are an effective team. They added that the per-diem cost is not out of the ordinary for these positions.

Trustee DeRose moved to approve this item. Trustee Yahiro seconded the motion. The motion passed 5/0/2 (De Serpa, Rivas dissented).

**9.5 Approve Scholarship Committee Members for 2014-15 for Watsonville High School, Aptos High School, Pajaro Valley High School and Renaissance Continuation School.**

Public comment:

Leticia Oropeza, CSEA president, commented that the scholarship committees should all have a classified employee on their list as well.

Board participated with comments and questions.

Trustee Rivas moved to approve this item, directing staff to complete with the addition of a classified staff member. Trustee De Serpa seconded the motion. The motion passed unanimously.

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

**11.1 Report, discussion and possible action on District's Fiscal Stabilization Plan for 2015-16 and 2016-17.**

***Report by Brett McFadden, CBO***

Brett McFadden presented a timeline for fiscal stabilization that includes an upcoming report from FCMAT on April 29, studies on the Transportation and Special Education departments to be conducted in May, a third interim report in May, and the adoption of the Local Control Accountability Plan and the 2015/16 budget in June. Mr. McFadden stated that the district can submit a "conditional" budget to the County Office of Education. Short and long term budget plans were reported; they are meant to address the overall budget sustainability, including holding off major non-LCAP expenditures and undertaking factors contributing to the structural deficit. Some aspects of the plan require negotiated settlements as well. The stabilization plan has many benefits, such as setting the district on a stronger financial position in the future. Mr. McFadden reported on upcoming reductions to the budget, including the end of the QEIA and SIG grants, a total expenditure reduction of \$7.1 million.

An update on actions since March for fiscal stabilization was given and included lessening liability of vacation accrual, decreasing use of credit cards, and savings on benefits.

Mary Hart, Associate Superintendent of the County Office of Education, was present and available to respond to questions from the board. She acknowledged that the COE has reviewed the plan and concurs with recommendations.

Public comment:

Jack Carroll, PVFT, School Services fiscal report states that there will be an increase in revenues this year, 2015-16 and 2016-17. The savings from benefits is quite significant. He recommended that the ROP MOU be not be approved to avoid giving the COE a \$5 million dollar gift.



Board participated with comments and questions.

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

**11.2 Report, discussion and possible action to approve Memorandum of Understanding for the Regional Occupational Program (ROP).**

***Report by Dorma Baker, Superintendent.***

Brett McFadden introduced Mary Hart, from the COE, and Mark Hodges from the ROP, who were present to support and report on this agreement. The county has three districts that have already taken action to approve a similar agreement. Mr. McFadden gave an overview of the changes to how education programs are funded: going from multi-categorical funds to Local Control Funding Formula, a base grant with a supplemental and concentration grants. The ROP program offers over 62 sections and serves over 1,650 students. The annual cost is of \$2 million dollars. The COE used to receive state categorical funding under old funding system and funded the program without any district financial contribution. The proposed transition plan is phased over a four-year phase-in implementation with no statutory obligation. The district and COE would share the cost of the program from 2015-16 to 2018-19. The district's share portion would be as follows: 2015-16: \$500,000 (25% of cost); 2016-17: \$1 million (50% of cost); 2017-18 \$1.5 million (75% of cost); and 2018-19 (100% of cost). The COE will provide about \$5 million to implement the agreement. The agreement will ensure that the ROP program and classes stay in place. The phased-in approach provides the district to transition without immediately incurring the full cost of the program. The agreement also proves the district the ability to work with the COE to tailor aspects of the program to best fit the district's needs. This is a prudent plan that allows the district to adjust.

Public comment:

Jack Carroll, teacher/PVFT, commented on how sharing cost for the program is not appropriate given the financial state of the district. He spoke of his concern for the structural deficit.

Board participated with comments and questions.

Trustee DeRose moved to approve this item. Trustee De Serpa seconded the motion. The motion passed 6/1/0 (Orozco dissented).

At 10:20 PM, Trustee DeRose moved to continue the meeting until 11:30 PM. Trustee De Serpa seconded the motion. The motion passed unanimously.

**11.3 Report, discussion and possible action to approve the Instructional Calendars for 2016-17 and 2017-2018 School Years. First Reading.**

***Report by Sharon Roddick, Assistant Superintendent, HR.***

Sharon Roddick noted that the calendar committee had been working on having three years of the instructional calendars; in February the 2015-16 year was approved. The item the committee was discussing was establishing a fixed spring break. The rest of the county observes it on the first week of April. The committee met and agreed to have Spring break be placed that week. The committee's task is to develop an instructional calendar and the focus was to complete the semester before the break.

Board participated with comments and questions.

Trustee DeRose moved to approve this item. Trustee Yahiro seconded the motion. The motion passed 6/1/0 (DeSerpa dissented).

**11.4 Report, discussion and possible action to approve Resolution #14-15-23, Reduction and/or Discontinuation of Particular Kinds of Classified Employee Services.**

***Report by Pam Shanks, Director, Classified Services***

Pam Shanks reported bringing this resolution for classified layoffs due to lack of funds. This action is due to the ending of SIG (School Improvement Grant). Affected staff need a 60-day notice and Human Resources will meet with them to discuss their options.

Board participated with comments and questions.

Trustee De Serpa moved to approve this item. Trustee Osmundson seconded the motion. The motion passed 6/1/0 (Rivas dissented).

**11.5 Report, discussion and possible action to approve Emergency Appointment of Personnel Commissioner.**

***Report by Pam Shanks, Director, Classified Services***

Pam Shanks stated that at the present time there are two commissioners unable to perform their duties leaving the Personnel Commission without a quorum to conduct business. She requested the Interim Commissioner appointment of Judy Durand.

The board participated with comments and questions and it was noted Ms. Durand had been interviewed by the Board for the position of commissioner earlier in the school year. They were pleased with her qualifications.

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

**11.6 Report, discussion and possible action to approve Job Description for Family Childcare Homes Specialist for the Child Development Department.**

***Report by Sharon Roddick, Assistant Superintendent, HR.***

Sharon Roddick stated that the job description is for a State Preschool program. A similar version is in place for the Migrant and Seasonal Head Start program. Early Childhood Education has received additional money to support homemaker providers and this position is intended to be a part of the support. Director Lathrop was pleased to have the opportunity to expand the services to the centers.

Public comment:

Jack Carroll, PVFT, stated that the job description is a wish list for an employer and offered a tutorial as to how descriptions are developed.

Board participated with comments and questions.

Trustee De Serpa moved to approve this item. Trustee Orozco seconded the motion. The motion passed unanimously.

**12.0 ACTION ON CLOSED SESSION**

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

Trustee Orozco moved to approve the certificated report with the following additions: 1 Teacher under New Hires; 1 Teacher under Rehires; 2 Teacher and 1 Speech and Language Specialist under Leaves of Absence; and 1 Site Coordinator, 1 Teacher and 1 Interim Principal under Separations. Trustee DeRose seconded the motion. The motion passed unanimously.



**b. Classified Employees**

Trustee Orozco moved to approve the classified report with the following additions: 1 Bus Driver under Leaves of Absence. Trustee DeRose seconded the motion. The motion passed unanimously.

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

**a. Settlement Agreement with one (1) Certificated Employee**

Trustee Orozco reported that the Board had unanimously approved a settlement with one certificated employee in the amount for \$49,000 dollars.

**2.8 6 Expulsions**

**Action on Expulsions:**

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

**14-15-036**

Trustee DeRose seconded the motion. The motion passed unanimously.

Trustee Osmundson moved to approve the recommendation of the Hearing Panel for the following expulsion:

**14-15-047**

Trustee DeRose seconded the motion. The motion passed unanimously.

Trustee Osmundson moved to approve the recommendation of the Hearing Panel for the following expulsion:

**14-15-050**

Trustee Rivas seconded the motion. The motion passed 6/0/1 (Yahiro away from his seat).

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

**14-15-051**

Trustee DeRose seconded the motion. The motion passed 6/0/1 (Yahiro away from his seat).

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

**14-15-054**

Trustee Rivas seconded the motion. The motion passed 6/0/1 (Yahiro away from his seat).

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

**14-15-055**

Trustee De Serpa seconded the motion. The motion passed 6/0/1 (Yahiro away from his seat).

**13.0 UPCOMING BOARD MEETINGS/REMAINING BOARD MEETINGS FOR 2015**

**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	▪ 29	
May	▪ 13	
	▪ 27	▪ Approve 3 <sup>rd</sup> Interim Report
June	▪ 10	
	▪ 24	▪ 2015-2016 Budget Adoption



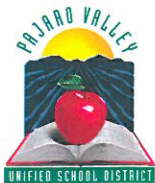
<b>July</b>	No Meetings	
<b>August</b>	<ul style="list-style-type: none"> <li>▪ 12</li> <li>▪ 26</li> </ul>	
<b>September</b>	<ul style="list-style-type: none"> <li>▪ 9</li> <li>▪ 23</li> </ul>	▪ Unaudited Actuals
<b>October</b>	<ul style="list-style-type: none"> <li>▪ 14</li> <li>▪ 28</li> </ul>	
<b>November</b>	<ul style="list-style-type: none"> <li>▪ 18</li> </ul>	▪
<b>December</b>	<ul style="list-style-type: none"> <li>▪ 9</li> </ul>	<ul style="list-style-type: none"> <li>▪ Annual Organization Mtg.</li> <li>▪ Approve 1<sup>st</sup> Interim Report</li> </ul>

#### **14.0 ADJOURNMENT**

There being no further business to address, the Board adjourned at 10:50 PM.

---

Dorma Baker, Superintendent



## *Board Agenda Backup*

Item No: **9.3**

**Date:** April 29, 2015

**Item:** Approve the Instructional Calendars for the 2016-2017 & 2017-2018 School Year

**Background:** A First Reading of the draft 2016-2017 and 2017-2018 school calendars was presented to the Board of Trustees on April 15, 2015. Pursuant to the terms of the PVFT/PVUSD collective bargaining agreement, Article V, E, it is recommended for approval by the Board of Trustees.

**Recommendation:** Approve the Student Calendars for the 2016-2017 & 2017-2018 school year.

**Prepared by:**

*Sharon Roddick*

Sharon Roddick, Assistant Superintendent

**Superintendent's Signature:**

*Dorma Baker (AA)*

# Pajaro Valley Unified School District 2016-2017



## WORKING DRAFT

### JULY

M	T	W	T	F
				1
	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

### AUGUST

M	T	W	T	F
1	2	3	4	5
8				12
15	16	17	18	19
22	23	24	25	26
29	30	31		

### SEPTEMBER

M	T	W	T	F
			1	2
	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

### OCTOBER

M	T	W	T	F
3	4	5	6	
10	11	12		
17	18	19	20	21
24	25	26	27	28
31				

### NOVEMBER

M	T	W	T	F
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	8	9	10	
14	15	16	17	18
21	22	23		
28	29	30		

### DECEMBER

M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	
	20	21	22	
	27	28		

#### CODE:

- Legal Holiday
- Student/Teacher Recess
- Teacher Work Day
- Begin/End Qtr/Sem
- Trimesters
- SBC Days
- Elementary Parent Conference

9th: Teacher Work Day  
10th: SBC Day  
11th: Beg/End Qtr/Sem  
**15 Student Days**

5th: Labor Day

**21 Student Days**

13th-14th: Beg/End Qtr/Sem  
7th: SBC Day

**20 Student Days**

7th: Trimester Ends  
11th: Veterans Day  
24th: Thanksgiving  
25th: Holiday

**18 Student Days**

16th: Begin/End Qtr/Sem  
12/19-1/6: Winter Break  
26th: 'Christmas Day' Observed  
29th: Classified Floater Holiday

**12 Student Days**

### JANUARY

M	T	W	T	F
		11	12	13
	17	18	19	20
23	24	25	26	27
30	31			

### FEBRUARY

M	T	W	T	F
		1	2	3
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	14	15	16	17
	21	22	23	24
27	28			

### MARCH

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13	14	15	16	17
		22	23	24
27	28	29	30	31

### APRIL

M	T	W	T	F
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

### MAY

M	T	W	T	F
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	30	31		

### JUNE

M	T	W	T	F
			1	
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

2nd: 'New Years Day' Observed  
9th: SBC Day  
16th: Martin Luther King Jr. Day  
12/19-1/6: Winter Break  
10th: Beg/End Qtr/Sem

**15 Student Days**

13th: 'Lincoln's Birthday' Observed  
20th: Washington's Birthday

**18 Student Days**

1st: Trimester Ends

20th-21st: Beg/End Qtr/Sem

**23 Student Days**

3rd -7th: Spring Recess  
14th: Non Student Day

**14 Student Days**

29th: Memorial Day

**22 Student Days**

2nd: End Qtr/Semester  
2nd: Trimester Ends  
2nd: Minimum Day / All Schools  
**2 Student Days**

**180 Instructional Days**

1st Semester: 86 Student Days

2nd Semester: 94 Student Days

# Pajaro Valley Unified School District 2017-2018



## WORKING DRAFT

### JULY

M	T	W	T	F
3		5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

### AUGUST

M	T	W	T	F
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7				11
14	15	16	17	18
21	22	23	24	25
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### SEPTEMBER

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18	19	20	21	22
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### OCTOBER

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16	17	18	19	20
23	24	25	26	27
30	31			

### NOVEMBER

M	T	W	T	F
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	7	8	9	
13	14	15	16	17
20	21			
27	28	29	30	

### DECEMBER

M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	

#### CODE:

- Legal Holiday
- Student/Teacher Recess
- Teacher Work Day
- Begin/End Qtr/Sem
- Trimesters
- SBC Days
- Elementary Parent Conference

8th: Teacher Work Day  
9th: SBC Day  
10th: Begin/End Qtr/Sem  
**16 Student Days**

4th: Labor Day

**20 Student Days**

12th-13th: Beg/End Qtr/Sem  
7th: SBC Day

**21 Student Days**

6th: Trimester Ends  
10th: 'Veterans Day' Observed  
23rd: Thanksgiving  
24th: Holiday

**18 Student Days**

15th: Begin/End Qtr/Sem  
12/18-1/5: Winter Break  
25th: Christmas Day  
29th: Classified Floater Holiday

**11 Student Days**

### JANUARY

M	T	W	T	F
		10	11	12
	16	17	18	19
22	23	24	25	26
29	30	31		

### FEBRUARY

M	T	W	T	F
			1	2
5	6	7	8	9
	13	14	15	16
	20	21	22	23
26	27	28		

### MARCH

M	T	W	T	F
				2
5	6	7	8	9
12	13	14	15	16
		21	22	23
26	27	28	29	

### APRIL

M	T	W	T	F
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

### MAY

M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
	29	30	31	

### JUNE

M	T	W	T	F
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

1st: New Years Day  
8th: SBC Day  
9th: Begin/End Qtr/Sem  
15th: Martin Luther King Jr. Day

**16 Student Days**

12th: Lincoln's Birthday  
19th: Washington's Birthday

**18 Student Days**

1st: Trimester Ends

19th-20th: Beg/End Qtr/Sem  
30th: Non Student Day

**21 Student Days**

4/2-4/6: Spring Recess

**16 Student Days**

28th: Memorial Day

**22 Student Days**

1st: End Qtr/Semester  
1st: Trimester Ends  
1st: Minimum Day / All Schools

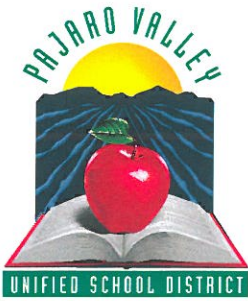
**1 Student Days**

**180 Instructional Days**

1st Semester: 86 Student Days

2nd Semester: 94 Student Days





# PAJARO VALLEY UNIFIED SCHOOL DISTRICT

## Board Agenda Backup

Item No: **9.4**

**Date:** April 29, 2015

**Item:** Sister City Exchange Trip to Kawakami for May 12-19, 2015

**Overview:** As part of the Watsonville-Kawakami Sister City program, our middle school students participate in a visit to Kawakami Junior High School, in Kawakami-mura, in Nagano-ken (prefecture). This is the twentieth trip. The 2015 trip is scheduled for May 12 – 19, from San Jose to Tokyo. Students and chaperones are taken by chartered bus from Tokyo to Kawakami-mura.

The following district schools are participating: E.A. Hall (4 students), Lakeview (2), Pajaro MS (3), Alianza (1), Rolling Hills (2), Aptos Jr. (1), and Linscott (1).

Students will be paired and stay with families of students in Kawakami Junior High School.

District chaperones are Director of Technology Tim Landeck and Principal Victoria Sorensen.

**Recommendation:** approval

### Budget Considerations:

**Funding Source:** Varies by school. sources may include fund raisers, donations, school budgets, parent clubs, partial payment by families, and sister city committee

**Budgeted:** Yes: x No: ☐

**Amount:** \$1265 per ticket

Murry Schekman (and Robb Mayeda)

**Prepared By:** \_\_\_\_\_

**Superintendent's Signature:** \_\_\_\_\_

*Dorma Baker (AB)*



DATE: April 15, 2015

RE:: Sister City Student Exchange, May 12-19, 2015

Dear Pajaro Valley Unified School District Board of Trustees:

Since 1994, Watsonville middle schools have participated in an exchange program with the City of Kawakami-mura and Kawakami Junior High School. Originally, E.A. Hall and Rolling Hills Middle School participated. When Lakeview Middle School opened, it was added to the program. Pajaro Middle School was included in the program approximately 12 years ago. Later, Alianza and Linscott Charter Schools requested participation and were included (fewer student spaces and more fund raising commitments). When Cesar Chavez Middle School opened, it received the same status as the other four, non-charter, middle schools.

Kawakami Junior High School students visit Watsonville in the fall, originally in August, but now in September. Recently, fifteen Kawakami students have participated in "home stays" and school attendance each year. They are hosted by various middle school families and sometimes school staff members.

Pajaro Valley students visit Kawakami each May. Kawakami is located in the mountainous Nagano Prefecture which hosted the 1998 Winter Olympics. Japanese history is part of the California State History and Social Studies Framework for the middle grades. While on this trip, our students learn about Japanese culture, family structure, the school system, and agriculture. Kawakami's commercial base stems from growing lettuce. This common crop was one of the reasons for the sister city formation. Recently, Kawakami has started growing strawberries too.

The PVUSD students are paired (by gender) and are placed in homes in Kawakami. The basic family structure is a mother, father, school-age children (junior high school or younger, since high schoolers go away to school), and grandparents (usually paternal). Most families are involved in farming, and the home is usually on the farm. The homes are fairly close together since five acres is considered a large family farm.

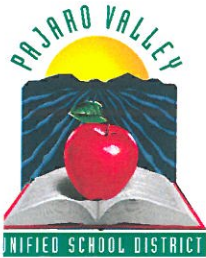
The students attend school during the week, which include academic classes, physical education, and after school club activities (the Kawakami junior high school students spend approximately 9 to 10 hours at school, with a mandatory after school activity until 6 p.m.). Besides the home stay with the Kawakami families in the middle of the week, the students usually spend one night in a resort hotel (golf country club), and a night in a Tokyo hotel.

This program has been very successful. Many of the students who have participated have called the trip "a life changing experience." Siblings and families have been highly motivated to continue participation with hopes that other family and friends may participate in the future.

Sincerely,

*Robb Mayeda*

Kawakami Watsonville Sister City Association



## Board Agenda Backup

Item No: **9.5**

**Date:** April 29, 2015

**Item: Resolution #14-15-26**

Emergency closure and suspension of days of operation at CDD Children's Centers and State Preschools due circumstances beyond the agencies control.

**Overview:** The Department of Education allows for State Programs to apply for emergency closure funds due to suspension of operations of programs due to circumstances beyond the agencies control.

See Attached documents of Days of Attendance to be reported to the Department of Education.

The CDD Children's Centers closed operations to protect the health and safety of the children as directed by PVUSD. This resolution requests funds for these lost days of operations due to circumstances beyond the agencies control.

Site Closures in Chronological Order:

- |                                 |                |                          |
|---------------------------------|----------------|--------------------------|
| • Rolling Hills State Preschool | March 2, 2014  | Water Overflow/ Flooding |
| • Salsipuedes State Preschool   | March 9, 2015  | Water Shut Off           |
| • Ohlone State Preschool        | March 25, 2015 | No Electricity           |

**Recommendation:** Approve Resolution # 14-15-26

**Budget Considerations:** Recouping of lost EDA due to Emergency Closure.

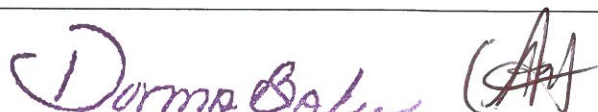
**Funding Source:** California Dept. of Education/ Child Development Division

**Budgeted:** Yes: ☐ No: ☒ **Funds Requested from CDD**

**Amount:** Set by Child Development Division on review of resolution.

**Prepared By:** Kathy Lathrop , Director of Child Development Department

**Superintendent's Signature:**

  
Dorma Baker, Superintendent

## RESOLUTION #14-15-26

This resolution must be adopted in order to certify the approval of the Governing Board to enter into this transaction with the California Department of Education for the purpose of providing child care and development services and **to verify that the claim for non operation funds due to circumstances beyond the agencies control is true and valid.**

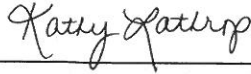
## RESOLUTION #14-15-26

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

**Verifies that all Child Development State Preschool and Children's Center programs were closed due to health and safety risks to students as well as to abide by the regulations required by Licensing.**

### Site Closures;

- |                                 |                |                         |
|---------------------------------|----------------|-------------------------|
| • Rolling Hills State Preschool | March 2, 2015  | Water Overflow/Flooding |
| • Salsipuedes State Preschool   | March 9, 2015  | Water Shut Off          |
| • Ohlone State Preschool        | March 25, 2015 | No Electricity          |

NAME	TITLE	SIGNATURE
Kathy Lathrop	Director Child Development	
_____	_____	_____

PASSED AND ADOPTED THIS 29th day of April 2015 by the

Governing Board of Pajaro Valley Unified School District

of Santa Cruz County, California.

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

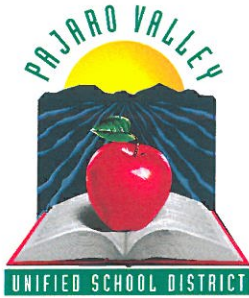
\_\_\_\_\_  
(Clerk's signature)

\_\_\_\_\_  
(Date)

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**PAJARO VALLEY UNIFIED SCHOOL DISTRICT**



**Board Agenda Backup**

Item No: **9.6**

**Date:** April 29, 2015

**Item: Migrant & Seasonal Head Start – Program Service Plan**

**Overview:** This is a request to modify the Program Service Plan for the 2015-2016 program year based on the following:

1. Major improvements to the MSHS Freedom center bathrooms are needed for health and safety reasons. Issues were identified in previous years' inspections and confirmed by the Facility Inspector contracted by the Grantee (Central California Migrant Head Start/Stanslaus County Office of Education) at the beginning of this year. The project is taking longer than expected and may delay opening of the center by one week.
2. The official start date for kinder eligible children in PVUSD has been modified. The program used an estimated date in the original proposal. (See changes in red).
3. There is a significant shortage of qualified Licensed Family Child Care Providers to provide services to Migrant & Seasonal Head Start eligible children at the beginning of the season. The program is continuing its recruitment efforts to find providers but the process may affect the number of children starting services on May 11. Adjustments have been made to allow more time for recruitment.

This request was approved by the Policy Committee at their April 21 meeting.

**Recommendation:** Approve Revised MSHS 2015-2016 Program Service Plan

**Budget Considerations:** The Grantee has provided additional funding to complete the Freedom bathroom project

**Funding Source:** U.S. Department of Health and Human Services via Grantee (Central California Migrant Head Start/Stanslaus County Office of Education)

**Budgeted:** Yes: ☒ No: ☐

**Amount:** \$30,000

**Prepared By:** Angelica C. Renteria, Migrant & Seasonal Head Start Program Director

**Superintendent's Signature:**

*Dorma Balen (A)*

Central California Migrant Seasonal Head Start Program  
2015-2016  
Program Service Plan

Delegate Agency Name: Pajaro Valley Unified School District

REVISED 4-21-15

**Center-Based Program Option**

		Number of:	
1.	Total number of proposed Center-Based Children by age group:	Infants/ Toddlers	Preschool
		51	130
2.	Total number of classes:	6	5

3.	Name of Center	# of I/T	# of Prek	Opening Date	Closing Date	# of Days per Week	Total # of Days	Total # of Weeks	Max # of Hours Per Day
	Calabasas Migrant & Seasonal Head Start	16	13	5/11/2015	10/15/2015	5	107	23	12
	Calabasas Migrant & Seasonal Head Start	0	7	5/11/2015	8/12/2015	5	64	14	12
	Freedom Migrant & Seasonal Head Start	0	30	5/18/2015	10/22/2015	5	107	23	12
	Freedom Migrant & Seasonal Head Start	0	7	5/18/2015	8/12/2015	5	59	14	12
	Hall District Migrant & Seasonal Head Start	16	13	5/11/2015	10/15/2015	5	107	23	12
	Hall District Migrant & Seasonal Head Start	0	7	5/11/2015	8/12/2015	5	64	14	12
	H A Hyde Migrant & Seasonal Head Start	16	13	5/11/2015	10/15/2015	5	107	23	12
	H A Hyde Migrant & Seasonal Head Start	0	7	5/11/2015	8/12/2015	5	64	14	12
	Turnover	3	33						
	Total	51	130						

*Angela C. Renteria* 4/21/15  
Program Director Signature/Date



Central California Migrant Seasonal Head Start Program  
2015-2016  
Program Service Plan

4.	Total Number of Infant/Toddler Teachers	18
5.	Total Number of Infant/Toddler Assistants	0
6.	Total Number of Preschool Teachers	10
7.	Total Number of Preschool Assistants:	11
8.	Number of hours of teacher employment per week:	37.5 40
9.	Number of hours of assistant employment per week:	0 40
10.	Number of education home visits per child per year:	2 2
11.	Length of each home visit:	1.5 1.5
12.	Number of parent conferences per child per year:	2 2

Briefly describe any changes made on this Program Service Plan from the current year's approved plan.

Based upon actual number of kinder eligible children, program service plan may be adjusted to provide services to additional children beginning August of 2015.

*Angelica C. Renteria* 4/21/15  
Program Director Signature/Date

Central California Migrant Seasonal Head Start Program  
2015-2016  
Program Service Plan

**Family Child Care Program Option**

		Number of:		Opening Date	Closing Date		Total # of Days	Total # of Weeks	Max # of Hours Per Day
		Infants/Toddlers	Preschool						
1.	Number of proposed Family Child Care Children:	247	230	5/11/2015	10/15/2015		111	23	12
	Number of proposed Family Child Care Children:		42	5/11/2015	8/12/2015		66	14	12
	FCCH Turnover	10	42						

2. Number of Family Child Care Homes: \* 80

3. Number of education home visits per child per year: 0      0

4. Length of each home visit: 0      0

5. Number of parent conferences per child per year: 3      3

The program is continuing its recruitment efforts to contract with qualified licensed Family Child Care Home Providers in the area. If not enough providers are found to accommodate all FCCH option slots at the beginning of the season, the program will enroll additional children when the kinder eligible children leave in Mid-August.

\* Best estimate per information available at this time

*Angelica C. Renteria* 4/21/15  
Program Director Signature/Date

Central California Migrant Seasonal Head Start Program  
2015-2016  
Program Service Plan

**State or Other Funded Collaboration**

1. Of the funded slots listed in the two options, the number of slots collaboratively funded with RHS or EHS and another source:

N/A

2. Number of Collaboratively Funded Classes

N/A

Name of Center (if FCCH, list FCCH not each home)	Number of:		Type
	Infant/Toddlers	Preschool	

Types: Blended = B; Enhanced = E; Colocated = C

3. Briefly explain the collaboration model your agency is proposing and include the source of the Non-Head Start/Early Head Start funds:

*Angelica C. Renteria* 4/21/15  
Program Director Signature/Date





## Board Agenda Backup

Item No: 9.7

**Date:** April 22 2015

**Item:** Improvement to Gutters and Downspouts at Seven Sites – Watsonville High School, Pajaro Middle School, Rio Del Mar Elementary School, Aptos Junior High School, Hall District Elementary School, Mar Vista Elementary School, Ohlone Elementary School.

Replacement of gutters, downspouts, and rainwater leaders with the associated roof repairs, fascia repairs, shrub removal, and painting as it relates to the gutter/downspout improvements.

**Overview:** On April 20<sup>th</sup> 2015 at 11:00 a.m. the District received and opened the following three bids. State Roofing Systems proposal was deemed disqualified because it did not meet the deadline. The apparent low bidder for the gutter improvement project is Wildcat Metals, with a bid of \$73,500.00.

1. Wildcat Metals - \$73,500.00
2. State Roofing Systems - \$78,597.00
3. Legacy Roofing & Waterproofing - \$79,350.00

**Recommendation:** It is recommended that the Board approve the bid proposal of Wildcat Metals in the amount of \$73,500.00. In addition it is recommended that the Board authorize the Director of Maintenance, Operations, and Facilities to execute a construction agreement with the Contractor.

### Budget Considerations:

**Funding Source:** Deferred Maintenance Fund 06

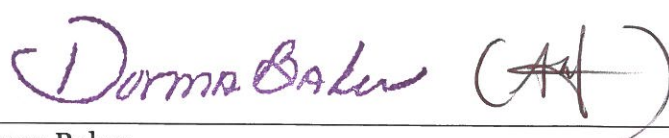
**Budgeted:** Yes: ☒ No: ☐

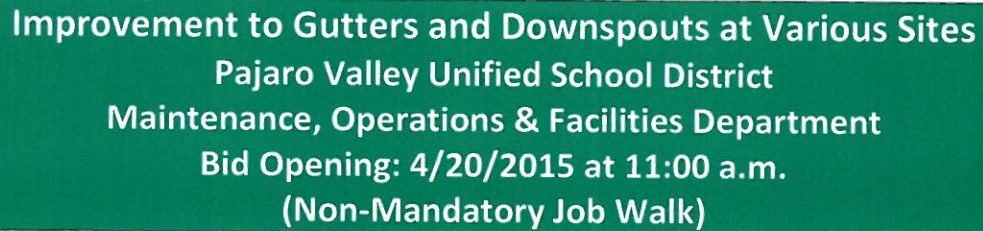
**Amount:** \$73,500.00

**Prepared By:**

  
Richard Mullikin, Director of Maintenance, Operations & Facilities

**Superintendent's Signature:**

  
Dorma Baker



**Notes:**

[illegible]





## Board Agenda Backup

Item No: 9.8

**Date:** April 22, 2015

**Item:** Rolling Hills Middle School – Percolation trench installed in the grassy area in center of the parking lot to alleviate parking lot flooding and retaining rain water on school property.

**Overview:** The District opened bids for this project on April 21<sup>st</sup> 2015 At 11:00 am The apparent low bidder for the trenching project is SCUP with a bid of \$32,482.00, however their bid was deemed un-responsive as they missed the mandatory job walk. Mark Rood Grading and Paving Co. with a bid of \$34,777.00 out of the 3 bids submitted is considered the low bidder.

- |                                 |                        |
|---------------------------------|------------------------|
| 1. K&D landscaping Inc. -       | \$49,600.00            |
| 2. Mark Rood Paving & Grading - | \$34,777.00            |
| 3. SCUP                         | <del>\$32,482.00</del> |

**Recommendation:** It is recommended that the Board approve the bid proposal of Mark Rood Grading & Paving Co. in the amount of \$34,777.00. In addition it is recommended that the Board authorize the Director of Maintenance, Operations, and Facilities to execute a construction agreement with the Contractor.

### Budget Considerations:

**Funding Source:** Deferred Maintenance Funds


**Budgeted:** Yes: ☒ No: ☐

**Amount:** \$34,777.00

**Prepared By:**

  
Richard Mullikin, Director of Maintenance, Operations & Facilities

**Superintendent's Signature:**

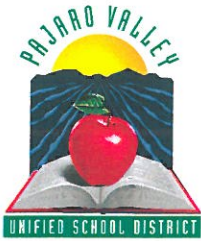
  
Dorma Baker





**Notes:**

[illegible]



# PAJARO VALLEY UNIFIED SCHOOL DISTRICT

## Board Agenda Backup

Item No: 9.9

**Date:** April 24, 2015

### **Item:** Local Education Agency (LEA) Plan Update

**Overview:** Each year the PVUSD Local Education Agency (LEA) Plan is updated. The LEA Plan is a requirement of the Elementary and Secondary Education Act/No Child Left Behind. It addresses federal funds and is organized around the following five Federal Performance Goals:

- All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2013-2014.
- All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- By 2005-06, all students will be taught by highly qualified teachers.
- All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
- All students will graduate from high school.

Attached is the LEA Plan for the 2015-16 school year. It includes updated budget figures, demographics and alignment of our improvement efforts with the new Common Core State Standards, and LCAP goals for English learners and reduce dropout rates.

**Recommendation:** It is recommended that the Board approve the updated LEA Plan.

**Budget Considerations:** N/A

**Prepared By:** Susan Pérez, Director, Assistant Superintendent, Curriculum and Instruction

**Superintendent's Signature:**

*Dorma Baker* (A)

**Elementary and Secondary Education Act/No Child Left Behind Act of 2001**

**LOCAL EDUCATIONAL AGENCY (LEA) PLAN**

**LEA Plan Information:**

Name of LEA: **Pajaro Valley Unified School District**

County/District Code: **44-69799**

Dates of Plan Duration (should be up to three years): April 2015- March 2018

Date of Local Governing Board Approval:

District Superintendent: **Dorma Baker, Superintendent**

Address: **294 Green Valley Road**

City: **Watsonville**

State: **CA**

Zip: **95076**

Phone: **(831) 786-2100 Ext. 2135**

Fax: **(831) 761-6010**

***Certification:*** I hereby certify that all of the applicable state and federal rules and regulations will be observed by this LEA and that, to the best of my knowledge, information contained in this Plan is correct and complete. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained onsite. I certify that we accept all general and program specific assurances for Titles I, II, and/or III as appropriate, except for those for which a waiver has been obtained. A copy of all waivers will remain on file. I certify that actual ink signatures for this LEA Plan/Plan Addendum/Action Plan are on file, including signatures of any required external providers, i.e., district assistance and intervention team and/or Title III regional lead.



**LEA Plan  
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## FEDERAL AND STATE PROGRAMS CHECKLIST

**Check (√) all applicable programs operated by the LEA. In the “other” category, list any additional programs that are reflected in this Plan.**

Federal Programs		State Programs	
√	Title I, Part A		EIA – State Compensatory Education
√	Title I, School Improvement Grant		EIA – Limited English Proficient
√	Title I, Part C, Migrant Education		State Migrant Education
√	Title I, Part C, Even Start Migrant Education		School Improvement
√	Title II, Part A, Improving Teacher Quality	√	Child Development Programs
	Title II, Part D, Enhancing Education Through Technology		Educational Equity
√	Title III, Limited English Proficient		Gifted and Talented Education
	Title III, Immigrants SIG QEIA		Gifted and Talented Education
	Title IV, Part A, Safe and Drug-Free Schools and Communities		Tobacco Use Prevention Education (Prop 99)
	Title V, Part A, Innovative Programs – Parental Choice		Immediate Intervention/ Under performing Schools Program
√	Adult Education, WIA Title II		School Safety and Violence Prevention Act (AB1113, AB 658)
√	Career Technical Education		Healthy Start
	McKinney-Vento Homeless Education		Dropout Prevention and Recovery Act: School Based Pupil Motivation and Maintenance Program (SB 65)
√	IDEA, Special Education, Part B	√	Other: Quality Education Investment Act (QEIA)
√	IDEA, Special Education, Part C	√	Other: ASES (After School Program)
√	21 <sup>st</sup> Century Community Learning Centers	√	Other: CA Clean Energy Jobs Act
√	Other: MAA Funding	√	Other: Lottery
√	Other: LEA Funding	√	Other: Adults In Correctional Facilities
√	Other: Child Development Programs		Other: Transportation

[illegible]



# DISTRICT BUDGET FOR FEDERAL PROGRAMS

Please complete the following table with information for your district.

Programs	Prior Year (13-14) District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
Title I, Part A	1,431,340	5,040,264	4,382,838	87%
Title I, School Improvement Grant	1,893,934	3,093,987	2,885,879	93%
Title I, Part C, Migrant Education	497,539	3,591,445	3,140,814	87%
Title I, Part C, Even Start Migrant Ed	7,562	43,099	41,589	96%
Title II Part A, Improving Teacher Quality	274,789	822,226	793,425	96%
Title II, Part D, Enhancing Education Through Technology	0	0	0	0%
Title III, Limited English Proficient	143,339	876,110	858,588	98%
Title III, Immigrants SIG QEIA	0	0	0	0%
Title IV, Part A, Safe and Drug- free Schools and Communities	0	0	0	0%
Title V, Part A, Innovative Programs-Parental Choice	0	0	0	0%
Adult Education WIA Funds	0	207,048	195,111	94%
Career Technical Education	0	180,767	174,436	96%
McKinney-Vento Homeless Education	0	0	0	0%
IDEA, Special Education, Part B	1,059	4,082,937	4,082,937	100%
IDEA, Special Education, Part C	0	246,523	246,523	100%
21st Century Community Learning Centers	1,105,483	3,475,936	2,954,546	85%
Other: Medical Administrative Activities Funding (MAA)	0	355,305	290,409	82%
Other: DHCS Medi-Cal Billing Option (LEA)	565,031	590,000	373,846	63%
Other: Child Development Programs	0	517,900	440,215	85%

Other: Special Ed, Dept Of Rehab: Workability II, Transition Partnership	0	230,203	223,948	97%
Other: Child Nutrition	2,857,878	8,861,734	7,532,474	85%
Other: Head Start	4,820,222	1,620,493	1,486,691	91%
<b>TOTAL</b>	<b>13,598,176</b>	<b>33,835,977</b>	<b>30,104,269</b>	<b>89%</b>

# DISTRICT BUDGET FOR STATE PROGRAMS

Please complete the following table with information for your district.

Programs	Prior Year (13-14) District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
EIA – State Compensatory Education	0	0	0	0%
EIA – Limited English Proficient	0	0	0	0%
State Migrant Education	0	0	0	0%
School Improvement	0	0	0	0%
Child Development Programs	127,324.00	2,637,998.00	395,699.00	85%
Educational Equity	0	0	0	0%
Gifted and Talented Education	0	0	0	0%
Tobacco Use Prevention Education (Prop 99)	0	0	0	85%
Intermediate Intervention/Under Performing Schools Program	0	0	0	0%
School Safety and Violence Prevention Act (AB 1113)	0	0	0	0%
Healthy Start	0	0	0	0%
Dropout Prevention and Recovery Act: School-based Pupil Motivation and Maintenance Program (SB 65)	0	0	0	0%



Other: Quality Education Investment Act (QEIA)	173,662	1,457,800	1,406,736	96%
Other: ASES (After School Program)	0	4,396,564	3,737,079	85%
Other: CA Clean Energy Jobs Act	887,957.00	0.00	0.00	0%
Other: Lottery	190,613	3,272,724	2,479,718	76%
Other: Adults in Correctional Facilities	0	47,187	45,534	96%
Other: Transportation	0	0	0	0%
Other: Spec Ed Project Workability	0	226,058	218,142	96%
Other: Governor's CTE Initiative: California Partnership Academies	72,224	214,560	207,044	96%
Other: Partnership Academies Program	108,132	210,330	202,962	96%
Other: Special Ed Infant Discretionary Funds	0	13,876	11,795	85%
Other: Special Ed Infant Program	0	560,069	458,089	82%
Other: Special Education Apportionment	0	10,680,587	10,680,587	100%
Other: Special Education Mental Health Services	1,188,582	1,155,173	1,153,706	99%
Other: Common Core State Standards Implementation Funds	1,676,245	0	0	0%
Other: Child Nutrition	215,109	678,232	576,497	85%
<b>TOTAL</b>	<b>4,639,848</b>	<b>25,551,158</b>	<b>21,573,588</b>	<b>89%</b>

### ***District Profile***

In the space below, please provide a brief narrative description of your district. Include your district's vision/mission statement and any additional information about the make-up of your district, including grade levels and demographics of students served, in order to provide background and a rationale for the descriptions included in the LEA Plan.

The Pajaro Unified School District (PVUSD) serves students living in an area from northern Monterey County to the town of Aptos in Santa Cruz County. The District serves a K-12 student population of slightly over 20,000 students. Presently the District operates 12 children's centers, 16 elementary schools, 5 middle schools, 1 junior high, 3 comprehensive high schools, 1 continuation school, 1 community day school, 6 charter schools and an adult education program.

The district has a total enrollment of 20,362 students based on the 2013-2014 CBEDS data. The demographic data includes 16.2% White; 0.5% African-American; 81.1% Hispanic or Latino; 0.9% Filipino; .9% Asian; and 0.4% other.

Based on the 2013-14 demographic data approximately 76% of our students were classified as Economically Disadvantaged and 46.5% were classified as English Learners. The CELDT data from 2013-2014 shows that 7,666 students were tested and 5% scored at the Advanced Level, 27% at the Early Advanced level, 38% at the Intermediate level, 18% at the Early Intermediate level, and 12% at the Beginning level. The district did not meet AMAO targets for 2013-14.

In 2012-2013 41% of the schools in PVUSD met or exceeded their API target, and 3 of the schools met their AYP targets. The district did not meet their AYP targets.

**Table 1**

*Ethnic Distribution of students*  
Pajaro Valley Unified Compared to County and  
State 2013-2014 CBEDS

	Hispanic		White		Other	
PVUSD	16,505	81.0%	3,290	16%	556	2.7%
Santa Cruz Co.	22,394	55.6%	14,689	36.4%	3212	8%
California	3,321,274	53.25%	1,559,113	25%	1317,166	21%

**Table 2**

*English Language Learners*  
Pajaro Valley Unified Compared to County and  
State Language Group Data

	Enrollment	English Language Learners*	
PVUSD	20,362	9,754	47.9%
Santa Cruz Co.	40,295	11,704	29%
California	6,236,672	1,413,549	22.6%

\*English Language Learners numbers and percentages includes students who have been designated as fully English proficient and are not native English speakers. 2011-2012 CBEDS & Language Census Data

PVUSD is governed by a 7-member Board of Trustees elected for 4-year terms. The Board encourages public participation in all aspects of the school systems operation. The district employs over 1,100 certificated instructional personnel, with over 900 classified support staff members and a management team of approximately 100 certificated and classified employees.

The District has comprehensive, coordinated programs, which offer a broad spectrum of academic and educational services, including bilingual education, special education, gifted and talented education, computer-assisted education and other specialized programs.

At the beginning of the 2008-2009 school year, the District superintendent assembled the Accountability Design Team (ADT). The ADT task was to develop the Comprehensive Accountability Framework (CAF) in the district in response to State mandates to improve student achievement. The ADT was comprised of 38 members representing an array of stakeholders from Pajaro Valley Unified School District (PVUSD) including parents, teachers, members of the Board of Trustees, site, and district office administrators.

PVUSD is committed to continuous improvement in student achievement. Therefore, the ADT developed the Comprehensive Accountability Framework (CAF) to define and ensure progress in meeting district and site-based goals. The foundation of this framework is the belief that accountability for student learning is the responsibility of all the stakeholders in the District and leadership is shared by students, parents, staff, the Board of Trustees, and the community. All stakeholders have a common interest in high student achievement and benefit from quality PVUSD schools and the services they provide to children of the community. The CAF encourages and provides opportunities for all stakeholders to be actively engaged in continuously improving student achievement.

The purpose of the CAF is to clarify and focus the district-wide work and resources that best benefit our students and their educational goals. The work of the ADT supports, reinforces and validates the district vision, and puts forth procedures to carry out the district's mission and goals:

#### **PVUSD Mission Statement**

*Our mission is to educate and support learners in reaching their highest potential. We prepare students to pursue successful futures and to make positive contributions to the community and global society.*

#### **PVUSD Goals**

The CAF provides a structure that will guide PVUSD in meeting the following PVUSD goals:

##### **Following are the PVUSD goals:**

- 1. PVUSD will provide academic challenges for all students and will support and maintain programs that are successful and help build new opportunities so we keep all students engaged in their learning.*
- 2. PVUSD will provide a consistent and strategic program to achieve the goal of English acquisition.*
- 3. PVUSD will ensure that all schools provide a safe, healthy, and positive school environment for students and staff.*
- 4. PVUSD will attract, hire, develop and retain an excellent professional staff throughout the district.*
- 5. PVUSD will engage and sustain the trust, involvement, and responsibility of all parents and community to promote collaborative programs which result in high levels of success for all students.*
- 6. PVUSD will maintain a balanced budget while effectively maximizing all resources to fulfill educational priorities.*



The CAF will assist in ensuring PVUSD's commitment to continuous improvement where outstanding teaching and learning are demonstrated, supported, and celebrated. This framework will serve as a constructive tool to focus policy, leadership initiatives, and specific strategies on continuous improvement. The CAF includes both the *District-Wide Performance Indicators* and the *School Site and District Department Performance Indicators* that put the District's goals into measurable terms. This framework provides a plan for analyzing relevant assessment data and other pertinent information with the ultimate goal of improving academic achievement for all students. Furthermore, this framework establishes the plan for communication among students, parents, staff, Board of Trustees, and the community. In addition, the CAF guides the development and implementation of research-based educational initiatives that are most effective in PVUSD schools. This information provides a foundation for individual school and district department improvement plans.

The CAF creates a transparent system for reciprocal accountability that is student-centered, educator-generated, and data-driven. The system goes beyond test scores as the sole measure of student achievement. Multiple indicators will be considered and analyzed when monitoring progress toward meeting district goals. The CAF provides three levels of indicators from which to gauge progress toward meeting the district-wide goals:

- **District-Wide Performance Indicators** provide evidence of progress toward achieving district-wide goals through a variety of quantitative performance data. This will provide the focus for writing school site and district department improvement plans
- **School Site and District Department Performance Indicators** measure performance and provide evidence of progress toward meeting school site and district department goals. These measurements come from a variety of quantitative sources
- **Reflections and Next Steps** provide a qualitative narrative focused on the impact of school site and district department efforts made toward continuous improvement. *Reflections and Next Steps* is included in improvement plans, providing a context for that improvement often not apparent in quantitative data. This narrative gives insights into the programs, projects, and strategies implemented toward meeting goals and objectives and provides next steps toward continuous improvement

PVUSD is mandated to perform as specified by federal, state and local guidelines, laws, policies, and procedures. Governing these are federal, state, local laws, and Board of Trustees' policies and procedures. The results of federal and state performance assessments such as, Annual Yearly Progress (AYP) and Annual Performance Indicators (API) as well as profiles such as the School Accountability Report Card (SARC) serve as indicators for the progress of the District. The CAF is aligned to support these performance standards and focuses the District's efforts on continuous improvement and student achievement.

## Local Measures of Student Performance

(other than State-level assessments)

Per NCLB Section 1112 regarding Local Educational Agency Plans, each LEA must provide the following descriptions in its Plan:

**A description of high-quality student academic assessments, if any, that are in addition to the academic assessments described in the State Plan under section 1111(b) (3), that the local educational agency and schools served under this part will use to:**

- a) Determine the success of students in meeting the State student academic achievement standards and provide information to teachers, parents, and students on the progress being made toward meeting student academic achievement standards;
- b) Assist in diagnosis, teaching, and learning in the classroom in ways that best enable low-achieving students to meet State student achievement academic standards and do well in the local curriculum;
- c) Determine what revisions are needed to projects under this part so that such children meet the State student academic achievement standards; and
- d) Identify effectively students who may be at risk for reading failure or who are having difficulty reading, through the use of screening, diagnostic, and classroom-based instructional reading assessments.

If the LEA uses such assessments in addition to State Academic assessments, please provide a succinct description below, and indicate grade levels and students served with such assessments.

Also, please describe any other indicators that will be used in addition to the academic indicators described in Section 1111 for the uses described in that Section.

The Pajaro Valley Unified School District (PVUSD) has developed an assessment program aligned to California State Content Standards in mathematics and English-language arts. The assessment program is designed to inform teachers about the instructional program and to inform students about their academic achievement.

PVUSD uses common benchmark assessments for two content areas: mathematics and English-language arts. The mathematics benchmarks are administered four times each year in grades 2-7, pre-Algebra, Algebra One, Geometry, and Algebra Two. In English-language arts, common benchmarks are administered in grades 1-12. The Educational and English Learner Services Department continues to work with teachers and site administrators in identifying power standards, and creating pacing guides and common benchmark assessments for social studies and science in grades 6-12.

State-level summative assessments, local benchmark and other formative assessment data is stored in DnA Illuminate, the district's assessment database. The program provides access to pre-built and custom reports which be generated and used by teachers and administration to analyze results globally (by district or site) and individually (by teacher or student). Sites can disaggregate results by any number of demographic filters (e.g., grade level, gender, language fluency, and program participation).

**Performance Goal 1: All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2013-14.**

**Planned Improvement in Student Performance in Reading**

(Summarize information from district-operated programs and approved school-level plans)

Description of Specific Actions to Improve Education Practice in <b>Reading</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<b>1. Alignment of instruction with Common Core State standards:</b>  a) Continued Implement Common Core State Standards to include success criteria and learning intentions  b) Refine District Benchmarks including Early Literacy Assessments and Performance Tasks, District Scope and Sequence, Success Criteria, Learning Intentions, Unit Performance Tasks with Common Core State Standards  c) Continued Implementation of District Benchmarks including Early Literacy Assessments and Performance Tasks, District Scope and Sequence, Success Criteria, Learning Intentions, Unit Performance Tasks with Common Core State Standards  d) Profession Development Around Content and Best Practice such as SBC Day, Wednesday PD Workshops, Site Staff Meetings, Collaboration with Grade Levels	a) District Curriculum Committee, District Instructional Leaders, Department Chairs and Teachers, District Content Coaches, Outside Literacy Consultants and LA/ELD Coordinator / <i>Ongoing</i>  b) District Instructional Leaders, Department Chairs and Teachers, District Content Coaches, Assessment & Accountability Coordinator, Outside Literacy Consultants and LA/ELD Coordinator / <i>Ongoing</i>  c) District Instructional Leaders, Department Chairs and Teachers, District Content Coaches, Assessment & Accountability Coordinator, Outside Literacy Consultants and LA/ELD Coordinator / <i>Ongoing</i>  d) Four Curriculum Coaches supporting site teachers in all subject areas, including ELD, Outside Literacy Consultants and LA/ELD Coordinator/ <i>Ongoing</i>  <i>4 – 5 times/year</i>	Supplemental pay Substitutes   Salary Costs Translations  Salary Costs  Substitute Costs	\$ 20,000  \$175,000  \$360,000  \$ 20,000	Title I  Title I Title III  Title I Title III  Title I





Description of Specific Actions to Improve Education Practice in <b>Reading</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>4. Increased access to technology:</p> <p>a) Continue to Support Renaissance Learning</p> <p>b) Support Read 180 and System 44</p> <p>c) Continue use of Lexia &amp; Newsela</p> <p>d) Collaborative Planning with Technology Department</p>	<p>a) All elementary and middle and two high schools use Accelerated Reader on a daily basis/ <i>Ongoing</i></p> <p>b) All programs have a strong technological component to the daily lessons/ <i>Ongoing</i></p> <p>c) Used at school sites to support reading instruction/ <i>Ongoing</i></p> <p>d) Updates between Technology Department and Educational Services/ <i>Ongoing</i></p>	Previously purchased licenses for all software listed in this section		
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <p>a) LA Curriculum Committee : CCSS, Benchmark Performance Task review and input</p> <p>b) Renaissance Learning</p>	<p>a) on-site coaching by grade level of ELA/ELD by staff</p> <p>b) Training and coaching and coaching for ACs, ELSs and LMTs, LA/ELD Coordinator, Curriculum coaches/<i>Ongoing</i></p>	<p>See 1(a)</p> <p>See 2 (a)</p>		

Description of Specific Actions to Improve Education Practice in <b>Reading</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
c) Systematic English Language Development	c) Use of district and outside trainers / <i>Ongoing</i>			
d) Site Academic Assessment and Accountability Coordinators	d) Monthly training and support from District Content Coaches and LA/ELD Coordinator/ <i>Ongoing</i>	Training materials, trainers, substitutes	\$20,000	Title III
e) English Learner Specialists	e) Monthly training directed by Director of Equity, State and Federal Programs and Accountability, LA/ELD Coordinator, District Coaches/ <i>Ongoing</i>	None		
f) DnA Illuminate		None		
g) Data Teams	f) Site-based teacher training provided by site administrators. District training provided for site administrators, Assessment & Accountability Coordinator and LA/ELD Coordinator/ <i>Ongoing</i>	None		
	g) Ongoing support for data team leads, site and district administrators/ <i>Ongoing</i>	Outside consultants	\$20,000	Title 1

Description of Specific Actions to Improve Education Practice in <b>Reading</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <p>a) Accelerated Reader Home Connect and STAR Reading Reports from Renaissance Learning</p> <p>b) Annual Parent Conference</p> <p>c) DnA Illuminate-Student Reports</p> <p>d) Placement Process: Articulate district protocols for transition from elementary to middle school/junior high, from middle school/junior high to high school, and high school to college or career/technical training programs</p>	<p>a) Teachers, AR Site Representative and/or administrator shares this information with parents / <i>Ongoing</i></p> <p>b) District TOSA organizes this conference held in February each year.</p> <p>c) Specific student reports generated from DnA Illuminate list all district and state level assessments. Assessment &amp; Accountability Coordinator, LA/ELD Coordinator/<i>Ongoing</i></p> <p>d) Site Administration, Department Chairs, Guidance Counselors, ELSs and District Leadership/<i>Ongoing</i></p>	<p>None</p> <p>Conference Costs</p> <p>None</p> <p>None</p>	<p>\$20,000</p>	<p>Title III Title I</p>
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <p>a) Support for Incoming Kindergarteners: Deliver LA/ELD information to parents at the Kinder Round Up parent workshop</p> <p>b) Common Core Transition: Develop and deliver web-based information and support for parents and students to understand the changes associated with new standards' implementation.</p>	<p>a) District TOSA, Site Administration / <i>Ongoing</i></p> <p>b) LA/ELD Coordinator, Math Coordinator and Assessment &amp; Accountability Coordinator/<i>Ongoing</i></p>	<p>None</p> <p>None</p>		

Description of Specific Actions to Improve Education Practice in <b>Reading</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>8. Monitoring program effectiveness:</p> <p>a) DnA Illuminate</p> <ul style="list-style-type: none"> <li>i. Assemble development teams to rework existing yearly benchmarks to mirror Smarter Balanced Assessment Consortia's Common Core assessment structure and content</li> <li>ii. Monitor administration of assessments</li> <li>iii. Monitor data entry of assessments into DnA</li> <li>iv. Provide reports to stakeholders</li> </ul> <p>b) STAR Reading/Accelerated Reader</p> <p>c) District Leadership Summits</p>	<p>a) Grade-level teacher leaders, Site Leadership, LA/ELD Coordinator, Assessment &amp; Accountability Coordinator/ <i>2015-2016 school year</i></p> <p>b) Results from computerized assessments and updates on reading progress given to District Leadership, LA/ELD Coordinator oversees with site leads <i>/Ongoing</i></p> <p>c) Principals provide updates of program effectiveness to district leadership/<i>yearly</i></p>	<p>See 1(a)</p> <p>Previous contract</p> <p>None</p>		



Description of Specific Actions to Improve Education Practice in <b>Reading</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>9. Targeting services and programs to lowest-performing student groups:</p> <p>a) Systematic English Language Development</p> <p>b) Response to Instruction</p> <p>c) Renaissance Learning (Accelerated Reader)</p> <p>d) Data Teams</p>	<p>a) LA/ELD Coordinator, District Curriculum Coaches, grade-level teachers and site administrators/<i>Ongoing</i></p> <p>b) LA/ELD Coordinator, District Curriculum Coaches, ELSS, grade-level teachers and site administrators/<i>Ongoing</i></p> <p>c) LA/ELD Coordinator, District Curriculum Coaches, ELSS, district instructional technology staff, grade-level teachers and site administrators/<i>Ongoing</i></p> <p>d) LA/ELD Coordinator, District Curriculum coaches, ELSS, grade-level teachers and site administrators/<i>Ongoing</i></p>	<p>Substitutes, materials</p> <p>Itemized in 1(b)</p> <p>Previous Contract</p> <p>None</p>	\$20,000	Title III
<p>10. Any additional services tied to student academic needs:</p> <p>Supplemental small group instructional interventions offered to migrant students during the day. <i>This will be updated with DSA submitted 5/4/15</i></p>	17 Migrant Teachers	Salaries for teachers	\$1,564, 383	Title 1 Part C, Migrant Education

**Performance Goal 1: *All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2013-14.***

**Planned Improvement in Student Performance in Mathematics**

(Summarize information from district-operated programs and approved school-level plans)

Description of Specific Actions to Improve Education Practice in <b>Mathematics</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
1. Alignment of instruction with content standards:  a. Curriculum Mapping – Alignment of Power Standards, District Assessment and Pacing Guides to Common Core Standards in Grades K- Algebra II <ul style="list-style-type: none"> <li>• Scope and Sequence for Critical Areas of Focus</li> <li>• Module Guides</li> <li>• Assessment Guides</li> </ul>	a. Grade-level teacher leaders, Math Coordinator, <i>2015-2016 School Year</i>	a. Substitute costs, supplies and materials	\$20,000	Title 1
2. Use of standards-aligned instructional materials and strategies:  a) Materials – Provide curricular resources to support instruction of Common Core Standards <ul style="list-style-type: none"> <li>i. Review and purchase bridge materials</li> <li>ii. Identify curricular resources in open source repositories</li> <li>iii. Continue membership in the Silicon Valley Math Initiative (SVMl) to provide on-going access to performance tasks, instructional tools, and professional network meetings</li> </ul> b) Strategies – Provide professional learning workshops for teachers and school site instructional leaders	a) Grade-level teacher leaders, Math Coordinator, Site Administrators <i>2014-2015 School Year</i>  b) Math Coordinator, Assessment, Accountability Coordinator, SVMl Mathematics Specialists, <i>2015-2016 school year</i>	SVMl membership fee  Bridge materials grades K-8	\$5,000  \$212,065	Title I  CCSS Imp Funds

Description of Specific Actions to Improve Education Practice in <b>Mathematics</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> <li>i. Develop and deliver monthly curriculum and assessment trainings</li> <li>ii. Continue to use the online repository of training materials</li> <li>iii. One-to-one and small/large group coaching sessions on content, pedagogy and instructional planning</li> </ul>		High school PD: Alg I, Alg II, Geometry teachers	\$ 135,000	GEAR UP, UCSC
<p>3. Extended learning time:</p> <p>a) Computer-Based Instruction</p> <ul style="list-style-type: none"> <li>i. Continue the use of computer-based instruction as a prescriptive intervention and acceleration tool</li> <li>ii. Provide teacher and site academic leaders with support in program content, student achievement data interpretation, and implementation strategies</li> </ul>	<p>a) Math Coordinator, district technology support staff, site's technology liaison and district instructional technology staff, <i>2014-15 school year</i></p>	0.5 TOSA Salary Software license fees	\$ 75,000	Title 1
<p>4. Increased access to technology:</p> <p>a) Computer-based instruction</p> <ul style="list-style-type: none"> <li>i. Provide standards-based, economical, web-based, adaptive learning software to students throughout the district</li> <li>ii. Support district implementation using blended learning formats</li> </ul>	<p>a) Math Coordinator, district technology support staff, site's technology liaison and district instructional technology staff, <i>2014-15 school year</i></p>	See 3 (a)		

Description of Specific Actions to Improve Education Practice in <b>Mathematics</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <p>a) Vertical and horizontal collaboration</p> <p>b) training for administrators to observe and evaluate math classes</p>	<p>a) Math Coordinator, grade-level teachers, and site administrators, <i>2014-15 school year</i></p> <p>b) Math Coordinator, grade-level teachers, and site administrators, <i>2014-15 school year</i></p>	<p>See 2 (a) &amp; (b)</p> <p>None</p>	see 2 (b)	b) GEAR UP, UCSC
<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <p>a) Placement Process: Articulate district protocols for transition from elementary to middle school/junior high, from middle school/junior high to high school, and high school to college or career/technical training programs</p>	<p>a) Site admin team, department chairs, guidance counselors, and district leadership, <i>2014-15 school year</i></p>	None		
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <p>a) Support for Incoming Kinders: Deliver math information to parents at the Kinder Round Up parent workshop</p> <p>b) Common Core Transition: Develop and deliver web-based information and support for parents and students to understand the changes associated with new standards' implementation</p>	<p>a) District TOSAs, <i>2014-15 school year</i></p> <p>b) Math Coordinator, <i>2014-15 school year</i></p>	<p>None</p> <p>None</p>		





Description of Specific Actions to Improve Education Practice in <b>Mathematics</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>9. Targeting services and programs to lowest-performing student groups:</p> <p>a) Vertical and horizontal collaboration</p> <p>b) Computer-based instruction</p> <p>i. Provide low-cost, web-based, adaptive learning software to students throughout the district</p> <p>ii. Support district implementation using blended learning formats</p>	<p>a) Math Coordinator, grade-level teachers, and site administrators, <i>2015-2016 school year</i></p> <p>c) Math Coordinator, grade-level teachers, site administrators, site's technology liaison, and district instructional technology staff, <i>2015-2016 school year</i></p>	<p>See 2 (a) &amp; (b)</p> <p>None</p> <p>See 3</p> <p>(a)</p>		
<p>10. Any additional services tied to student academic needs:</p> <p>Supplemental small group instructional interventions offered to migrant students during the school day.</p> <p><i>This will be updated on DSA submitted 5/4/15</i></p>	17 Migrant Teachers	Salaries for teachers	\$1,564, 383	Title 1 Part C, Migrant Education

**Performance Goal 2: *All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.***

**Planned Improvement in Programs for LEP Students and Immigrants (Title III)**

(Summarize information from district-operated programs and approved school-level plans)

1. (Per Sec. 3116(b) of NCLB, this Plan must include the following:

a. Describe the programs and activities to be developed, implemented, and administered under the subgrant;

**PVUSD Master Plan for English Learners**

**English Language Mainstream (ELM)**

The English Language Mainstream classroom is designed for students who are either native English speakers, fluent English proficient, or have acquired reasonable fluency in English. K-12 English learner students who have been assessed on the CELDT and have found to be at “reasonable levels of fluency in English” receive daily instruction in ELD and grade-level instruction in the core content areas with ongoing attention paid to the language demands of the instruction. SDAIE strategies are used in the ELM program. Teachers who work with EL students in the ELM program possess appropriate state authorizations.

**Structured English Immersion (SEI):**

Instruction in the SEI program is overwhelmingly in English. This program allows the use of primary language and primary language materials (up to 30% of the time), as appropriate, to meet student needs. Core content instruction is based on state grade level standards, and teachers utilize appropriate strategies to ensure comprehensibility of instruction. Both ELD and SDAIE content courses are taught by teachers with the appropriate state authorizations. Parents are notified annually regarding student placement.

**Alternative Bilingual Education Program Options:**

• **K-8 Dual Language Biliteracy Model**

Students receive instruction and support in both English and Spanish. Academic instruction provides access to the core curriculum in both languages and develops literacy in the native language while developing literacy in the second language. Students are expected to be at grade level in English by 3rd grade but no later than fifth grade.

• **Early Exit 50/50 Transitional Bilingual Model**

Students in grades K-3 receive support in both Spanish and English. Spanish reading/language arts instruction is provided in the early grades as a foundation for the development of English literacy which begins in Kindergarten. Some content instruction is provided in Spanish and transition to English is planned and purposeful. Students are expected to achieve reasonable fluency in English within 2 to 3 years.

• **Late Exit 70/30 Developmental Bilingual Model**

Students in grades K- 5 receive instruction and support in the targeted primary language and English. Academic instruction provides access to the core curriculum in both languages and develops literacy in the native language while developing literacy in the second language.

Students are expected to be at grade level in English by their 3<sup>rd</sup> year and reclassify no later than fifth grade. Students are expected to meet all grade level standards and assessments.

- **Newcomer Bilingual Program Model**

Students receive instruction and support in both the primary language and English. Instruction begins at 50% in each language increasing in English during the year. Language Arts is provided in the primary language and skills are transferred to English. Some content instruction is provided in the primary language and transition to English is planned and purposeful so it occurs as rapidly as possible without sacrificing or delaying the learning of the academic core content. Students are expected to achieve reasonable fluency in English within 1 to 3 years depending on the amount of prior schooling in their native country/language.

**English Learners Needs and Goals (from LCAP)**

1. Increase the number of English Learners who achieve full English language proficiency: Increase percent of English learners who demonstrate at least one year of progress toward English fluency as measured by the state English language development test (CELDT)
  - a) Provide professional development and coaching on implementation of district-wide Systematic ELD program
  - b) Provide professional development and coaching on new ELA/ELD standards
  - c) Ensure access to EL instructional programs per PVUSD Master Plan for English Learners
2. Decrease the number of Long-term English Learners
  - a) Provide additional support to reduce teacher/student ratio in high school ELD 1 classes
  - b) Utilize Student Assessment System (DnA) to better monitor student progress toward reclassification
  - c) Identify and provide intensive instructional supports via site-based interventions and Extended Learning for students not progressing through English proficiency levels
3. Increase articulation and identification of specific learning goals in English and Spanish in bilingual programs

**b. Describe how the LEA will use the subgrant funds to meet all annual measurable achievement objectives described in Section 3122**

PVUSD will use Title III funds to provide the following support services to EL students:

- District Teachers on Special Assignment (TOSAs) will work with the Assistant Superintendent of Educational Services to identify/develop common formative assessments and benchmarks to guide ELD instruction district-wide. Support and training will be provided through the monthly English Learner Specialist and Site Academic Coordinator meetings and additional times as needed.
- Teachers on Special Assignment (TOSAs) will assist in the implementation and monitoring of the District's Master Plan for English Learners. TOSAs will provide demonstrations to schools on best instructional practices.  
With assistance from the Department of Educational Services each site (including classroom teachers and administrators) will monitor program implementation, use data to inform program improvement decisions and improve program implementation.
- Professional development will be provided in the areas of Systematic English Language Development (elementary) and Inside/Edge (secondary). TOSAs and administrators monitor the implementation of the skills learned during professional development to ensure the effects of the PD are systematic and consistent with the Title III Addendum and Action Plan remedies.

**c. Description of how the LEA will hold elementary and secondary schools accountable.**

PVUSD schools are expected to continue to meet the following State Board of Education approved AMAO's for annual ELL student growth. English Learners will meet or exceed the state Annual Measurable Academic Objectives (AMAOs) for English language acquisition, as measured by the California English Language Development Test (CELDT) and described in the Title III Addendum and Action Plan.



<b>Year</b>	<b>AMAO 1</b> Percent Making Annual Gains on CELDT	<b>AMAO 2</b> Percent at English Proficient level <i>Less than 5 years</i>	<b>AMAO 2</b> Percent at English Proficient level <i>5 years or more</i>
2012-2013	57.5%	21.4%	22.8%
2013-2014	59%	47%	49%

All schools develop a School Plan that is updated annually and approved by the School Site Council and the Board of Education. The School Plans are aligned with the District's Comprehensive Accountability Framework (CAF) and contain student achievement goals and measurable benchmarks that are consistent with the CAF:

GOAL 1: Provide academic challenges for all students. Support and maintain programs that are successful and help build new opportunities so we keep all students engaged in their learning.

GOAL 2: PVUSD will provide a consistent and strategic program to achieve the goal of English acquisition.

District-Wide Performance Indicators	Data Source	Disaggregate by Subgroup	Data collected and included in improvement plan
Percentage of students scoring proficient or above in reading, writing, math, social studies, science	SBAC, STS, CMA, CAPA, District Benchmarks	Yes	
Percentage of students progressing one or more levels per year in reading, writing, math, social studies, science	SBAC, STS, CMA, CAPA	Yes	
Percentage of English learners progressing one or more levels per year	CELDT, SBAC (separately and together)	No	
Percentage of students attending schools 95% or more of the time	District Student Information System		x
Percentage of eighth graders meeting promotion requirements	District Student Information System	Yes	x
Percentage of high school students with credit on track to graduate in four years by grade level	District Student Information System	Yes	x
Percentage of 10th grade students passing CAHSEE	CAHSEE	Yes	x
Percentage of students enrolled in AP classes	District Student Information System	Yes	x
Percentage of students in AP classes who pass AP exams	District Student Information System		
Percentage of graduates who receive a high school diploma (Pass CAHSEE & meet grade requirements)	District Student Information System		
Percentage of graduating seniors who have been accepted to colleges and universities	CAL-PASS		
Percentage of 5th, 7th and 9th graders who achieve Proficiency on the state Physical Fitness exam	BMI baseline readings (kindergarten), State test data		x

All EL student information is recorded in a district database that is accessible to individual sites and teachers via the Internet. Site staff members input student information/ assessment data and download reports from this database. A thorough data analysis is completed on an annual basis when School Plans are updated. In addition, schools monitor and report on progress towards student achievement goals on a quarterly basis.

In PVUSD, the English Language Development growth of English learners is measured by annual growth on the CELDT. Academic growth in reading/language arts and math is measured on an annual basis by student performance on the California Standards Test. Curriculum embedded assessments are used to monitor student academic growth on a formative basis and to inform instruction. Use of Data Team process monitors students for modification of instruction, implementation of instructional strategies, or immediate intervention.

**d. Description of how the LEA will promote parental and community participation in LEP programs.**

PVUSD has a strong parent component that supports a full partnership between the home and the school. State and federal advisory committees exist at school site and the district levels. In addition, school sites, Migrant Education, Extended Learning, Adult Education, SELPA and the State and Federal Programs department sponsor a variety of ongoing opportunities for parents to realize the goal of a full partnership. These opportunities include: an annual Parent conference, parent forums, Latino Family Literacy, Literatura Infantil, and specific topics on student achievement. The district employs a TOSA parent trainer to assist sites to implement the above mentioned initiatives, and this year will hire three Parent Education Specialists to connect with families and promote parent participation at the many workshops offered throughout the district.

***Advisory Committees***

All schools with at least 21 English Learners have elected English Learner Advisory Committees (ELAC). The school site ELAC selects a representative to the District English Learner Advisory Committee (DELAC). This person reports to the ELAC pertinent information disseminated at the DELAC meetings. Both ELAC and DELAC parent representatives receive materials and training appropriate to assist them in carrying out their responsibilities.

The Director of Equity, State and Federal Programs and Accountability and District Teacher on Special Assignment (TOSA) oversee the functions of the DELAC to ensure that the following occur:

- That each school site is represented at monthly DELAC meetings;
- That officers are elected to serve on the DELAC: President, Vice-President, Secretary and Membership Chairperson, as detailed in the PVUSD DELAC By-laws;
- That parents receive timely information, training and guidance to adequately make decisions at the school sites concerning English Learners;
- Meetings are held seven times per year at the district office.

***Parent Education Opportunities***

The district and the school sites offer parent education opportunities based on identified needs. Suggested topics include the following:

- Leadership training for ELAC and DELAC committee members;
  - Leadership training for School Site Council members;
  - Programs available at different school sites;
  - Successful instructional models and innovative programs
- 
- Information to all parents on district programs for ELL students: SEI, Mainstream Programs, and all alternative program models;
  - Programs (i.e., GATE, Special Education) for English learners with special needs;

- Strategies for assisting children with literacy and with other homework;
- Graduation, college entrance information;
- Career awareness for students and parents;
- Understanding achievement test data for their children and their school;
- Understanding state standards and the standards-based report cards;
- Information about the educational system and advocacy for their children.

## **2. Description of how the LEA will provide high quality language instruction based on scientifically based research (per Sec. 3115(c)).**

The effectiveness of the EL programs will be determined by the increase in:

- English proficiency; and
- Academic achievement in the core academic subjects

PVUSD currently offers daily ELD, SDAIE, and/or primary language instruction in the core academic subjects in its SEI, ELM and alternative program models for the ELL students. Standards-aligned content curricula and instruction are implemented at all sites. The Data Team Process in place at all sites ensures that ongoing monitoring of student progress takes place. The Title III Addendum and Action Plan outline remedies for not meeting ELD and content accountability measures.

## **3. Description of the LEA will provide high quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel.**

In order for administrators, teachers, parents and the community to meet the needs of EL students at all proficiency levels, they must participate in a comprehensive standards-based professional development program. The District's Comprehensive Accountability Framework (CAF) sets forth both Site and District-Wide Performance Indicators regarding high quality professional development for teachers, administrators and other school or community-based personnel. The CAF requires that all professional development address the following:

- Theoretical Understanding
- Demonstrations
- Practice and Feedback
- On-the-Job Coaching

Title I and Title III funds will be used to design and implement a professional development plan that is aligned with and supporting the high quality instructional practices outlined in the CAF.

Allowable Activities	4. Upgrade program objectives and effective instruction strategies.	<u><b>Yes or No</b></u>	<b>If yes, describe:</b> On a monthly basis, the Director of Equity, State and Federal Programs and Accountability, along with department staff, meet with elementary Site Academic Coordinators and secondary English Learner Specialists. These meetings ensure district-wide articulation, consistent program implementation and coordination. These meetings focus on: <ul style="list-style-type: none"> <li>• Effective support strategies for EL students</li> <li>• The pedagogy of coaching and modeling lessons</li> <li>• Use of data to inform instruction</li> </ul>
		Description of how the LEA is meeting or plans to meet this requirement.	
Allowable Activities	5. Provide – a. tutorials and academic or vocational education for LEP students; and b. intensified instruction.	<u><b>Yes or No</b></u>	<b>If yes, describe:</b> All extended learning services are coordinated and focused to ensure maximum effectiveness. Extended learning opportunities are part of a school-wide strategy to increase the academic success of students who are at risk of failure. These interventions are designed to remedy and/or accelerate diagnosed areas of student need.  The departments of Migrant Education and Extended Learning Programs also provide after school programs using a variety of state and federal funding.
	6. Develop and implement programs that are coordinated with other relevant programs and services.	<u><b>Yes or No</b></u>	<b>If yes, describe:</b> District-wide coordination of programs and services occurs through the following structures: <ul style="list-style-type: none"> <li>• Weekly Cabinet meetings</li> <li>• Monthly meetings for elementary principals, secondary principals and Leadership Team (includes all administrators)</li> <li>• Monthly meetings of ELSSs, Site Academic Coordinators, and Department of Educational Services</li> </ul>

	<p>7. Improve the English proficiency and academic achievement of LEP children.</p>	<p><b>Yes or No</b> _____</p>	<p>If yes, describe:</p> <p>In order to facilitate the timely, appropriate placement of English Learners, the district conducts centralized oversight of initial and annual CELDT testing.</p> <p>ELD programs have been purchased for middle, high schools, and elementary schools. Training and ongoing coaching is being provided at all three grade spans. Coaching is provided by the Department of Educational Services to classroom teachers, ELS's, and administrators. All programs will continue to be monitored for consistent implementation across sites and grade levels.</p> <p>The District's Comprehensive Accountability Framework (CAF) outlines the implementation of the Data Team Process at all school sites to ensure a focus on student-centered learning and support for that learning. All PVUSD employees will be part of a Data Team. Data Teams are small grade-level or department teams that examine individual student work generated from common formative assessments. All Data Teams follow a collaborative, structured process that focuses on the effectiveness of teaching and learning for all students. Data Teams also plan how to deliver interventions and accelerate learning to meet the diverse needs of their students.</p>
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		Description of how the LEA is meeting or plans to meet this requirement.	
Allowable Activities	<p>8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families –</p> <ul style="list-style-type: none"> <li>o To improve English language skills of LEP children; and</li> <li>o To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children.</li> </ul>	<b><u>Yes or No</u></b>	<p><b>If yes, describe:</b></p> <p>The district has hired a Parent Education Trainer (TOSA) whose major responsibilities include the facilitation of the District English Learner Advisory Committee (DELAC), training of D/ELAC membership, and implementation of parent involvement projects at the district and school sites. District has also created three new positions for parent education specialists to connect with parents and improve attendance at workshops offered throughout the district.</p> <p>District staff will continue to work with school sites to inform parents of their rights to participate in school governance organizations and to coordinate education offerings. Parents stated needs generated through ELAC and DELAC will be addressed in the parent education program.</p>
	<p>9. Improve the instruction of LEP children by providing for –</p> <ul style="list-style-type: none"> <li>o The acquisition or development of educational technology or instructional materials</li> <li>o Access to, and participation in, electronic networks for materials, training, and communication; and</li> <li>o Incorporation of the above resources into curricula and programs.</li> </ul>	<b><u>Yes or No</u></b>	<p><b>If yes, describe:</b> The district maintains several databases to allow teachers and administrators access to information relative to the EL programs. Our Extended Learning program has provided most sites with hardware, software and training to implement computer-assisted instruction programs in reading, writing, mathematics and ELD. In additions, the <i>Rosetta Stone</i> and <i>Imagine Learning</i> software programs are being piloted at some district sites. Math intervention software has been purchased and is in use at all elementary and middle school sites to support students struggling in mathematics.</p>
	10. Other activities consistent with Title III.	<b><u>Yes or No</u></b>	<p><b>If yes, describe:</b></p> <p>The district has submitted and regularly monitors its Title III Addendum and Action Plan to Remedy.</p>

## Plans to Notify and Involve Parents of Limited-English-Proficient Students

	Parents of Limited-English Proficient students must be notified: the outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents.	Description of how the LEA is meeting or plans to meet this requirement.
Required Activities	<ol style="list-style-type: none"> <li>1. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB):               <ol style="list-style-type: none"> <li>a. The reasons for the identification of their child as LEP and in need of placement in a language instruction educational program;</li> <li>b. the child's level of English proficiency, how much level was assessed, and the status of the student's academic achievement;</li> <li>c. the method of instruction used in the program in which their child is or will be participating, and the methods of instruction used in other available programs, including how such programs differ in content, instructional goals, and use of English and a native language in instruction;</li> <li>d. how their child's current or future program will meet the educational strengths;</li> <li>e. how such program will specifically help their child learn English, and meet age-appropriate academic achievement standards for grade promotion and graduation;</li> <li>f. the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school from such program if funds under this title are used for children in secondary schools;</li> <li>g. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child.</li> </ol> </li> </ol>	<p>The process for enrollment and language proficiency assessment is described in the PVUSD Master Plan for Services to English Learners.</p> <ul style="list-style-type: none"> <li>• Parents take their child/ren to their neighborhood school to enroll. Parents fill out enrollment paperwork.</li> <li>• The students' English language proficiency will be assessed within a day or two of enrollment. An initial assessment of the EL's primary language is conducted as soon as possible after the completion of the English language assessment, as part of the enrollment process. Assessments are coordinated by the district's Language Assessment Resource Center (LARC).</li> <li>• Upon completion of testing, the parents are notified of the assessment results and are given a description of the default program placement. Parents are also provided an explanation of all available programs and alternative model options and discuss the benefits of each. Once the program and alternative model options have been explained, the parents of English Learners are informed of their right to apply for a parental exception waiver.</li> <li>• A copy of all Parental Exception Waivers and requests, and requests to be placed in an English Language Mainstream program are kept on file at the school site.</li> <li>• The parent notification letter and annual Title III letter are sent home to the parents.</li> </ul>

		Description of how the LEA is meeting or plans to meet this requirement.
Required Activity	<ul style="list-style-type: none"> <li>h. information pertaining to parental rights that includes written guidance detailing –               <ul style="list-style-type: none"> <li>i. the right that parents have to have their child immediately removed from such program upon their request; and</li> <li>ii. the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available;</li> <li>iii. the LEA assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the LEA.</li> </ul> </li> </ul>	
<p><b>Note:</b> Notifications must be provided to parents of students enrolled since the previous school year: not later than 30 days after the beginning of the school year. If students enroll after the beginning of the school year, parents must be notified within two weeks of the child being placed in such a program.</p>		
<p><b>LEA Parent Notification Failure to Make Progress</b>          If the LEA fails to make progress on the annual measurable achievement objectives it will inform parents of a child identified for participation in such program, or participation in such program, of such failure not later than 30 days after such failure occurs.</p>		

### Plans to Provide Services for Immigrants

IF the LEA is receiving or planning to receive Title III Immigrant funding, complete this table (per Sec. 3115(e) ).		Description of how the LEA is meeting or plans to meet this requirement.	
Allowable Activities	1. Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children:	Yes or No	If yes, describe: N/A
	2. Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth:	Yes or No	If yes, describe: N/A
	3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;	Yes or No	If yes, describe: N/A
Allowable Activities	4. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds:	Yes or No	If yes, describe: N/A

IF the LEA is receiving or planning to receive Title III Immigrant funding, complete this table (per Sec. 3115(e) ).			Description of how the LEA is meeting or plans to meet this requirement.
	5. Basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services:	<b>Yes or No</b>	<b>If yes, describe: N/A</b>
	6. Other instruction services designed to assist immigrant children and youth to achieve in elementary and secondary schools in the USA, such as programs of introduction to the educational system and civics education:	<b>Yes or No</b>	<b>If yes, describe: N/A</b>
Allowable Activities	7. Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services:	<b>Yes or No</b>	<b>If yes, describe: N/A</b>

**Performance Goal 3: *By 2005-06, all students will be taught by highly qualified teachers.***

**Summary of Needs and Strengths for Professional Development**

Based on a needs assessment of teacher data for your district, include a narrative that describes areas of needed professional development and areas where adequate professional development opportunities exist.

**[Description of activities under Title II, Part A, Subpart 1, Grants to LEA]**

STRENGTHS	NEEDS
<p>The district has a culture that emphasizes the building of a learning community with paraprofessionals, certificated staff and administration. Rigorous standards for hiring and training support the increased performance of the district's students. Partnerships with local Universities promote the building of the "grow your own" system. The district is also a partner with the nationally recognized Santa Cruz/Silicon Valley New Teacher Project (SC/SV NTP). All of the district's first and second year teachers participate in the program and receive intensive coaching and professional development. New administrators to PVUSD receive coaching, support, and training from the New Teacher Center for their first two years as well. At this time 100% of all paraprofessionals in schools receiving Title I-funds are NC LB compliant. The Human Resources Department uses a targeted, centralized recruitment plan to fill openings as early as possible once enrollment projections are established. The district goal is to ensure that its teachers are highly qualified and NCLB compliant. It is a District goal to maintain its commitment to 100% of its teachers having CLAD authorizations.</p>	<p>The recruitment and retention of teachers continues to be a challenge in the following areas: math, science, special education, especially, speech &amp; language, bilingual education.</p> <p>The district continues to struggle with teachers and administrators seeking employment in other districts due to the high cost of living in the immediate area. This becomes the biggest issue between the fifth and seventh years of teaching</p>



**Performance Goal 3: *By 2005-06, all students will be taught by highly qualified teachers.***

**Planned Improvements for Professional Development (Title II)**

(Summarize information from district-operated programs and approved school-level plans)

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. How the professional development activities are aligned with the State's challenging academic content standards and student academic achievement standards, State assessments, and the curricula and programs tied to the standards:</p> <p>The SC/SVNTP's professional development is content related, standards based and includes synthesizing student data, determining flexible groupings, lesson planning, analyzing student work, case studies, SC/SVNTP seminar series focused on student content; i.e. how to teach ELL's and special populations effectively, formative assessments aligned with the new Common Core Standards (CCS), work in setting standards for student behavior, and how to communicate with students' families about individual progress and writing district goals/individual learning plans in specific content area. Programs to assist teachers with peer support in meeting the CCS. The New Teacher Center work is aligned with the California Administrative Standards as is the administrative evaluation system. The district's state-wide recruitment process promotes a standardized approach to hiring and induction that aligns with state standards. Human Resources coordinator participates as a member of the SC/SVNTP "Steering Committee" designed to ensure a match of services to teachers meet identified student needs.</p> <p>District Coordination of services and training related to recruitment, hiring, credentialing and evaluating, all within the realm of compliance under bargaining unit contract language. Activities and support of certificated staff related to the development, articulation and implementation of school community, culture, instructional programs and proper management of the organization and its resources to provide for a safe, efficient and effective learning environment for all stakeholders.</p>	<p>SCNTP</p> <p>New Administrator Project</p> <p>Teacher Assistance Program</p> <p>WestEd</p> <p>Director, Human Resources</p>	<p>\$4,000 per new teacher per year</p> <p>\$4,000 per new administrator</p> <p>PAR: mentoring and coaching teachers</p> <p>Training &amp; Collaborative work w/ WestEd</p>	<p>\$252,000</p> <p>\$12,000</p> <p>\$37,000</p> <p>\$2,500</p> <p>\$85,000</p>	<p>Title II A State block funding for BTSA</p> <p>Title II A</p> <p>HR Budget</p> <p>Title II A</p> <p>Title II A</p>

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>2. How the activities will be based on a review of scientifically based research and an explanation of why the activities are expected to improve student academic achievement:</p> <p>Data is tracked to follow the number of fully credentialed teachers district- wide, including new hires, ongoing retention of teachers at Title I schools, number of teachers participating in BTSA aligned with student performance in English language arts and reading, number of new hired paraprofessionals that meet the NCLB standards. Data is collected around teachers who meet district evaluation standards which includes systematic goal setting aligned with student performance data.</p> <p>Data Teams are used to build collaborative environments at all sites for grade level and department analyzing of student achievement data and sharing of best practices and instructional strategies. Currently site focus with plans to collaborate at a District-wide level through staff development and training of Data Team leaders</p>	Technology Department, Human Resources	Online evaluation survey		

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>3. How the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students:</p> <p>Beginning teachers meet weekly with New Teacher Advisors to determine areas of growth to improve practice. NTP Advisors support teachers with current resources and research regarding best practices to build a strong foundation. On-going student assessments are part of the on-going advisors' focus.</p> <p>Trained administrators assisting teachers in meeting the academic needs, as identified by District and site goals derived from tracked student data as well as supporting teachers in meeting the CSTP as documented through a rigorous evaluation process.</p>	<p>NTP Advisors</p> <p>Assistant Principals</p>	<p>(listed above under new teacher support)</p>	<p>\$229,000</p>	<p>Title II A</p> <p>Title II A</p>
<p>4. How the LEA will coordinate professional development activities authorized under Title II, Part A, Subpart 2 with professional development activities provided through other Federal, State, and local programs:</p> <p>Collaborative meetings are regularly scheduled with all participating partners to coordinate services including: New Teacher Project, UCSC, EPC-Gear-Up, SCCOE, Assistant Superintendents, Human Resources, State &amp; Federal Programs, and Curriculum and Instruction and Technology Services.</p> <p>Peer-Assistance opportunity for supporting teachers in meeting the CSTP.</p>	<p>SCNTP UCSC EPC-Gear-Up SCCOE District Personnel</p> <p>Teacher Assistance Program (PAR); mentioned above</p>		<p>\$37,000</p>	<p>Title IIA</p>

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>5. The professional development activities that will be made available to teachers and principals and how the LEA will ensure that professional development (which may include teacher mentoring) needs of teachers and principals will be met:</p> <p>First and secondary year teachers participate in professional development seminars. Beginning teachers also meet with their advisors weekly.</p> <p>New principals receive coaches through the New Teacher Center. In addition, they attend in-services organized by the PUVSD Human Resources department as part of district support for understanding the contractual and legal aspects of administration; this support also includes understanding and applying the certificated evaluation process.</p> <p>District Pre-Assistance Program available to all teachers not qualifying for new teacher support offers the support of a consulting teacher from the SCNTP.</p>	<p>SCNTP</p> <p>SCNAP</p> <p>Human Resources</p>	<p>(listed above under new administrator support)</p>		

<p>6. How the LEA will integrate funds under this subpart with funds received under part D that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy:</p> <p>Beginning Teachers will use technology resources both at the site and through the SB2042 approved on-line coursework. Beginning Teachers use computer programs and applications to analyze data and provide feedback to students and parents regarding student achievement. Additionally, a newly implemented student information system (SIS) has enabled daily reporting of student information, like attendance and instructional progress, so as to assist in the communication by teachers to parents/guardians. Additionally, the District supports several models of technology integration training for teachers and administrators. The "Liaison Network" is a train-the-trainer model with representation of all sites. Liaison responsibilities include offering afterschool staff development trainings so as to assist teachers in integration of both hardware and software into the instructional setting.</p> <p>Site administrators support and mentor teachers, especially new teachers to the site/District, on the hardware and software utilized so as to meet instructional goals as well as for collaboration and communication with colleagues, students, and parents.</p>	<p>Beginning teachers SCNTP  Technology Department: Liaison Network   Assistant Principals</p>		<p>\$21,600.00</p>	<p>Title II D</p>
<p>7. How students and teachers will have increased access to technology; and how ongoing sustained professional development for teachers, administrators, and school library media personnel will be provided in the effective use of technology. (Note: A minimum of 25 percent of the Title II, Part D Enhancing Education through Technology funding must be spent on professional development.):</p> <p>All district administration have received technology professional development through AB75 and the Administrator Training Program (ATP), formerly known as AB 430 training offered through the County Office of Education. Both teachers, administrators are offered on-going technology</p>	<p>Santa Cruz County Office of Education, District Technology Department &amp;</p>	<p>ATP Training</p>	<p>\$21,600.00</p>	<p>Title II D</p>

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Professional development through courses made available through the district's technology department. In addition, each school site has a "technology liaison" to work with individual teachers. In addition, administrators and teachers have access to on-line formative and summative assessment data via "in house" developed systems.	Technology Liaisons			
<p>8. How the LEA, teachers, paraprofessionals, principals, other relevant school personnel, and parents have collaborated in the planning of professional development activities and in the preparation of the LEA Plan:</p> <p>The SCTP is a collaborative consortium of 27 school districts, the SCCOE, UCSC, CSUMB, and SJSU. Together, beginning teacher's professional development is designed to meet BTSA and pre-intern standards. Ongoing surveys for induction solicit feedback from administrators, teachers and advisors. The development of the LEA plan has involved all groups writing and reviewing the plan as it is developed.</p>				



Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>9. How the LEA will provide training to enable teachers to:</p> <ul style="list-style-type: none"> <li>□ Teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency;</li> <li>□ Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn;</li> <li>□ Involve parents in their child's education; and</li> <li>□ Understand and use data and assessments to improve classroom practice and student learning.</li> </ul> <p>PVUSD is a strong and active partner in the SCNTP. We have also developed partnerships with SJSU, CSUMB and project IMPACT to build a special education intern program. Within SCNTP are courses designed to develop teaching strategies for differentiation of instruction, parent participation and systematic approaches to understanding and collection and use of data to drive instruction.</p>	<p>Project Impact Mentors</p> <p>English Language Learner Training</p>		<p>\$11,800.00</p> <p>\$15,400.00</p>	<p>Title II A</p> <p>Title II A</p>
<p>10. How the LEA will use funds under this subpart to meet the requirements of Section 1119:</p> <p>PVUSD has implemented rigorous academic assessments for paraprofessionals hired on or before January, 2002, who chose to meet the knowledge of an ability to assist in the instruction of reading, writing or math. Adult School provides additional preparatory classes. Cabrillo Junior College (Project TEACH) along with the Santa Cruz Office of Education is also an active partner in meeting the NCLB standards for paraprofessionals.</p>				

**Performance Goal 4: *All students will be educated in learning environments that are safe, drug-free, and conducive to learning.***

**Environments Conducive to Learning (Strengths and Needs):**

Please provide a list of the LEA's strengths and needs regarding how students are supported physically, socially, emotionally, intellectually, and psychologically in environments that are conducive to learning, along with the LEA's strengths and needs regarding student barriers to learning (e.g., attendance, mobility, and behavior).

STRENGTHS	NEEDS
<p>A district wide (K-12) daily school attendance program is in place with a school attendance letter provided to each family upon enrollment into school.</p> <p>District policies are provided to each family in English and Spanish.</p> <p>Daily student attendance is supported by a comprehensive prevention and intervention system with family services for students and parents, an enforcement system using District and community agencies and an incentive program that frequently acknowledges and rewards outstanding and improved attendance student attendance.</p> <p>School site administrator and staff are kept informed of their students' attendance rate on a monthly basis and are provided with incentives to improve attendance each year.</p> <p>The District has developed a progressive student behavior model designed to keep students in school and maintain a positive learning environment at all schools.</p> <p>After school programs are established at the sites so that students receive academic support while also participating in structured activities after the school day ends.</p> <p>The District's Coordinated School Health works in conjunction with a variety of community organizations to communicate regarding student health and safety.</p> <p>The District has developed a strong "0-5" Early Childhood Education (ECE), First 5, Head Start and Even Start programs.</p> <p>A District-wide student counseling program is provided at most of the schools (K-12), facilitated by a joint- powers community agency, Pajaro Valley Prevention and Student Assistance (PVPSA).</p>	<p>On-going staff in-service at all school sites on the shared responsibility of enforcing daily student attendance for the students' stability and the fiscal stability of our schools.</p> <p>Uniform and consistent implementation of District-wide procedures regarding truancy and personnel to support the systems already in place.</p> <p>Develop support from law enforcement for District schools located in North Monterey County.</p> <p>Educate parents and community on importance of on time, all day, and every day school attendance and its benefits on students' achievement and development.</p> <p>Review combined data from surveys conducted by other departments within the District.</p> <p>Develop District support programs to assist children in their education during certain necessary interruptions in their school attendance.</p> <p>Better inform staff, parents and students of the student behavioral statistical information at a particular school site.</p> <p>On-going parent education to support understanding gang behavior and how to prevent youth gang involvement.</p> <p>On-going campus security training. California Healthy Kids Survey (CHKS) demonstrate frequent physical intimidation of students by students.</p>

Socio-Emotional Counselors are at each of the Secondary School sole focusing on the social, emotional and mental needs of students.

District-wide anti-bullying efforts.

Established partnerships with County Mental Health, school psychologists, probation, law enforcement, PVPSA, and other community agencies that continue to address the increased needs of families and services.

Annual statistical student behavior information is provided to each school's staff, and the progressive student discipline model can be continually evaluated and be redirected as needed. California Healthy Kids Survey information is disseminated to schools and community.

VALOR program implemented in partnership with PVPSA to provide support to suspended and/or expelled students and their families to achieve school re-entry.

Counseling program established to target elementary students with extreme behavior issues.

District-wide parent support series and classes sponsored by Student Services.

Annual participation in Parent Conference by PVPSA to bring awareness and resources on attendance, discipline, gang prevention, and student health directly to families.

The Migrant Education Program will provide migrant students with supplemental academic guidance during the school day to address their special needs in a coordinated and efficient manner.

**Environments Conducive to Learning (Activities):**

Please list the activities or programs supported by all NCLB or state funded programs that the LEA will implement to support students physically, socially, emotionally, intellectually, and psychologically in environments that are conducive to learning. Include programs and strategies designed to address students' barriers to learning (e.g. attendance and behavior). Include a copy of the LEA's code of conduct or policy regarding student behavior expectations.

**ACTIVITIES**

The Student Services Department will continue to sponsor an attendance workshop for the PVUSD staff, law enforcement, probation, district attorney and judges.

The Student Services Department will continue to participate in BASTA, a multi-disciplinary meeting with Watsonville Police Department, probation, district attorney and Pajaro Valley Prevention and Student Assistance (PVPSA).

The Student Services Department will continue to sponsor School Attendance Review Board (SARB) meetings in conjunction with the Watsonville Police Department (WPD) and other community agencies.

PVPSA, in conjunction with the Student Services Department, will assist students who have been expelled from the District to comply with school requirements in order to return to a District school.

In-service will be provided to school site administrators on a regular basis so they are current on all State Education Code changes that affect student discipline and attendance.

The District Healthy Start Program, in conjunction with the school nurses and health clerks, will in-service staff as to its resources (Lice Buster Program, Health Insurance, Teen Mother Support, Students in Transition, Foster Youth, etc.).

The District Healthy Start Program, in conjunction with Pajaro Valley Prevention and Student Assistance will recruit and refer parents and families to PVPSA's parenting classes.

PVPSA will continue to provide parent training to deal with student issues of drug and alcohol use, anger management and gang prevention.

The student LINK Crew Program will continue to be provided to high school freshmen to better orient students to the high school program and resources.

Alcohol, tobacco, marijuana, and other drug curriculum is being delivered by PVPSA.

The Student Services Department will hold quarterly Law Enforcement meetings where administrators, school resource officers, and law enforcement agencies meet to discuss issues and concerns at school sites and in the community.

The District's Healthy Start Program operates three Resource Centers where children, youth and their families are able to receive a variety of support services, including medical, dental, vision, and mental health referrals. Support services for Students-in-Transition (homeless students) and Foster Youth are also provided.

Pajaro Valley Unified School District and other Santa Cruz County Agencies signed an MOU agreement to support the educational success of Foster Youth and mutual desire to ensure educational planning, services and supports are provided in a coordinated, collaborative manner.

School site safety assessments are conducted.

**Performance Goal 4: *All students will be educated in learning environments that are safe, drug-free, and conducive to learning.***

**Safe and Drug Free Schools and Communities (SDFSC) and Tobacco Use Prevention Education (TUPE)**

**Prevention Program Performance Indicators (4115(a)(1)(B) ):**

The LEA is required to establish a biennial goal for all of the performance indicators listed below. List specific performance indicators for each grade level served, and for each listed measure, as well as the date of, and results from, the baseline administration of the Healthy Kids Survey:

<b>Alcohol, Tobacco, Other Drug Use, and Violence Prevention Performance Measures From the California Healthy Kids Survey</b>	<b>Most Recent Survey date: 3/20/09 Baseline Data</b>	<b>Biennial Goal (Performance Indicators)</b>
The percentage of students that have ever used cigarettes will <b>decrease</b> biennially by:	7 <sup>th</sup> 17%	7 <sup>th</sup> 1%
The percentage of students that have used cigarettes within the past 30 days will <b>decrease</b> biennially by:	7 <sup>th</sup> 4% 9 <sup>th</sup> 5% 11 <sup>th</sup> 8%	7 <sup>th</sup> 1% 9 <sup>th</sup> 1% 11 <sup>th</sup> 1%
The percentage of students that have used marijuana will <b>decrease</b> biennially by:	7 <sup>th</sup> 18%	7 <sup>th</sup> 1%
The percentage of students that have used alcohol within the past 30 days will <b>decrease</b> biennially by:	7 <sup>th</sup> 18% 9 <sup>th</sup> 26% 11 <sup>th</sup> 38%	7 <sup>th</sup> 1% 9 <sup>th</sup> 2% 11 <sup>th</sup> 2%
The percentage of students that have used marijuana within the past 30 days will <b>decrease</b> biennially by:	7 <sup>th</sup> 13% 9 <sup>th</sup> 21% 11 <sup>th</sup> 27%	7 <sup>th</sup> 1% 9 <sup>th</sup> 2% 11 <sup>th</sup> 2%

<b>Alcohol, Tobacco, Other Drug Use, and Violence Prevention Performance Measures From the California Healthy Kids Survey</b>	<b>Most Recent Survey date: 3/20/09 Baseline Data</b>	<b>Biennial Goal (Performance Indicators)</b>	
The percentage of students that feel very safe at school will <b>increase</b> biennially by:	7 <sup>th</sup> 16% 9 <sup>th</sup> 11% 11 <sup>th</sup> 12%	7 <sup>th</sup> 3% 9 <sup>th</sup> 2% 11 <sup>th</sup> 1%	
The percentage of students that have been afraid of being beaten up during the past 12 months will <b>decrease</b> biennially by:	7 <sup>th</sup> 27% 9 <sup>th</sup> 21% 11 <sup>th</sup> 16%	7 <sup>th</sup> 2% 9 <sup>th</sup> 2% 11 <sup>th</sup> 2%	
<b>Truancy Performance Indicator</b>			
The percentage of students who have been truant will decrease by 1%	1.75%	.75%	



Protective Factors Performance Measures from the California Healthy Kids Survey	Most Recent Survey date: 3/1/08 Baseline Data	Biennial Goal (Performance Indicators)	
The percentage of students that report high levels of caring relationships with a teacher or other adult at their school will <b>increase</b> biennially by:	7 <sup>th</sup> 18% 9 <sup>th</sup> 17% 11 <sup>th</sup> 26%	7 <sup>th</sup> 2% 9 <sup>th</sup> 2% 11 <sup>th</sup> 2%	
The percentage of students that report high levels of high expectations from a teacher or other adult at their school will <b>increase</b> biennially by:	7 <sup>th</sup> 51% 9 <sup>th</sup> 37% 11 <sup>th</sup> 41%	7 <sup>th</sup> 2% 9 <sup>th</sup> 2% 11 <sup>th</sup> 2%	
The percentage of students that report high levels of opportunities for meaningful participation at their school will <b>increase</b> biennially by:	7 <sup>th</sup> 27% 9 <sup>th</sup> 19% 11 <sup>th</sup> 22%	7 <sup>th</sup> 2% 9 <sup>th</sup> 2% 11 <sup>th</sup> 2%	
The percentage of students that report high levels of connectedness at their school will <b>increase</b> biennially by:	7 <sup>th</sup> 62% 9 <sup>th</sup> 53% 11 <sup>th</sup> 48%	7 <sup>th</sup> 2% 9 <sup>th</sup> 2% 11 <sup>th</sup> 2%	

<b>Alcohol, Tobacco, Other Drug Use, and Violence Prevention Performance Measures From the California Healthy Kids Survey</b>	<b>Grade</b>	<b>3/20/2009</b>	<b>2010- 2011 Baseline Data</b>	<b>Target</b>	<b>Actual</b>
The percentage of students that have ever used cigarettes will <b>decrease</b> biennially by:	5 <sup>th</sup>	7%	NA	NA	NA
	7 <sup>th</sup>	16%	17%	-2%	1%
The percentage of students that have used cigarettes within the past 30 days will <b>decrease</b> biennially by:	7 <sup>th</sup>	6%	4%	-1%	-2%
	9 <sup>th</sup>	11%	5%	-1%	-6%
	11 <sup>th</sup>	12%	8%	-1%	-4%
The percentage of students that have used marijuana will <b>decrease</b> biennially by:	5 <sup>th</sup>	2%	NA	NA	NA
	7 <sup>th</sup>	19%	18%	-1%	-1%
The percentage of students that have used alcohol within the past 30 days will <b>decrease</b> biennially by:	7 <sup>th</sup>	21%	18%	-1%	-3%
	9 <sup>th</sup>	33%	26%	-2%	-7%
	11 <sup>th</sup>	36%	38%	-2%	2%
The percentage of students that have used marijuana within the past 30 days will <b>decrease</b> biennially by:	7 <sup>th</sup>	11%	13%	-1%	2%
	9 <sup>th</sup>	24%	21%	-2%	-3%
	11 <sup>th</sup>	25%	27%	-2%	2%
The percentage of students that feel very safe at school will <b>increase</b> biennially by:	5 <sup>th</sup>	53%	NA	NA	NA
	7 <sup>th</sup>	15%	16%	2%	1%
	9 <sup>th</sup>	16%	11%	1%	-5%
	11 <sup>th</sup>	18%	12%	1%	-6%
The percentage of students that have been afraid of being beaten up during the past 12 months will <b>decrease</b> biennially by:	7 <sup>th</sup>	31%	27%	-2%	-4%
	9 <sup>th</sup>	219%	21%	-2%	2%
	11 <sup>th</sup>	18%	16%	-2%	-2%

<b>Protective Factors Performance Measures from the California Healthy Kids Survey</b>	<b>Grade</b>	<b>3/1/2007</b>	<b>3/20/2009</b>	<b>Target</b>	<b>Actual</b>
The percentage of students that report high levels of caring relationships with a teacher or other adult at their school will <b>increase</b> biennially by:	5 <sup>th</sup>	61%	NA	NA	NA
	7 <sup>th</sup>	32%	18%	3%	-14%
	9 <sup>th</sup>	28%	17%	3%	-11%
	11 <sup>th</sup>	33%	26%	2%	-7%
The percentage of students that report high levels of high expectations from a teacher or other adult at their school will <b>increase</b> biennially by:	5 <sup>th</sup>	65%	N/A	N/A	N/A
	7 <sup>th</sup>	52%	51%	3%	-1%
	9 <sup>th</sup>	42%	37%	3%	-5%
	11 <sup>th</sup>	45%	41%	2%	-4%
The percentage of students that report high levels of opportunities for meaningful participation at their school will <b>increase</b> biennially by:	5 <sup>th</sup>	20%	N/A	N/A	N/A
	7 <sup>th</sup>	12%	27%	2%	15%
	9 <sup>th</sup>	13%	19%	2%	6%
	11 <sup>th</sup>	17%	22%	2%	5%
The percentage of students that report high levels of connectedness at their school will <b>increase</b> biennially by:	5 <sup>th</sup>	63%	N/A	N/A	N/A
	7 <sup>th</sup>	46%	62%	2%	16%
	9 <sup>th</sup>	41%	53%	3%	12%
	11 <sup>th</sup>	43%	48%	2%	5%

#### Other Performance Measures

List below any other performance measures and performance indicators the LEA has adopted specific to its prevention programs (drug, violence, truancy, school safety, etc.). Specify the performance measure, the performance indicator goal, and baseline data for that indicator.

<b>LEA Specified Performance Measures</b>	<b>Performance Indicator Goal</b>	<b>Baseline Data</b>
_____		
<b>(Process to Collect Data)</b>		

**Science Based Programs (4115 (a)(1)(C) ):**

The LEA must designate and list the science-based programs (programs proven by science to effectively prevent tobacco use, alcohol use, other drug use, and violence) selected from Appendix C. From Appendix C, list the scientifically based programs the LEA will adopt and implement to serve 50 percent or more of the students in the target grade levels. Indicate below your program selections, and provide all other requested information.

Science-Based Program Name	Program ATODV Focus	Target Grade Levels	Target Population Size	Purchase Date	Staff Training Date	Start Date
N/A						

**Research-based Activities (4115 (a)(1)(C) ):**

Based on the research cited in Appendix D, check the box for each activity the LEA will implement as part of the comprehensive prevention program and provide all other requested information.

Check	Activities	Program ATODV Focus	Target Grade Levels
<input type="checkbox"/>	After School Programs	ATODV	2-12
	Conflict Mediation/Resolution		
<input type="checkbox"/>	Early Intervention and Counseling	ATODV	K-12
<input type="checkbox"/>	Environmental Strategies	ATODV	K-12
<input type="checkbox"/>	Family and Community Collaboration	ATODV	K-12
	Media Literacy and Advocacy	ATODV	
	Mentoring		
	Peer-Helping and Peer Leaders		
<input type="checkbox"/>	Positive Alternatives	ATODV	6-12
<input type="checkbox"/>	School Policies	ATODV	K-12
	Service-Learning/Community Service		
<input type="checkbox"/>	Student Assistance Programs	ATODV	K-12
<input type="checkbox"/>	Tobacco-Use Cessation	ATODV	9-12

Check	Activities	Program ATODV Focus	Target Grade Levels
<input type="checkbox"/>	Youth Development Caring Schools Caring Classrooms	ATODV	Selected Students
<input type="checkbox"/>	Parenting Wisely	ATODV	6-8
<input type="checkbox"/>	Guiding Good Choice	ATODV	6-8
<input type="checkbox"/>	Toward No Drug Use	ATODV	9-12
<input type="checkbox"/>	Too Good For Drugs	ATODV	K-8
<input type="checkbox"/>	Seven Challenges	ATODV	Selected Students
<input type="checkbox"/>	Multi Systemic Therapy	ATODV	K-12

**Promising or Favorable Programs (4115 (a)(3) ):**

The LEA may – but is not required to – designate and list the promising or favorable programs (programs whose effectiveness is not as strongly established though scientific evidence) selected from Appendix E. From Appendix E, list the promising or favorable programs the LEA will adopt and implement to serve 50 percent or more of the students in the target grade levels. Indicate below your program selections, and provide all other requested information.

Promising Program name	Program ATODV Focus	Target Grade Levels	Target Population Size	Purchase Date	Staff Training Date	Start Date
N/A						

**Waiver to Adopt Promising or Favorable Programs not listed in Appendix E:**

Check the box below if the LEA will submit an application for waiver in order to include other promising or favorable programs not found in Appendix E. Programs not listed in Appendix E will be considered on a case-by-case basis. The LEA must demonstrate that the program for which a waiver is requested is legitimately innovative or demonstrates substantial likelihood of success. The CDE will provide under separate cover additional information and the forms for submitting a waiver request.

☐



**Analysis of Data for Selection of Programs and Activities (4115 (a)(1)(D) ):**

For each selected Appendix C programs or Appendix D activities, provide a brief narrative rationale based on the LEA's analysis of CSS, CHKS, and CSSA data related to why the LEA selected these programs and activities for implementation.

Programs selected in sections C and D respond to the areas of need identified in the CHKS, local crime reports, and CWA data. The PVUSD has in place a K-12 Student Assistance Program (SAP) that maintains wide support from a variety of stakeholders. Student behavior infractions mandate student participation. Students and families are referred to a community-based agency for brief strategic family therapy and multi-systemic therapy.

The District's SDATE Advisory Board was involved in the selection of the new curriculum. "Too Good For Drugs" was selected for grades K-8. "Project Toward No Drug Use" was selected for grades 9-12. Activities that support curriculum for grades K-12 in two high schools include positive alternatives and youth development activities.

Parenting Wisely, the Seven Challenges and Guiding Good Choices were selected from the list of evidence based programs to meet the needs of students and families in the PVUSD.

**Evaluation and Continuous Improvement (4115 (a)(2)(A) ):**

Provide a description for how the LEA will conduct regular evaluations of the effectiveness of the LEA's alcohol, tobacco, other drug use and violence prevention program. Describe how the results of the evaluation will be used to refine, improve and strengthen the program.

The District in conjunction with PVPSA is in contract with a local evaluator, Andrew Davis, to evaluate all ATOD prevention and intervention programs provided in the District. All information is reported back to district staff, parents and community. A Prevention Board with community agency partners receives the evaluation.

**Use of Results and Public Reporting (4115 (a)(2)(B) ):**

Describe the steps and timeline the LEA will use to publicly report progress toward attaining performance measures for the SDFSC and TUPE programs. Describe how the evaluation results will be made available to the public including how the public will be provided notice of the evaluation result's availability.

A press conference is held to release the results of the California Healthy Kids Survey (CHKS). Results are aired on local television and published in the newspaper. Presentations are made to the District's Board of Trustees, parent groups including the District parent meetings, parent site council meetings and migrant education meetings. Other community presentations are made at the Children's Network, Pajaro Valley Prevention and Student Assistance Board of Directors and the Juvenile Justice Task Force. District level presentations are made to principals and other school site staff. School site reports are presented at the high schools and middle school staff meetings.

**Mandatory Safe and Drug Free Schools and Communities (4114(d)(2)(E) ):**

Briefly describe how SDFSC funded program services will be targeted to the LEA's schools and students with the greatest need. (Section 4114 [d][3])

Students who are caught using or under the influence of alcohol or other drugs are mandated to counseling sessions provided by the Student Assistance Program. Schools that report high number of alcohol or other drug and violence related incidents receive targeted services. The CHKS results are also used to target available resources.

**Coordination of All Programs (4114 (d)(2)(A)):**

Provide a detailed, but brief, explanation of how the LEA will coordinate SDFSC funded alcohol, tobacco, other drug and violence prevention programs with other federal state and local prevention programs.

Programs are coordinated through District-wide meetings of all program representatives; the County Children's Network, Healthy Start, PVPSA Board, BASTA Collaborative, County Health Services Agency meetings, Together for Youth collaborative and with the County Office Prevention Coordinator. Participants on these collaborative include parents, law enforcement, county government officials, health service workers, probation officers, school/community policing officers, city recreation staff, community based agency staff, Director of Student Services and PVPSA.

**Parent Involvement (4115 (a)(1)(e)):**

Provide a brief, but detailed, description of the parent involvement and describe the parent notification procedures used to meet requirements under NCLB Title IV, Part A – SDFSC program.

Parents are provided with back-to-school packets outlining the District's policies and procedures relating to drug use and violence. This packet also contains information about drug prevention and the student assistance program services. Parents are presented with the results of the CHKS at Back-To-School nights, District meetings, migrant parent meetings and School Site Council meetings. Parents are also involved in parent education programs and Safe Graduation nights at Watsonville and Aptos High Schools. Parents also participate in the District's annual Parent Conference.

**TUPE Services for Pregnant Minors and Minor Parents (H&SC 104460):**

Describe the TUPE services and referral procedures for pregnant minors and minor parents enrolled in the LEA and how they will be provided with tobacco-use prevention services. Include students participating in programs such as the California School Age Families Education (Cal-SAFE) program, the Adolescent Family Life Program (AFLP) administered through the Department of Health Services, and the Cal-Learn program administered by the Department of Social Services.

Tobacco Education services to pregnant minors and minor's parents, focus on special health risks and hazards of tobacco use and secondhand smoke. The Tobacco Prevention Specialist works closely with the Cal-SAFE (Teen Parenting Program) staff to train and implement the U.S. Public Health Services guidelines for tobacco screening and referral. The three step process – Ask, Advise, Refer – is incorporated in the intake screening and periodic follow up for all students in the program.

Classroom presentations to the pregnant minors and minor parents in the program include video clips, hands-on activities and focus groups. Materials are provided in English and Spanish.

**TUPE Funded Positions (Health & Safety Code 104420(b)(3)):**

Provide full time equivalent (FTE) staffing configuration for all TUPE funded positions. (Health and Safety Code section 104420 [b](3))

Position/Title	Full time equivalent
Program Director	.025%
Program Coordinator/Curriculum Specialist	.50%
Program Specialist	.60%
Administrative Assistant	.15%

**Performance Goal 5: *All students will graduate from high school.***

**Planned Improvements: High School Graduation Rates, Dropouts, and AP**

This section of the plan is intended to reflect the LEA's efforts to reduce the percentage of students dropping out of school, and therefore, increase the percentage of students who graduate from high school. Also include a description below of the LEA's efforts to ensure that all students have equal access to advanced placement (AP) opportunities.

Performance Indicator	Activities/Actions	Students Served	Timeline/ Person(s) Involved	Benchmarks/ Evaluation	Funding Source
<b>5.1 (High School Graduates)</b>	<ul style="list-style-type: none"> <li>Academic Counselors</li> <li>College Preparation</li> <li>Alternative Programs               <ul style="list-style-type: none"> <li>AVCI</li> <li>Renaissance</li> <li>New School</li> <li>Pacific Coast Charter</li> </ul> </li> <li>Use of Data Team process to inform instruction</li> <li>Continued reduction of expulsion of students</li> <li>Socio-Emotional Counselors</li> <li>Parent Education Specialists</li> <li>District Dropout Committee</li> </ul>	<u>AHS</u> Total students: 1430 Last year dropout 6.1% <u>PVHS</u> Total students: 1474 Last year dropout 12.2% <u>WHS</u> Total students: 1947 Last year dropout 8.3%	High School Administrator s, Assistant Superintendent, Counselors, Teachers Classified staff	Increase in H.S. graduation completion, Increase in passage of CAHSEE	LCFF Grants, Title I, Migrant
<b>5.2 (Dropouts)</b>	<ul style="list-style-type: none"> <li>Guest speakers</li> <li>Study skills training</li> <li>Link Crew</li> <li>Focus on entering Freshmen</li> <li>Socio-Emotional Counseling</li> <li>Dropout Prevention</li> <li>Student Services emphasis on attendance and parent support</li> </ul>	All students	High School Administrators, Assistant Superintendent, Counselors, Board Members Staff	Decrease in drop- out rate Decrease number of dropouts in LCAP subgroups	LCFF Grants, Title I, Migrant

<b>5.3 (Advanced Placement)</b>	<ul style="list-style-type: none"> <li>• 9-12 Vertical Partnership with post-secondary (SC4)</li> <li>• Field trips to colleges &amp; universities</li> <li>• Workshops for parents</li> <li>• Scholarship Coordinator</li> <li>• GEAR-UP support, CP math success</li> <li>• 4-year plan for students</li> </ul>	Grades 9-12	High School Administrators, Assistant Superintendent, Counselors, A.P. Teachers	Increase completion of A-G requirements, Freshmen taking AP Honors English classes & Algebra, Geometry, Annual review of students academic status Thorough evaluation of AP results on benchmarks for past 3 years	Title I LCFF Partnership with UCSC, EPC, SCCOE, Migrant
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## Additional Mandatory Title I Descriptions

Please include in the space below the following descriptions mandated by NCLB legislation. If the LEA has already included any of the descriptions, they do not need to be provided again here; please indicate the page number or section of the Plan where this information is included.

Describe the measure of poverty that will be used to determine which schools are eligible for Title I funding in accordance with Section 1113, "Eligible School Attendance Areas."	
	Description of how the LEA is meeting or plans to meet this requirement:
<p>Identify one of the following options as the low-income measure to identify schools eligible for Title I funding:</p> <ul style="list-style-type: none"> <li>• Number of children in families receiving assistance under the CalWorks program;</li> <li>• Number of children eligible for Free/Reduced Price Lunch programs;</li> <li>• Number of children ages 5-17 in poverty counted by the most recent census data;</li> <li>• Number of children eligible to receive medical assistance under the Medicaid program;</li> <li>• Or a composite of the above.</li> </ul>	<p>The district uses the number of children eligible for Free/Reduced Price Lunch programs as the measure to identify schools eligible for Title I. The department of Food Services prepares the data report for the district.</p>
<p>Describe how the low-income measure described above is used to rank and select schools to receive Title I funds:</p> <ul style="list-style-type: none"> <li>• All schools with a 75% or above poverty level are funded</li> <li>• All other schools are funded by poverty ranking district wide or by grade span.</li> </ul>	<p>All schools with a 75% or above poverty level are funded.</p>



**Additional Mandatory Title I Descriptions  
(continued)**

Please provide a general description of the nature of the programs to be conducted by the LEA's schools under Sections 1114, "Schoolwide Programs," and/or Section 1115, "Targeted Assistance Schools." Direct-funded charters and single school districts, if conducting a schoolwide program authorized under Section 1114, may attach a copy of the Schoolwide Plan or Single Plan for Student Achievement in lieu of this description. All ten of the required components must be addressed. (For more information on Schoolwide, please go to <http://www.cde.ca.gov/sp/sw/rt>; for Targeted Assistance go to <http://www.cde.ca.gov/sp/sw/rt/tasinfo.asp>).

	Description of how the LEA is meeting or plans to meet this requirement:
<p>For schoolwide programs (SWP), describe how the LEA will help schools to bring together all resources to upgrade the entire educational program at the school and include assistance in activities such as:</p> <ul style="list-style-type: none"> <li>• A comprehensive needs assessment of the entire school in relation to state standards. Schoolwide reform strategies that provide opportunities for all children to meet state standards.</li> <li>• Effective methods and instructional strategies based on scientifically-based research.</li> <li>• Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs.</li> <li>• Proven strategies that address the needs of historically under served students, low achieving students, and those at risk of not meeting state standards.</li> <li>• Instruction by highly qualified teachers and strategies to attract and keep such teachers.</li> <li>• High quality and ongoing professional development for teachers, principals, paraprofessionals, and if appropriate, pupil services personnel, parents and other staff.</li> <li>• Strategies to increase parental involvement.</li> <li>• Assistance to preschool children in transitioning from early childhood programs to elementary school programs.</li> <li>• Timely and effective additional assistance to students who experience difficulty mastering state standards.</li> </ul>	<p>The District has developed a Comprehensive Accountability Framework (CAF) to help focus schools based on district-wide goals set by the PVUSD Board of Trustees. The CAF contains the School Improvement Plan template for all schools to use. The template allows schools to use the Data Team process to identify smart goals, strategies, actions and measures. The School Improvement Plan includes the following components:</p> <ul style="list-style-type: none"> <li>• Comprehensive Needs Assessment</li> <li>• Action and Monitoring Plan</li> <li>• Professional Development Plan</li> <li>• Ongoing Evaluation</li> <li>• Reflection and Next Steps</li> </ul> <p>The School Improvement Plan template also describes appropriate funding is guided and monitored at various levels in the approval process.</p>

<p>For targeted assistance programs (TAS), describe how the LEA will help schools to identify participating students most at risk of failing to meet state standards and help those students to meet the State's challenging academic standards. The description should include activities such as:</p> <ul style="list-style-type: none"> <li>• Effective methods and instructional strategies based on scientifically-based research.</li> <li>• Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs.</li> <li>• Strategies that minimize removing children from the regular classroom during regular school hours for instruction.</li> <li>• Instruction by highly qualified teachers.</li> <li>• Professional development opportunities for teachers, principals, and paraprofessionals, including if appropriate, pupil services personnel, parents, and other staff.</li> <li>• Strategies to increase parental involvement.</li> </ul>	<p><b>N/A</b></p>
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### Additional Mandatory Title I Descriptions

(continued)

Please describe how teachers, in consultation with parents, administrators, and pupil services personnel in targeted assistance schools under Section 1115, "Targeted Assistance Schools," will identify the eligible children most in need of services under this part. **Please note that multiple, educationally related criteria must be used to identify students eligible for services.** Where applicable, provide a description of appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children in community day school programs, and homeless children.

	Description of how the LEA is meeting or plans to meet this requirement:
<p>Describe who is involved and the criteria used to identify which students in a targeted assistance school will receive services. The criteria should:</p> <ul style="list-style-type: none"> <li>• Identify children who are failing or most at risk of failing to meet the state academic content standards.</li> <li>• Use multiple measures that include objective criteria such as state assessments, and subjective criteria such as teacher judgment, parent interviews and classroom grades.</li> <li>• Include solely teacher judgment, parent interviews and developmentally appropriate measures, if the district operates a preschool through grade 2 program with Title I funds.</li> </ul>	N/A
The description should include services to homeless children, such as the appointment of a district liaison, immediate enrollment, transportation, and remaining in school of origin.	
The description should include services to children in a local institution for neglected or delinquent children and youth or attending a community day program, if appropriate.	

**Additional Mandatory Title I Descriptions**

(continued)

Please describe the actions the LEA will take to assist in its low-achieving schools identified under Section 1116, "Academic Assessment and Local Educational Agency and School Improvement," as in need of improvement.

	Description of how the LEA is meeting or plans to meet this requirement:
<p>If the LEA has a PI school(s), describe technical assistance activities the LEA will provide to help the PI school, such as the following:</p> <ul style="list-style-type: none"><li>• Assistance in developing, revising, and implementing the school plan.</li><li>• Analyzing data to identify and address problems in instruction, parental involvement, professional development and other areas.</li><li>• Assistance in implementing proven and effective strategies that will address the problems that got the school identified as PI and will get the school out of PI.</li><li>• Assistance in analyzing and revising the school budget so the school's resources are used effectively.</li></ul>	<p>The District's CAF provides the template for all schools in the development of their School Improvement Plan. The Director of Educational and English Learner Services and the Assistant Superintendents provide technical assistance to sites in the development and implementation of the School Improvement Plans.</p>

**Additional Mandatory Title I Descriptions**  
(continued)

Please describe the actions the LEA will take to implement public school choice with paid transportation and Supplemental Educational Services, consistent with the requirements of Section 1116, "Academic Assessment and Local Educational Agency and School Improvement."	
	Description of how the LEA is meeting or plans to meet this requirement:
Describe the process for parent notification of the school's identification as PI, including notification of the right for students to transfer to another school that is not PI with paid transportation, and the right to receive supplemental services.	<p>District staff provides a letter for distribution to all parents of schools identified for Program Improvement at the end and the start of the school year. The letter is sent to parents in Program Improvement schools. It informs parents of the opportunity to choose another school for their child to attend which is not a Program Improvement School.</p> <p>The letter will contain, at a minimum, statement that the school is in Program Improvement, the definition of the term, and what the school is doing to improve achievement. A list of schools not in Program Improvement is included.</p>

<p>Describe how the LEA will provide school choice and supplemental services to eligible children, including the selection of the children to receive services.</p>	<p>District staff will provide a letter for distribution to all parents of schools identified for Program Improvement at the end of the school year and at start of the school year. The letter will be sent to all parents in Program Improvement schools.</p> <p>The letter contains information as to how and why they may transfer their child to a non-program improvement school. Parents are provided a choice of more than one school. Lack of capacity at a parent's first (or second) school of choice will not deny the child's transfer to a school in the district not in Program Improvement. The letter also includes information on how transportation is provided for transfers to other schools within the district.</p> <p>At the beginning of the school year, and immediately after publication of the state's list of approved providers of supplemental educational services, PVUSD will notify parents of <u>eligible students in eligible schools</u> of these opportunities. The letter includes a list of approved providers serving students within PVUSD, and an application form. The information will be in both English and in Spanish. Parents will be given application forms to complete and return. Services will commence no later than thirty days following receipt of their application.</p> <p>Providers selected by parents will use district generated student performance data and the Supplemental Education Services program pre- testing to place individual students into appropriate groupings or levels. The provider will develop goals for each student based upon this information and meet with parents. This process will be completed no later than the end of the first four weeks of services.</p>
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**Additional Mandatory Title I Descriptions**  
(continued)

Please describe the strategy the LEA will use to coordinate programs under Title I with programs under Title II to provide professional development for teachers and principals, and, if appropriate, pupil services personnel, administrators, parents, and other staff, including LEA-level staff in accordance with Section 1118, "Parental Involvement," and Section 1119, "Qualifications for Teachers and Paraprofessionals."	
	Description of how the LEA is meeting or plans to meet this requirement:
Describe the LEA's strategies for coordinating resources and efforts to help schools retain, recruit and increase the number of highly qualified teachers, principals, and other staff.	<p>The Comprehensive Accountability Framework (CAF) includes District-wide Performance Indicators for each of the six PVUSD goals. The following Performance Indicators are used to measure district wide alignment to <b>PVUSD Goal 4: Attract, hire, develop, and retain and excellent professional staff throughout the district.</b></p> <ul style="list-style-type: none"> <li>• Percentage of teachers meeting the highly qualified criteria</li> <li>• Percentage of highly qualified teachers who stay in the district more than five years</li> <li>• Percentage of district and site initiated professional development experiences that meet the School Improvement Plan components of professional development. (theoretical understanding, demonstrations, practice and feedback, and on the job coaching)</li> <li>• Percentage of teachers who participated in district and site initiated professional development experiences</li> <li>• Relative ranking of PVUSD in overall compensation with comparable districts</li> </ul>
Describe the LEA's strategies for coordinating resources and efforts to prepare parents to be involved in the schools and in their children's education.	<p>PVUSD has a strong parent component that supports a full partnership between the home and the school. State and federal advisory committees exist at school site and the district levels. In addition, school sites, Migrant Education, Extended Learning, Adult Education, SELPA and the Categorical Programs department sponsor a variety of ongoing opportunities for parents to realize the goal of a full partnership. These opportunities include: an annual Parent conference, parent forums, Latino Literacy, Literatura Infantil, and specific topics on student achievement. The district employs a TOSA parent trainer to assist District and sites to implement the above mentioned initiatives.</p>

**Additional Mandatory Title I Descriptions**  
(continued)

<b>Coordination of Educational Services</b>  In the space below, please describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. Include programs such as: Even Start; Head Start; Reading First; Early Reading First and other preschool programs (including plans for the transition of participants in such programs to local elementary school programs; services for children with limited English proficiency; children with disabilities; migratory children; neglected or delinquent youth; Native American (Indian) students served under Part A of Title VII; homeless children; and immigrant children.	
	Description of how the LEA is meeting or plans to meet this requirement:
<p>Describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program, including programs such as:</p> <ol style="list-style-type: none"> <li>Even Start</li> <li>Head Start</li> <li>Reading First</li> <li>Early Reading First</li> <li>Other preschool programs</li> <li>Services for children that are migratory, neglected or delinquent, Native American (Title VII, Part A), homeless, immigrant, and limited-English proficient, and children with disabilities.</li> </ol> <p>Compare to programs listed on Page 11 of the LEA Plan to determine if all active programs have been addressed.</p>	<p>On monthly basis the Superintendent convenes an Extended Cabinet that is composed of the following:</p> <ul style="list-style-type: none"> <li>• Superintendent</li> <li>• Assistant Superintendents</li> <li>• Director, Human Resources</li> <li>• Director, Extended Learning</li> <li>• Director, SELPA</li> <li>• Director, Migrant Education</li> <li>• Director, Child Development Programs</li> <li>• Director, Technology</li> <li>• Director, Equity, State and Federal Programs and Accountability</li> <li>• Director, Adult Education</li> <li>• Director, Student Services</li> </ul> <p>The purpose of Extended Cabinet is to coordinate and integrate educational services at the district and site level, in order to increase program effectiveness.</p>



## **ASSURANCES**

To assure the LEA's eligibility for funds included in this Plan, the Superintendent must provide an original signature below attesting to compliance with all of the following statements.

### **GENERAL ASSURANCES**

1. Each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.
2. The LEA will comply with all applicable supplement not supplant and maintenance of effort requirements.
3. (a) The control of funds provided under each program and title to property acquired with program funds will be in a public agency, a non-profit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; (b) the public agency, non-profit private agency, institution or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing law.
4. The LEA will adopt and use proper methods of administering each such program, including (a) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and (b) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.
5. The LEA will cooperate in carrying out any evaluation of each such program conducted by, or for, the State educational agency, the Secretary, or other Federal officials.
6. The LEA will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program.
7. The LEA will: (a) submit such reports to the State educational agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and Secretary to perform their duties under each such program; and (b) maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties.
8. The LEA has consulted with teachers, school administrators, parents, and others in the development of the local consolidated application/LEA Plan to the extent required under Federal law governing each program included in the consolidated application/LEA Plan.
9. Before the application was submitted, the LEA afforded a reasonable opportunity for public comment on the application and considered such comment.
- 9a. The LEA will provide the certification on constitutionally protected prayer that is required by section 9524.
10. The LEA will comply with the armed forces recruiter access provisions required by section 9528.

## TITLE I, PART A

The LEA, hereby, assures that it will:

11. Participate, if selected, in the State National Assessment of Educational Progress in 4<sup>th</sup> and 8<sup>th</sup> grade reading and mathematics carried out under section 411(b)(2) of the National Education Statistics Act of 1994.
12. If the LEA receives more than \$500,000 in Title I funds, it will allow 1 percent to carry out NCLB Section 1118, Parent Involvement, including promoting family literacy and parenting skills; 95 percent of the allocation will be distributed to schools.
13. Inform eligible schools and parents of schoolwide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources.
14. Provide technical assistance and support to schoolwide programs.
15. Work in consultation with schools as the schools develop the schools' plans pursuant to section 1114 and assist schools as the schools implement such plans or undertake activities pursuant to section 1115 so that each school can make adequate yearly progress toward meeting the State student academic achievement standards.
16. Fulfill such agency's school improvement responsibilities under section 1116, including taking actions under paragraphs (7) and (8) of section 1116(b).
17. Provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1120, and timely and meaningful consultation with private school officials regarding such services.
18. Take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part.
19. In the case of an LEA that chooses to use funds under this part to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act.
20. Work in consultation with schools as the schools develop and implement their plans or activities under sections 1118 and 1119 and *California Education Code Section 64001*.
21. Comply with requirements regarding the qualifications of teachers and paraprofessionals and professional development.
22. Inform eligible schools of the local educational agency's authority to obtain waivers on the school's behalf under Title IX.
23. Coordinate and collaborate, to the extent feasible and necessary as determined by the local educational agency, with the State educational agency and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under section 1116 if such a school requests assistance from the local educational agency in addressing major factors that have significantly affected student achievement at the school.
24. Ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.

25. Use the results of the student academic assessments required under section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress of each school served by the agency and receiving funds under this part to determine whether all of the schools are making the progress necessary to ensure that all students will meet the State's proficient level of achievement on the State academic assessments described in section 1111(b)(3) within 12 years from the baseline year described in section 1111(b)(2)(E)(ii).
26. Ensure that the results from the academic assessments required under section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language or other mode of communication that the parents can understand.
27. Assist each school served by the agency and assisted under this part in developing or identifying examples of high-quality, effective curricula consistent with section 1111(b)(8)(D) and *California Education Code Section 64001*.
28. Ensure that schools in school improvement status spend not less than ten percent of their Title I funds to provide professional development (in the area[s] of identification to teachers and principals) for each fiscal year.
29. Prepare and disseminate an annual LEA report card in accordance with section 1111(h)(2).
30. Where applicable, the applicant will comply with the comparability of services requirement under section 1120A(c). In the case of a local educational agency to which comparability applies, the applicant has established and implemented an agency-wide salary schedule; a policy to ensure equivalence among schools in teachers, administrators, and other staff; and a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies. Documentation will be on file to demonstrate that the salary schedule and local policies result in comparability and will be updated biennially.

#### **TITLE I, PART D – SUBPART 2**

31. Where feasible, ensure that educational programs in the correctional facility are coordinated with the student's home school, particularly with respect to a student with an individualized education program under Part B of the Individuals with Disabilities Education Act.
32. Work to ensure that the correctional facility is staffed with teachers and other qualified staffs that are trained to work with children and youth with disabilities taking into consideration the unique needs of such children and youth.
33. Ensure that the educational programs in the correctional facility are related to assisting students to meet high academic achievement standards.

#### **TITLE II, PART A**

34. The LEA, hereby, assures that:

- The LEA will target funds to schools within the jurisdiction of the local educational agency that:
  - (A) Have the lowest proportion of highly qualified teachers;**
  - (B) Have the largest average class size; or**
  - (C) Are identified for school improvement under section 1116(b).**
- The LEA will comply with section 9501 (regarding participation by private school children and teachers).

- The LEA has performed the required assessment of local needs for professional development and hiring, taking into account the activities that need to be conducted in order to give teachers the means, including subject matter knowledge and pedagogy skills, and to give principals the instructional leadership skills to help teachers, to provide students with the opportunity to meet California's academic content standards. This needs assessment was conducted with the involvement of teachers, including teachers participating in programs under Part A of Title I.
- The LEA will assure compliance with the requirements of professional development as defined in section 9101 (34).

## **TITLE II, PART D**

35. The LEA has an updated, local, long-range, strategic, educational technology plan in place that includes the following:

- Strategies for using technology to improve academic achievement and teacher effectiveness.
- Goals aligned with challenging state standards for using advanced technology to improve student academic achievement.
- Steps the applicant will take to ensure that all students and teachers have increased access to technology and to help ensure that teachers are prepared to integrate technology effectively into curricula and instruction.
- Promotion of curricula and teaching strategies that integrate technology, are based on a review of relevant research, and lead to improvements in student academic achievement.
- Ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel to further the effective use of technology in the classroom or library media center.
- A description of the type and costs of technology to be acquired with Ed Tech funds, including provisions for interoperability of components.
- A description of how the applicant will coordinate activities funded through the Ed Tech program with technology-related activities supported with funds from other sources.
- A description of how the applicant will integrate technology into curricula and instruction, and a timeline for this integration.
- Innovative delivery strategies – a description of how the applicant will encourage the development and use of innovative strategies for the delivery of specialized or rigorous courses and curricula through the use of technology, including distance learning technologies, particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources.
- A description of how the applicant will use technology effectively to promote parental involvement and increase communication with parents.
- Collaboration with adult literacy service providers.
- Accountability measures – a description of the process and accountability measures that the applicant will use to evaluate the extent to which activities funded under the program are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling student to reach challenging state academic standards.
- Supporting resources – a description of the supporting resources, such as services, software,

other electronically delivered learning materials, and print resources that will be acquired to ensure successful and effective uses of technology.

36. The LEA must use a minimum of 25 percent of their funds to provide ongoing, sustained, and intensive high quality professional development in the integration of advanced technology into curricula and instruction and in using those technologies to create new learning environments.

37. **Any LEA that does not receive services at discount rates under section 254(h)(5) of the Communications Act of 1934 (47 U.S.C. 254(h)(5)) hereby assures the SEA** that the LEA will not use any Title II, Part D funds to purchase computers used to access the Internet, or to pay for direct costs associated with accessing the Internet, for such school unless the school, school board, local educational agency, or other authority with responsibility for administration of such school:

- Has in place a policy of Internet safety for minors that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene, child pornography, or harmful to minors
- Is enforcing the operation of such technology protection measure during any use of such computers by minors
- Has in place a policy of Internet safety that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene or child pornography, and is enforcing the operation of such technology protection measure during any use of such computers, and
- Any LEA that *does* receive such discount rates hereby assures the SEA that it will have in place a policy of Internet safety for minors required by Federal or State law.

### **TITLE III**

38. The LEA assures that it consulted with teachers, researchers, school administrators, parents, and, if appropriate, with education-related community groups, nonprofit organizations, and institutions of higher education in developing the LEA Plan.

39. The LEA will hold elementary and secondary schools accountable for increasing English language proficiency and for LEP subgroups making adequate yearly progress.

40. The LEA is complying with Section 3302 prior to, and throughout, each school year.

41. The LEA annually will assess the English proficiency of all students with limited English proficiency participating in programs funded under this part.

42. The LEA has based its proposed plan on scientifically based research on teaching limited-English-proficient students.

43. The LEA ensures that the programs will enable to speak, read, write, and comprehend the English language and meet challenging State academic content and student academic achievement standards.

44. The LEA is not in violation of any State law, including State constitutional law, regarding the education of limited-English-proficient students, consistent with Sections 3126 and 3127.

### **TITLE IV, PART A**

45. The LEA assures that it has developed its application through timely and meaningful consultation with

State and local government representatives, representatives of schools to be served (including private schools), teachers and other staff, parents, students, community-based organizations, and others with relevant and demonstrated expertise in drug and violence prevention activities (such as medical, mental health, and law enforcement professionals).

46. The activities or programs to be funded comply with the principles of effectiveness described in section 4115(a) and foster a safe and drug-free learning environment that supports academic achievement.
47. The LEA assures that funds under this subpart will be used to increase the level of State, local, and other non-Federal funds that would, in the absence of funds under this subpart, be made available for programs and activities authorized under this subpart, and in no case supplant such State, local, and other non-Federal funds.
48. Drug and violence prevention programs supported under this subpart convey a clear and consistent message that acts of violence and the illegal use of drugs are wrong and harmful.
49. The LEA has, or the schools to be served have, a plan for keeping schools safe and drug-free that includes:
  - Appropriate and effective school discipline policies that prohibit disorderly conduct, the illegal possession of weapons, and the illegal use, possession, distribution, and sale of tobacco, alcohol, and other drugs by students.
  - Security procedures at school and while students are on the way to and from school.
  - Prevention activities that are designed to create and maintain safe, disciplined, and drug-free environments.
  - A crisis management plan for responding to violent or traumatic incidents on school grounds.
  - A code of conduct policy for all students that clearly states the responsibilities of students, teachers, and administrators in maintaining a classroom environment that:
    - Allows a teacher to communicate effectively with all students in the class.
    - Allows all students in the class to learn.
    - Has consequences that are fair, and developmentally appropriate.
    - Considers the student and the circumstances of the situation.
    - Is enforced accordingly.
50. The application and any waiver request under section 4115(a)(3) (to allow innovative activities or programs that demonstrate substantial likelihood of success) will be available for public review after submission of the application.

#### **TITLE IV, PART A, SUBPART 3**

51. The LEA assures that it has, in effect, a written policy providing for the suspension from school for a period of not less than one year of any student who is determined to have brought a firearm to school or who possesses a firearm at school and the referral of a student who has brought a weapon or firearm to the criminal or juvenile justice system. Such a policy may allow the Superintendent to modify such suspension requirement for a student on a case-by-case basis.

#### **TITLE V, PART A**

52. The LEA has provided, in the allocation of funds for the assistance authorized by this part and in the planning, design, and implementation of such innovative assistance programs, for systematic consultation

with parents of children attending elementary schools and secondary schools in the area served by the LEA, with teachers and administrative personnel in such schools, and with such other groups involved in the implementation of this part (such as librarians, school counselors, and other pupil services personnel) as may be considered appropriate by the LEA.

53. The LEA will comply with this Part, including the provisions of section 5142 concerning the participation of children enrolled in private nonprofit schools.
54. The LEA will keep such records, and provide such information to the SEA, as may be reasonably required for fiscal audit and program evaluation.
55. The LEA will annually evaluate the programs carried out under this Part, and that evaluation:
  - Will be used to make decisions about appropriate changes in programs for the subsequent year;
  - Will describe how assistance under this part affected student academic achievement and will include, at a minimum, information and data on the use of funds, the types of services furnished, and the students served under this part; and
  - Will be submitted to the SEA at the time and in the manner requested by the SEA.

#### **New LEAP Assurances**

56. Uniform Management Information and Reporting System: the LEA assures that it will provide to the California Department of Education (CDE) information for the uniform management information and reporting system required by No Child Left Behind, Title IV in the format prescribed by CDE. That information will include:
  - (i) Truancy rates;
  - (ii) The frequency, seriousness, and incidence of violence and drug-related offenses resulting in suspensions and expulsions in elementary schools and secondary schools in the State;
  - (iii) The types of curricula, programs, and services provided by the chief executive officer, the State educational agency, local educational agencies, and other recipients of funds under this subpart; and
  - (iv) The incidence and prevalence, age of onset, perception of health risk, and perception of social disapproval of drug use and violence by youth in schools and communities. (Section 4112, General Provisions, Title IV, Part A, PL 107-110)
57. Unsafe School Choice Policy: the LEA assures that it will establish and implement a policy requiring that a student attending a persistently dangerous public elementary school or secondary school, as determined by the State, or who becomes a victim of a violent criminal offense, as determined by State law, while in or on the grounds of a public elementary school or secondary school that the student attends, be allowed to attend a safe public elementary or secondary school within the local educational agency, including a public charter school. The LEA will submit on a format to be designated by CDE the information the state requires to complete annual federal reporting requirements on the number of schools that have been designated "persistently dangerous" in accordance with California State Board of Education policy. (Section 9532, General Provisions, Title IX, PL 107-110.)

#### **Other**

58. The LEA assures that a minimum of 95 percent of all students and a minimum number of students in each subgroup (at both the school and district levels) will participate in the state's assessments program.

### SIGNATURE PAGE

(Signatures must be original. Please use blue ink.)

The superintendent and governing board of the LEA submitting this Plan must sign on behalf of all participants included in the preparation of the Plan. LEAs in Program Improvement Year 3 assigned or required to contract with a District Assistance and Intervention Team (DAIT) must also secure signatures from their DAIT leads.

---

Dorma Baker

Print Name of Superintendent



Signature of Superintendent

Oct. 22, 2014

Date

---

Willie Yahiro

Print Name of Board President



Signature of Board President

Oct. 22, 2014

Date

---

Print Name of District Assistance and Intervention Team (DAIT)

---

Signature of DAIT Lead

Date

---

Print Name of Title III Regional County Office of Education Lead (if applicable)

---

Signature of Title III Regional  
County Office of Education Lead (if applicable)

Date

---

**Certification:** *I hereby certify that all of the applicable state and federal rules and regulations will be observed by this LEA and that, to the best of my knowledge, information contained in this Plan is correct and complete. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained onsite. I certify that we accept all general and program specific assurances for Titles I, II, and/or III as appropriate, except for those for which a waiver has been obtained. A copy of all waivers will remain on file. I certify that actual ink signatures for this LEA Plan/Plan Addendum/Action Plan are on file, including signatures of any required external providers, i.e., district assistance and intervention team and/or Title III regional lead.*





## PAJARO VALLEY UNIFIED SCHOOL DISTRICT

### Board Agenda Backup

Item No: 11.1

**Date:** April 29, 2015

**Item:** Santa Cruz County Safe Schools Report

**Overview:** The Diversity Center of Santa Cruz County houses the Queer Youth Task Force to support Lesbian, Gay, Bisexual and Transgender (LGBT) youth. Within the Queer Youth Task Force, the Safe Schools Task Force has been working to support schools throughout Santa Cruz County regarding the implementation of policies and practices in support of LGBT Youth and an overall safe schools climate. Dr. Rob Darrow and Ron Indra of the Safe Schools Task Force will be present to share an overview of the report and provide information about a future grant opportunity.

**Recommendation:**

**Budget Considerations:** N/A

**Funding Source:**

**Budgeted:** Yes: ☐ No: ☐

**Amount:** \$

**Prepared By:** Murry Schekman, Assistant Superintendent of Secondary Education

**Superintendent's Signature:**

*Dorma Bal* (A)

**Executive Summary**  
**Implementation of Lesbian, Gay, Bisexual and Transgender (LGBT) Inclusive  
Policies and Curriculum in California School Districts and Recommendations for  
Creating Safe School Environments**

*A Research Brief for the Safe Schools Project of Santa Cruz County, [www.QYTF.org](http://www.QYTF.org).  
Rob Darrow, Ed.D. March 2015*

***"All young people, regardless of sexual orientation or identity, deserve a safe and  
supportive environment in which to achieve their full potential."***

- Harvey Milk

**Overview**

The purpose of this research brief is to identify how K-12 school districts in California have implemented Lesbian, Gay, Bisexual and Transgender (LGBT) or Lesbian, Gay, Bisexual, Transgender and Questioning (LGBTQ) legislation through policy and curriculum, and to identify the research and practices that may be considered in maintaining safe school environments by schools and school districts throughout Santa Cruz County. Various laws have been passed in California regarding LGBT youth since 2004. California court case law has emphasized that it is the responsibility of schools and school districts to keep students safe mentally and physically. Many districts have implemented policies or administrative regulations to ensure the safety of all students. Annual school climate surveys indicate how safe students feel on their campuses. Despite laws, court cases, policies, regulations, and surveys, there are students in California and Santa Cruz County schools who do not feel safe on their school campus, students who have committed suicide because of bullying, a lack of professional development regarding bullying and LGBT topics, and a lack of LGBT inclusive history being taught. Various studies and research indicate that when all students feel safe, they are more engaged in learning, have better school attendance, and make healthier choices regarding relationships and sexual intimacy.

Overall reports and statistics reveal the following:

- Suicide is the eleventh leading cause of death overall in the United States, and the third leading cause of death for youth age 15 through 24. LGBT youth have a significantly higher rate – perhaps two-three times higher - of attempting suicide than heterosexual youth.” (Suicide Prevention Resource Center, 2008).
- “Studies since the mid- to late 1990s have documented the higher rates of harassment, exclusion, and assault experienced by LGBT youth in schools compared to their heterosexual peers (Russell et al, 2010).”
- At least five California students, ages 13-15, that has been reported, committed suicide because of school bullying during the past five years, some because of LGBT related bullying (Appendix 1, Short Case Studies of LGBT Youth).
- Multiple California court cases regarding LGBT bullying and the importance of teacher and student training were settled in the past 12 years (Appendix 4, California Case Law Regarding LGBT Students).



- Over 85% of LGBT youth report being harassed because of their sexual or gender identity, and over 20% report being physically attacked. (Biegel & Kuel, 2010. National Education Policy Center.).
- Youth aged 13 to 24 accounted for an estimated 26% of all new HIV infections in the United States in 2010...Almost 60% of youth with HIV in the United States do not know they are infected (HIV Among Youth. Center for Disease Control - CDC, 2014)
- 80% of California school districts have anti-discrimination policies in place but do not formally evaluate the effectiveness of these policies (California State Auditor Report 2012-108, 2013).
- 20% of homeless youth are LGBTQ. LGBTQ youth, generally homeless because of family rejection, are at higher risk for victimization, mental health problems, and unsafe sexual practices (National Coalition for the Homelessness, 2009).

Specific to LGBT related topics; organizations and researchers have conducted surveys and reports that have examined LGBT topics from the **health perspective** (HIV / Sex Education), **mental health perspective** (bullying, wellness, suicide prevention), **education perspective** (whole school LGBT activities, Gay Student Alliances, and LGBT inclusive curriculum) and **educational leadership perspective** (creating a culture of acceptance and inclusiveness).

Every level of education from university to K-12 has discussed the right combination of leadership, policies, educational programs, professional development and support systems needed to create a school culture and climate where all students feel safe. Research and reports indicate that schools and school districts should adopt proactive whole school climate initiatives that demonstrate a commitment to inclusive policies, implement LGBT-inclusive programs, develop and implement LGBT-related professional development, and implement LGBT-inclusive curriculum (Biegel & Kuel, National Education Policy Center, 2010).

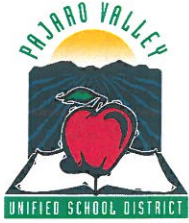
[The entire research brief of 45 pages, works cited and appendices is available online: <http://bit.ly/SClgbtRpt2015> ]

### **Next Steps**

Following this report, the Safe Schools Project Task Force composed of educators throughout Santa Cruz County, determined that the next step was to seek a grant to implement a sustainable, inclusive and comprehensive safe school plan across Santa Cruz County that may become a model for other communities. This plan would provide yearly events to reduce bullying and to support LGBT youth, support for administrators and teachers through ongoing professional development, development of an LGBT inclusive curriculum, identifying metrics to measure progress and to document the progress. The grant partners will be the Santa Cruz Diversity Center and the Santa Cruz County Office of Education. The plan would begin in September 2015 or when funding becomes available.



# PAJARO VALLEY UNIFIED SCHOOL DISTRICT



## Board Agenda Backup

Item No: 12.1

**Date:** April 29, 2015

**Item:** Approve acceptance of FCMAT financial review report

**Overview:** Staff requests the board's review and acceptance of the Fiscal Crisis and Management Assistance Team's (FCMAT) financial and multi-year fiscal projection report.

In October 2014, the board approved a contract with FCMAT to conduct a comprehensive multi-year fiscal analysis. The intent of this action was to address the district's immediate and long term fiscal challenges.

Members of FCMAT team worked closely with district and County Office of Education (COE) staff over the past five months. The team provided a comprehensive fiscal and programmatic analysis. This included recommendations to increase revenues and/or decrease expenditures to assist the district in maintaining minimum, as well as appropriate, reserve levels. The team's analysis was comprehensive across a range of district operations, programs, and policies.

Staff notes that the report's findings and recommendations are a "snapshot" in time. They are based on observations and data provided prior to subsequent actions and events taken by the board and district staff. As staff will reiterate, the district has taken proactive measures to address and/or initiate corrective actions on many of the findings and recommendations outlined in the report. These have been shared with FCMAT and the COE. As such, the report includes a subsequent events section outlining these actions along with updated fiscal projections.

FCMAT representatives, along with staff from the COE, will be on hand to present the report's findings and recommendations.

**NOTE:** Due to technical difficulties on the part of FCMAT, the report will be made available to the board and public on Monday, April 27. It will be posted to the district's webpage at that time.

**Recommendation:** Approve acceptance and approval of the FCMAT report and recommendations as submitted.

**Prepared By:** Brett W. McFadden, Chief Business Officer

**Superintendent's Signature:**

*Dorma Ba* (AA)





CSIS California School Information Services

# Pajaro Valley Unified School District

## Fiscal Review

April 27, 2015



**Joel D. Montero**  
Chief Executive Officer







April 27, 2015

Dorma Baker, Superintendent  
Pajaro Valley Unified School District  
294 Green Valley Road  
Watsonville, CA 95076

Dear Superintendent Baker:

In October 2014, the Pajaro Valley Unified School District and the Fiscal Crisis and Management Assistance Team (FCMAT) entered into an agreement for a study to perform the following:

1. The team will provide a fiscal analysis for the district to develop a multiyear financial projection (MYFP). This will include recommendations to increase revenues and/or reduce expenditures that will assist the district in sustaining the recommended reserve levels. The district anticipates filing a negative certification for its first interim financial report for the period ending October 31, 2014.
2. The team will develop an MYFP for the current (2014-15) and two subsequent fiscal years without any budget adjustments, based on today's economic forecast, to determine the level of commitment needed to sustain the district's financial solvency. The MYFP will be a snapshot in time regarding the district's current financial status and will use the district's 2014-15 Adoption Budget as the baseline for developing the MYFP. Any forecast of the financial data has inherent limitations because calculations are based on certain economic assumptions and criteria, including changes in enrollment trends, cost-of-living adjustments, forecasts for utilities, supplies and equipment, and changing economic conditions at the state, federal and local levels. The MYFP should be evaluated as a trend based on certain criteria and assumptions rather than a prediction of exact numbers.
3. Review the district's long-term debt for all funds and any fiscal impact that they may have on the MYFP.
4. Evaluate recommendations provided to the district in previous FCMAT reports in the areas of special education and transportation. These are areas where the district has significant encroachment on the unrestricted general fund, and the team will provide a status update and additional recommendations, if applicable.

**FCMAT**

Joel D. Montero, Chief Executive Officer

1300 17<sup>th</sup> Street - CITY CENTRE, Bakersfield, CA 93301-4533 • Telephone 661-636-4611 • Fax 661-636-4647  
755 Baywood Drive, 2<sup>nd</sup> Floor, Petaluma, CA 94954 • Telephone: 707-775-2850 • Fax: 707-636-4647 • [www.fcmat.org](http://www.fcmat.org)  
Administrative Agent: Christine L. Frazier - Office of Kern County Superintendent of Schools

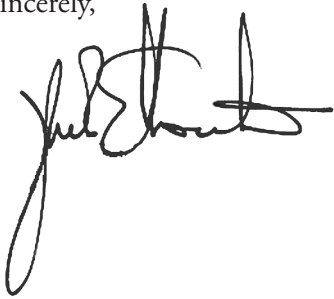
FCMAT focused on creating a multiyear projection using its Budget Explorer software to assess the district's fiscal solvency, prepared a detailed projection using the 2014-15 adoption budget as the base year, and updated it to include changes from the first interim budget.

FCMAT conducted on-site fieldwork in November 2014 and off-site fieldwork in December 2014. To assess the district's financial condition, the team reviewed numerous original documents including enrollment reports, audited financial statements, budget assumptions, adopted and interim budget files, financial system reports, unaudited actuals, payroll files, long-term debt obligations, estimates of average daily attendance, staffing ratios, other financial records, and third-party documents.

This report contains the study team's findings and recommendations.

FCMAT appreciates the opportunity to serve the Parajo Valley Unified School District, and extends thanks to all the staff for their assistance during fieldwork.

Sincerely,

A handwritten signature in black ink, appearing to read 'Joel D. Montero', with a stylized, cursive script.

Joel D. Montero

Chief Executive Officer



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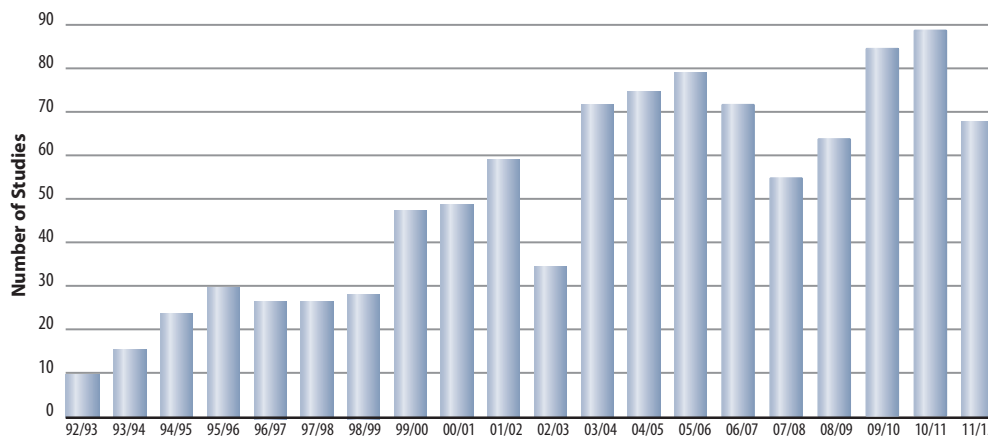
# About FCMAT

FCMAT's primary mission is to assist California's local K-14 educational agencies to identify, prevent, and resolve financial and data management challenges. FCMAT provides fiscal and data management assistance, professional development training, product development and other related school business and data services. FCMAT's fiscal and management assistance services are used not just to help avert fiscal crisis, but to promote sound financial practices and efficient operations. FCMAT's data management services are used to help local educational agencies (LEAs) meet state reporting responsibilities, improve data quality, and share information.

FCMAT may be requested to provide fiscal crisis or management assistance by a school district, charter school, community college, county office of education, the state Superintendent of Public Instruction, or the Legislature.

When a request or assignment is received, FCMAT assembles a study team that works closely with the local education agency to define the scope of work, conduct on-site fieldwork and provide a written report with findings and recommendations to help resolve issues, overcome challenges and plan for the future.

**Studies by Fiscal Year**



FCMAT also develops and provides numerous publications, software tools, workshops and professional development opportunities to help local educational agencies operate more effectively and fulfill their fiscal oversight and data management responsibilities. The California School Information Services (CSIS) arm of FCMAT assists the California Department of Education with the implementation of the California Longitudinal Pupil Achievement Data System (CALPADS) and also maintains DataGate, the FCMAT/CSIS software LEAs use for CSIS services. FCMAT was created by Assembly Bill 1200 in 1992 to assist LEAs to meet and sustain their financial obligations. Assembly Bill 107 in 1997 charged FCMAT with responsibility for CSIS and its statewide data management work. Assembly Bill 1115 in 1999 codified CSIS' mission.

AB 1200 is also a statewide plan for county offices of education and school districts to work together locally to improve fiscal procedures and accountability standards. Assembly Bill 2756 (2004) provides specific responsibilities to FCMAT with regard to districts that have received emergency state loans.

In January 2006, SB 430 (charter schools) and AB 1366 (community colleges) became law and expanded FCMAT's services to those types of LEAs.

Since 1992, FCMAT has been engaged to perform more than 1,000 reviews for LEAs, including school districts, county offices of education, charter schools and community colleges. The Kern County Superintendent of Schools is the administrative agent for FCMAT. The team is led by Joel D. Montero, Chief Executive Officer, with funding derived through appropriations in the state budget and a modest fee schedule for charges to requesting agencies.

# Introduction

## Background

The Pajaro Valley Unified School District is located in Santa Cruz County and is governed by seven trustees that represent separate areas. The district has 16 elementary schools, six middle schools, three comprehensive high schools, five dependent charter schools, one independent charter school, three alternative schools, one adult education school, and 12 children centers in addition to migrant education and Head Start centers.

District boundaries encompass more than 150 square miles and include students from Watsonville, Aptos, Freedom, La Selva Beach, Pajaro, Los Lomas/Royal Oaks and Corralitos. Pajaro Valley Unified is the largest school district in the county, reporting 20,362 students in the 2013-14 school year and has increased enrollment by 981 students over the last five fiscal years. The district is in the top 10% of the largest school districts in California.

The official fall enrollment for 2014-15 is 20,417 (including charter schools), with 16,026 students that qualify as foster youth, English learners, or recipients of free- or reduced-priced meals. These three groups generate additional funding under the new Local Control Funding Formula (LCFF.) Students who qualify in more than one category are counted only once, which is called the unduplicated count, or unduplicated pupil percentage. English learners and low-income students make up 78.49 percent of the district's student population.

General fund expenditures are projected to be \$208.7 million for 2014-15, \$211.6 million for 2015-16, and \$219.9 million for 2016-17. The district operates several other restricted funds including child development, adult education, cafeteria, self-insurance and building funds.

In November 2012, the district overwhelmingly passed Measure L a general obligation bond. The measure authorized \$150 million to modernize school facilities and established two separate endowment funds specifically for instructional and deferred maintenance funding over a 10-year period. The first issuance of \$80 million occurred in April 2013. It is estimated that the remaining funds will be issued in 2016 or early 2017.

## Study and Report Guidelines

FCMAT visited the district in November and conducted off-site work in December 2014 to conduct interviews and collect data. FCMAT's projection uses the adoption budget for 2014-15 as the historical baseline for the multiyear financial projection, and it was updated to include district adjustments at first interim.

In writing its reports, FCMAT uses the Associated Press Stylebook, a comprehensive guide to usage and accepted style that emphasizes conciseness and clarity. In addition, this guide emphasizes plain language, discourages the use of jargon and capitalizes relatively few terms.

## Study Team

The study team was composed of the following members:

Deborah Deal, CICA, CFE  
FCMAT Fiscal Intervention Specialist  
Los Angeles, CA

Ernany Montijo  
FCMAT Consultant  
Los Angeles, CA

Marisa Ploog, CPA, CFE, CICA, CGMA  
FCMAT Fiscal Intervention Specialist  
Bakersfield, CA

Leonel Martínez  
FCMAT Technical Writer  
Bakersfield, CA

# Executive Summary

Assembly Bill (AB) 1200 and AB 2756 provide the structure for fiscal accountability in overseeing a school district's financial condition. They include specific responsibilities for the county superintendent of schools, the superintendent of public instruction and FCMAT in assisting a district in fiscal distress.

AB 1200 and AB 2756 require multiyear financial projections (MYFPs) as part of budget and interim financial reporting. These projections allow the district and the county office of education to assess revenues and expenditures in the current and subsequent two fiscal years to determine whether the district can meet its fiscal obligations. A district with an MYFP indicating that it will be unable to meet its fiscal obligations in the current or subsequent two fiscal years receives either a qualified or negative budget certification. A qualified budget certification indicates that the district is deficit spending and may not meet its fiscal obligations; a negative certification indicates that the district will not meet its fiscal obligations.

Pajaro Valley Unified requested that FCMAT prepare a MYFP upon realizing that it was in the process of filing a negative certification for the first interim budget report for the 2014-15 fiscal year. Based on FCMAT's projection, the district fails to meet its required level of reserves for economic uncertainties in the current and subsequent two fiscal years.

FCMAT used its Budget Explorer v.5.0 software to create an MYFP based on the district's 2014-15 adopted budget and revised the projection to include revisions as of the first interim report on October 31, 2014. FCMAT analyzed and compared salary and benefit projections to actual position control and payroll records; prepared projections for enrollment and average daily attendance based on historical trends; analyzed estimated enrollment and average daily attendance (ADA) estimates; increased several unrestricted expenditure categories based on prior year trends and current year actual expenditures to date; adjusted grant projections in accordance with grant awards and recalculated the principal apportionment based on the latest information provided by the Department of Education and FCMAT's version 16.1 LCFF calculator.

The governor signed the 2014-15 state budget on June 20, 2014. The MYFP projections for this report utilize the most current state assumptions for the LCFF, revised gap funding, and economic protection account percentages proposed in the governor's 2015-16 budget proposal released on January 9, 2015. This is the second year of strong economic growth as school districts recover from the state recession that officially started in December 2007. The governor's proposal demonstrates a commitment to fully implement the new funding model. The MYFP is built on these and many other assumptions that are included in the multiyear financial projections section of this report.

Each local education agency transitioned to the new funding model, which was implemented in 2013-14. The model created a floor and target because the state estimated it would take eight years to fully fund. The difference between the floor and the target is called the gap, and each year the state applies funding to close it. The first year, 2013-14, the state provided 12.0017% in gap funding toward the target. The second year, 2014-15, the district is projected to receive 29.15% of the estimated remaining gap balance. Gap funding is estimated to be 32.19% for 2015-16. The combination of gap funding in the first two years plus the amount anticipated for 2015-16 equates to 58% of the total state obligation.

According to the most recent audit report for 2013-14, the district's general fund balance decreased by \$7,939,818 following an aggressive reinvestment plan implemented in 2013-14



restoring \$13,249,180 in salaries, furlough days, additional staffing and a classification study. The district's fund balance is projected to decline by \$20,731,594 by June 30, 2015. At this level, the district will not have sufficient funds to maintain the required reserve level.

The following table shows the significant decline in fund balance:

***Fund Balance and Reserve Levels***  
***2013-14 through 2016-17***

Combined Resources Summary	2014-15	2015-16	2016-17
<b>Fund Balance</b>			
Beginning Fund Balance	\$38,576,401.70	\$15,977,294.37	(\$1,711,406.82)
Audit Adjustments	(\$1,867,513.00)	\$0.00	\$0.00
Other Restatements	\$0.00	\$0.00	\$0.00
Adjusted Beginning Fund Balance	\$36,708,888.70	\$15,977,294.37	(\$1,711,406.82)
Ending Fund Balance	\$15,977,294.37	(\$1,711,406.82)	(\$18,749,518.92)

As of June 30, 2015, the district's general fund estimated actuals shows that it continues to deficit spend and the fund balance is negative in the projected two subsequent fiscal years.

Combined Resources Summary	2014-15	2015-16	2016-17
<b>Components of Ending Fund Balance</b>			
Reserved Balances	\$0.00	\$0.00	\$0.00
Non-spendable Revolving Cash	\$55,000.00	\$55,000.00	\$55,000.00
Nonspendable Stores	\$157,468.00	\$157,468.00	\$157,468.00
Nonspendable Prepaid Items	\$0.00	\$0.00	\$0.00
All Other Non-spendable Assets	\$65,000.00	\$65,000.00	\$65,000.00
General Reserve	\$0.00	\$0.00	\$0.00
Restricted Balance	\$5,975,025.54	\$6,000,262.50	\$7,485,069.06
Designated for the Unrealized Gains of Investments and Cash in County Treasury	\$0.00	\$0.00	\$0.00
Other Assignments	\$3,608,507.00	\$0.00	\$0.00
Economic Uncertainties Percentage	3%	3%	3%
Reserve for Economic Uncertainties	\$6,416,761.45	\$6,348,078.47	\$6,597,205.83
Undesignated/Unappropriated	(\$300,467.62)	(\$14,337,215.79)	(\$33,109,261.81)

The following report describes in detail the total analysis of revenues and expenditures along with the adjustments made by FCMAT; however, a summary of FCMAT's projection for combined unrestricted and restricted resources in the table below shows how rapidly the fund balance diminishes over the 3-year period.

The following summarizes several areas that have had a significant impact on the district's ability to maintain fiscal solvency.

From 2008 through 2010, the district implemented a series of program and service level cuts to maintain fiscal solvency, and in 2011-12, it restored five furlough days to employees. During 2013-14, the district received more than \$8 million in additional funding through the new Local Control Funding Formula. Effective with the 2013-14 fiscal year, the board approved a reinvestment plan totaling \$13.2 million, including a seven percent raise for all employees and more than \$6 million in other restorations, effectively spending more than all the new money received. By 2014-15 most of the district's reserves will have been expended.

- Ongoing salary and benefit increases coupled with restorations beyond new money have created a structural deficit and caused the district to file a negative first interim certification to the general fund operating budget.
- Pajaro Valley Unified is a single-district special education local plan area (SELPA). Special education students make up 13% of the total population, and the unrestricted general fund contribution to special education has increased substantially during the last two fiscal years.
- Door-to-door special education transportation is provided for 96% of special education students that receive this service.
- The district has no cap on health insurance benefits for board members, classified employees and their families and for its 155 retired classified employees and spouses.
- The district has no cap on health insurance benefits for employee-only coverage for all eligible certificated and management employees; however, employees may opt to pay for family coverages.
- Accrued vacation is estimated at \$2.3 million, which includes full-time, year-round employees. Although the district contract includes a maximum carryover of 24 days, this limit has not been enforced. As a result, at least three employees have more than \$50,000 in accrued vacation leave.
- Classified employees and their dependents are eligible for health and welfare benefits if they work four hours or more per day with no out-of-pocket costs. Certificated employees are eligible if they are more than 50 percent FTE for single coverage on a prorated basis.

The district filed its 2014-15 first interim budget report as a negative certification, indicating that it is unable to meet its financial obligations in the current or subsequent fiscal year (Education Code 42131). Although authorized to do so by EC 42127.6 (e), the county superintendent has not appointed a fiscal advisor as of March 2015. When the county superintendent appoints a fiscal advisor, the advisor is authorized to perform any or all of the duties required of the county superintendent, including staying or rescinding any action that is inconsistent with the district's ability to meet its financial obligations in the current and subsequent fiscal year. The county office should invoke its authority.

FCMAT was created by legislation in 1992 and has conducted hundreds of studies. Based on this experience, FCMAT has developed a list of 10 predictors that indicate when a school district is in fiscal distress. These are referenced in AB 2756 and EC 42127 and 42127.6. The district exhibits several of these conditions, including the following:

### **Leadership Breakdown**

- Inability to consider the long-term impacts of collective bargaining agreements

**Ineffective Communication**

- Lack of communication to staff
- Lack of interagency cooperation

**Collapse of Infrastructure**

- Breakdown of internal management information systems/data management

**Inadequate Budget Development**

- Deficit spending and failure to maintain reserves and fund balance
- Manipulation of multiyear projections and ignorance of trend analysis
- Inability to accurately estimate the ending fund balance

**Limited Budget Monitoring**

- Inattention to county office of education information, analysis and oversight of the budget, including a lack of understanding of AB 1200
- Lack of control and monitoring of total compensation as a percentage of total expenses
- Actual expenditures not in line with the most current budget
- Failure to reconcile the general ledger balance sheet accounts regularly, particularly receivables and payables
- Lack of internal controls
- Lack of control and monitoring of contributions to restricted programs
- Consistently failing to update budget assumptions
- Lack of data accuracy, collection, and reporting
- Consistently poor data quality
- Data not used to inform decision making
- Human resources issues
- Overstaffing

**Related Issues of Concern**

- Chronically overestimating revenues and underestimating staffing costs

Of particular concern is the impact of significant and continued deficit spending on the district's unrestricted general fund. The district has been unable to sustain finances in the short term and must develop a stabilization plan to avoid fiscal insolvency in the long term.

The structural deficit and negative certification for the first interim report for 2014-15 and a qualified second interim report have prompted concern from the county office regarding the district's ability to continue as a going concern. If immediate corrective action is not taken, there is a strong possibility of state intervention during the 2015-16 fiscal year.

# Findings and Recommendations

## Multiyear Financial Projections

Assembly Bill (AB) 1200 (Statutes of 1991, Chapter 1213) and AB 2756 (Statutes of 2004) are part of the adoption budget and interim reporting process for school districts. AB 1200 was signed into law in 1991, and AB 2756 was signed into law in June 2004 and made substantive changes to the financial oversight and accountability of school districts and county offices of education. Among other things, AB 2756 strengthened the roles of the superintendent of public instruction (SPI) and county offices of education and their ability to intervene during fiscal crises, including requesting assistance from FCMAT.

Education Code (EC) Section 42127 and EC 42130 establish the requirements for district governing boards and county superintendents on budget adoption and interim reporting periods. An integral component of EC 42127 is the governing board's ability to demonstrate that the budget allows a district to meet its financial obligations in the current and two subsequent fiscal years.

Forecasting financial data is based on certain economic assumptions and criteria at a point in time. Therefore, a financial projection should be evaluated as a forecast of anticipated revenues and expenditures based on assumptions for a particular time period, using prescribed standards and criteria. The budget should accomplish the following:

- Communicate the district's educational goals.

- Identify resources to meet those goals.

- Limit or control spending.

A multiyear financial projection (MYFP) should provide the governing board and management with guidance by evaluating the long-term effects of financial decisions and should be able to be adjusted for variables that the district cannot control, such as increasing or decreasing enrollment, the influx of new charter schools or unusual special education obligations.

California school districts are in the second year of recovery following the Great Recession. During this time, school districts throughout California struggled to balance budgets, maintain reserves, and manage cash flows. Education has borne an inequitable share of the state's budget cuts, and large deficits have forced districts to update multiyear assumptions and projections several times during the fiscal year as assumptions frequently changed at the state level. FCMAT's MYFP is based on the most current information available and is subject to change if the projected enrollment and/or average daily attendance (ADA) for the district or from the newly approved charter schools increases or decreases.

MYFPs are based on assumptions that can fluctuate, especially in the subsequent fiscal years, as projected revenue information from the state changes. The gap percentage rate (described more fully later in this report) in particular is the pivotal factor driving the LCFF during the implementation period; other key factors include the district's unduplicated student counts, enrollment, and ADA.

MYFPs are helpful in making decisions, especially regarding multiyear commitments. The district will need to continue to regularly update its MYFPs and reassess any factors that can have a substantial effect on the budget, including effects that are not within the district's control such as legal challenges and increases in the number of students enrolling in charter schools.

To help protect local educational agencies from economic uncertainties, the state recommends that any school district with an ADA of 1,001 to 30,000 maintain reserves equal to not less than 3% of its general fund expenditures. The district's current reserve requirement is 3% for fiscal years 2014-15 and 2015-16.

Local educational agencies use many different software products to prepare MYFPs. FCMAT used its Budget Explorer Web-based MYFP software, which was designed for California school districts and is available to districts and charter schools free of charge.

Budget Explorer allows districts to create and update financial projections by interfacing with the state's standardized account code structure (SACS) software or importing data directly from a district's financial system. Its comprehensive modeling capabilities allow multiyear financial projections to be produced efficiently, accurately and more rapidly than with conventional spreadsheets. Budget Explorer can be used to make more informed budget decisions and incorporate educational goals and objectives into several financial scenarios. The MYFP provided in this document is also available online to the district.

## **AB 1200 Oversight**

If at any time during the fiscal year a district is unable to meet its financial obligations for the current or two subsequent fiscal years, or has a qualified or negative budget certification, the county superintendent of schools is required to notify the district's governing board and the state superintendent of public instruction (SPI).

The county office is required to follow EC Section 42127.6 while assisting a school district in this situation. Assistance may include assigning a fiscal expert or fiscal advisor, conducting a study of the district's financial and budgetary conditions, updating cash flow projections, and requiring the district to disclose all contracts and multiyear commitments. The MYFP is intended to help the county office and the district create a stabilization and fiscal recovery plan to regain fiscal solvency and restore the required general fund reserve.

The governing board has filed a negative certification of the district's 2014-15 first interim financial report for 2014-15, and qualified certification for the second interim report. In accordance with Education Code Sections 42131(b) and 42131(e), upon filing a qualified or negative second interim report, the "school district shall provide to the County Superintendent, the controller and the SPI, not later than June 1, financial statement projections of the fund and cash balances of the district through June 30, for the period ending April 30." The district will also be required to project its fund and cash balances in accordance with EC 42130 through 42131(e.) This particular Education Code section is sometimes referred to as a "third interim report."

AB 2756 mandates a high level of county office scrutiny and oversight. The county office may require a budget advisory committee to provide a fiscal recovery plan. In addition, EC Section 42127.6 requires the district to comply with requests from and conditions set by the county office, including the assignment of a fiscal advisor. The Santa Cruz County Office of Education has not assigned a fiscal advisor to the district as of the date on this report.

As the district works with the county office, its business office will need to ensure that multiyear financial and cash flow projections are kept up to date and that the information they contain is accurate and based on the most current economic assumptions.

The MYFP developed for this report indicates that the district will not be able to maintain its reserve requirement in the 2014-15 fiscal year and the two subsequent fiscal years, and that it continues to experience a structural deficit. The district has not been effective in controlling costs for special education, health and welfare and worker's compensation. Collective bargaining agreements exceed the district's ability to support these obligations without substantial reductions in other areas of the operating budget. These issues must be addressed immediately to avoid fiscal insolvency. It is crucial that the district develop a strategic short- and long-term financial plan based on reasonable assumptions.

The district faces substantial fiscal challenges that will require the governing board to make and implement difficult decisions immediately to maintain local governance and avoid state intervention and receivership.

The assumptions and projection rules included in FCMAT's MYFP are listed in the table below.

### ***FCMAT MYFP Assumptions and Projection Rules***

<b>Assumptions/Projection Rules</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
Statutory Cost of Living	0.85%	1.58%	2.17%
LCFF Gap Funding Percentage	29.15%	32.19%	23.71%
Education Protection Account (EPA) Percentage	22.2354%	23.0000%	22.0000%
Special Education Cost of Living	0.85%	1.58%	2.17%
Federal Funding	0%	0%	0%
Consumer Price Index	1.80%	2.10%	2.50%
Lottery - Unrestricted	\$128	\$128	\$128
Lottery - Restricted	\$34	\$34	\$34
Interest Rate	2.20%	2.50%	2.80%
Certificated Step & Column	Included in base	1.68%	1.56%
Classified Step	Included in base	1.41%	1.29%
Health & Welfare – No Caps – Open Positions	\$19,000 Prorated	\$19,000	\$19,000
Health & Welfare – Annual Increase		8%	8%
CalPERS (Employer and Employee Contribution Rate)	18.771%	26.60%	29.00%
CalSTRS	8.88%	10.73%	12.58%
OPEB – Certificated	3.8%	3.8%	3.8%
OPEB - Classified	2.8%	2.8%	2.8%

*Updated from Business Administration Steering Committee (BASC) Common Message for Second Interim 2014-15; LCFF Assumptions updated from Department of Finance; School Services of California (SSC) Dartboard 2015-16.*

## Projections

FCMAT projected the district's revenue and expenditures based on internal and external source documents for principal apportionments, grants and entitlements; enrollment reports; audited financial statements; budget assumptions and files; financial system reports, year-end reports; payroll transactions and position control records; special education SELPA AB 602 funding allocations and nonpublic school placements; and many other financial records and third-party documents.

FCMAT used all pertinent records and documents to complete its multiyear analysis based initially on the district's 2014-15 adopted budget and updated to include first interim adjustments. Salary and benefit projections are based on actual payroll transactions through October 2014, compared with the district's budget and position control spreadsheet; other expenditures were compared with year-to-date records and trends; and long-term debt was verified against third-party documents and the independent audit report.

The tables below show FCMAT's multiyear projections for the district's combined, restricted, and unrestricted general fund.

### *Combined Restricted and Unrestricted Funds MYFP*

The following table includes all restricted and unrestricted general fund revenues and expenditures.

Combined Resources Summary	Object Code	Base Year 2014-15	Year 1 2015-16	Year 2 2016-17
<b>Revenues</b>				
LCFF/State Aid	8010 - 8099	\$138,551,037.00	\$152,157,491.00	\$160,740,795.00
Federal Revenues	8100 - 8299	\$27,916,197.38	\$19,414,981.00	\$19,414,981.00
Other State Revenues	8300 - 8599	\$23,427,325.00	\$21,007,286.43	\$21,376,291.46
Other Local Revenues	8600 - 8799	\$3,215,894.51	\$1,284,156.00	\$1,286,681.60
Revenues		\$193,110,453.89	\$193,863,914.43	\$202,818,749.06
<b>Expenditures</b>				
Certificated Salaries	1000 - 1999	\$80,197,007.62	\$81,824,581.26	\$83,101,044.71
Classified Salaries	2000 - 2999	\$29,350,492.82	\$30,041,388.84	\$30,428,922.72
Employee Benefits	3000 - 3999	\$62,116,413.91	\$68,234,143.28	\$74,462,317.15
Books and Supplies	4000 - 4999	\$14,181,062.65	\$9,022,217.84	\$8,904,301.81
Services and Other Operating	5000 - 5999	\$22,418,479.22	\$22,301,025.40	\$22,825,300.22
Capital Outlay	6000 - 6900	\$22,000.00	\$22,462.00	\$23,023.55
Other Outgo	7000 - 7299	\$388,782.00	\$388,782.00	\$388,782.00
Direct Support/Indirect Cost	7300 - 7399	(\$700,338.00)	(\$818,149.00)	(\$818,149.00)
Debt Service	7400 - 7499	\$705,684.00	\$586,164.00	\$591,318.00
Expenditures		\$208,679,584.22	\$211,602,615.62	\$219,906,861.16
Excess (Deficiency) of Revenues Over Expenditures		(\$15,569,130.33)	(\$17,738,701.19)	(\$17,088,112.10)
<b>Other Financing Sources/Uses</b>				
Interfund Transfers In	8900 - 8929	\$50,000.00	\$50,000.00	\$50,000.00
Interfund Transfers Out	7600 - 7629	\$5,212,464.00	\$0.00	\$0.00
All Other Financing Sources	8930 - 8979	\$0.00	\$0.00	\$0.00



All Other Financing Uses	7630 - 7699	\$0.00	\$0.00	\$0.00
Contributions	8980 - 8999	\$0.00	\$0.00	\$0.00
Other Financing Sources/Uses		(\$5,162,464.00)	\$50,000.00	\$50,000.00
Net Increase (Decrease) in Fund Balance		(\$20,731,594.33)	(\$17,688,701.19)	(\$17,038,112.10)
Fund Balance				
Beginning Fund Balance	9791	\$38,576,401.70	\$15,977,294.37	(\$1,711,406.82)
Audit Adjustments	9793	(\$1,867,513.00)	\$0.00	\$0.00
Other Restatements	9795	\$0.00	\$0.00	\$0.00
Adjusted Beginning Fund Balance	9797	\$36,708,888.70	\$15,977,294.37	(\$1,711,406.82)
Ending Fund Balance	9799	\$15,977,294.37	(\$1,711,406.82)	(\$18,749,518.92)
Components of Ending Fund Balance				
Reserved Balances	9700	\$0.00	\$0.00	\$0.00
Nonspendable Revolving Cash	9711	\$55,000.00	\$55,000.00	\$55,000.00
Nonspendable Stores	9712	\$157,468.00	\$157,468.00	\$157,468.00
Nonspendable Prepaid Items	9713	\$0.00	\$0.00	\$0.00
All Other Nonspendable Assets	9719	\$65,000.00	\$65,000.00	\$65,000.00
General Reserve	9730	\$0.00	\$0.00	\$0.00
Restricted Balance	9740	\$5,975,025.54	\$6,000,262.50	\$7,485,069.06
Designated for the Unrealized Gains of Investments and Cash in County Treasury	9775	\$0.00	\$0.00	\$0.00
Other Assignments	9780	\$3,608,507.00	\$0.00	\$0.00
Economic Uncertainties Percentage		\$0.03	\$0.03	\$0.03
Reserve for Economic Uncertainties	9789	\$6,416,761.45	\$6,348,078.47	\$6,597,205.83
Undesignated/Unappropriated	9790	(\$300,467.62)	(\$14,337,215.79)	(\$33,109,261.81)

### *Unrestricted General Fund MYFP*

The following table includes all unrestricted general fund revenues and expenditures.

Unrestricted Resources Summary	Object Code	Base Year 2014-15	Year 1 2015-16	Year 2 2016-17
Revenues				
LCFF/State Aid	8010 - 8099	\$138,551,037.00	\$152,157,491.00	\$160,740,795.00
Federal Revenues	8100 - 8299	\$7,000.00	\$7,000.00	\$7,000.00
Other State Revenues	8300 - 8599	\$3,167,600.00	\$2,420,988.00	\$2,422,837.66
Other Local Revenues	8600 - 8799	\$575,249.00	\$577,124.00	\$579,276.50
Revenues		\$142,300,886.00	\$155,162,603.00	\$163,749,909.16
Expenditures				
Certificated Salaries	1000 - 1999	\$59,236,884.12	\$60,734,728.04	\$61,682,189.79
Classified Salaries	2000 - 2999	\$15,980,763.06	\$16,328,265.08	\$16,538,899.69
Employee Benefits	3000 - 3999	\$41,068,362.08	\$45,217,688.87	\$49,398,350.89
Books and Supplies	4000 - 4999	\$4,347,782.00	\$4,439,085.42	\$4,550,062.56
Services and Other Operating	5000 - 5999	\$13,332,188.00	\$13,682,254.88	\$14,107,752.81
Capital Outlay	6000 - 6900	\$22,000.00	\$22,462.00	\$23,023.55
Other Outgo	7000 - 7299	\$388,782.00	\$388,782.00	\$388,782.00
Direct Support/Indirect Cost	7300 - 7399	(\$2,545,405.00)	(\$2,545,405.00)	(\$2,545,405.00)
Debt Service	7400 - 7499	\$705,684.00	\$586,164.00	\$591,318.00



Expenditures		\$132,537,040.26	\$138,854,025.29	\$144,734,974.29
Excess (Deficiency) of Revenues Over Expenditures		\$9,763,845.74	\$16,308,577.71	\$19,014,934.87
Other Financing Sources/Uses				
Interfund Transfers In	8900 - 8929	\$50,000.00	\$50,000.00	\$50,000.00
Interfund Transfers Out	7600 - 7629	\$0.00	\$0.00	\$0.00
All Other Financing Sources	8930 - 8979	\$0.00	\$0.00	\$0.00
All Other Financing Uses	7630 - 7699	\$0.00	\$0.00	\$0.00
Contributions	8980 - 8999	(\$27,438,094.78)	(\$34,072,515.86)	(\$37,587,853.53)
Other Financing Sources/Uses		(\$27,388,094.78)	(\$34,022,515.86)	(\$37,537,853.53)
Net Increase (Decrease) in Fund Balance		(\$17,624,249.04)	(\$17,713,938.15)	(\$18,522,918.66)
Fund Balance				
Beginning Fund Balance	9791	\$29,494,030.87	\$10,002,268.83	(\$7,711,669.32)
Audit Adjustments	9793	(\$1,867,513.00)	\$0.00	\$0.00
Other Restatements	9795	\$0.00	\$0.00	\$0.00
Adjusted Beginning Fund Balance	9797	\$27,626,517.87	\$10,002,268.83	(\$7,711,669.32)
Ending Fund Balance	9799	\$10,002,268.83	(\$7,711,669.32)	(\$26,234,587.98)
Components of Ending Fund Balance				
Reserved Balances	9700	\$0.00	\$0.00	\$0.00
Nonspendable Revolving Cash	9711	\$55,000.00	\$55,000.00	\$55,000.00
Nonspendable Stores	9712	\$157,468.00	\$157,468.00	\$157,468.00
Nonspendable Prepaid Items	9713	\$0.00	\$0.00	\$0.00
All Other Nonspendable Assets	9719	\$65,000.00	\$65,000.00	\$65,000.00
General Reserve	9730	\$0.00	\$0.00	\$0.00
Restricted Balance	9740	\$0.00	\$0.00	\$0.00
Designated for the Unrealized Gains of Investments and Cash in County Treasury	9775	\$0.00	\$0.00	\$0.00
Other Assignments	9780	\$3,608,507.00	\$0.00	\$0.00
Economic Uncertainties Percentage		3%	3%	3%
Reserve for Economic Uncertainties	9789	\$6,416,761.45	\$6,348,078.47	\$6,597,205.83
Undesignated/Unappropriated	9790	(\$300,467.62)	(\$14,337,215.79)	(\$33,109,261.81)

***Restricted General Fund MYFP***

The following table includes all restricted general fund revenues and expenditures.

<b>Restricted Resources Summary</b>	<b>Object Code</b>	<b>Base Year 2014-15</b>	<b>Year 1 2015-16</b>	<b>Year 2 2016-17</b>
<b>Revenues</b>				
LCFF/State Aid	8010 - 8099	\$0.00	\$0.00	\$0.00
Federal Revenues	8100 - 8299	\$27,909,197.38	\$19,407,981.00	\$19,407,981.00
Other State Revenues	8300 - 8599	\$20,259,725.00	\$18,586,298.43	\$18,953,453.80
Other Local Revenues	8600 - 8799	\$2,640,645.51	\$707,032.00	\$707,405.10
<b>Revenues</b>		<b>\$50,809,567.89</b>	<b>\$38,701,311.43</b>	<b>\$39,068,839.90</b>
<b>Expenditures</b>				
Certificated Salaries	1000 - 1999	\$20,960,123.50	\$21,089,853.22	\$21,418,854.92
Classified Salaries	2000 - 2999	\$13,369,729.76	\$13,713,123.76	\$13,890,023.03
Employee Benefits	3000 - 3999	\$21,048,051.83	\$23,016,454.41	\$25,063,966.26
Books and Supplies	4000 - 4999	\$9,833,280.65	\$4,583,132.42	\$4,354,239.25
Services and Other Operating	5000 - 5999	\$9,086,291.22	\$8,618,770.52	\$8,717,547.41
Capital Outlay	6000 - 6900	\$0.00	\$0.00	\$0.00
Other Outgo	7000 - 7299	\$0.00	\$0.00	\$0.00
Direct Support/Indirect Cost	7300 - 7399	\$1,845,067.00	\$1,727,256.00	\$1,727,256.00
Debt Service	7400 - 7499	\$0.00	\$0.00	\$0.00
<b>Expenditures</b>		<b>\$76,142,543.96</b>	<b>\$72,748,590.33</b>	<b>\$75,171,886.87</b>
Excess (Deficiency) of Revenues Over Expenditures		<b>(\$25,332,976.07)</b>	<b>(\$34,047,278.90)</b>	<b>(\$36,103,046.97)</b>
<b>Other Financing Sources/Uses</b>				
Interfund Transfers In	8900 - 8929	\$0.00	\$0.00	\$0.00
Interfund Transfers Out	7600 - 7629	\$5,212,464.00	\$0.00	\$0.00
All Other Financing Sources	8930 - 8979	\$0.00	\$0.00	\$0.00
All Other Financing Uses	7630 - 7699	\$0.00	\$0.00	\$0.00
Contributions	8980 - 8999	\$27,438,094.78	\$34,072,515.86	\$37,587,853.53
<b>Other Financing Sources/Uses</b>		<b>\$22,225,630.78</b>	<b>\$34,072,515.86</b>	<b>\$37,587,853.53</b>
Net Increase (Decrease) in Fund Balance		<b>(\$3,107,345.29)</b>	<b>\$25,236.96</b>	<b>\$1,484,806.56</b>
<b>Fund Balance</b>				
Beginning Fund Balance	9791	\$9,082,370.83	\$5,975,025.54	\$6,000,262.50
Audit Adjustments	9793	\$0.00	\$0.00	\$0.00
Other Restatements	9795	\$0.00	\$0.00	\$0.00
Adjusted Beginning Fund Balance	9797	\$9,082,370.83	\$5,975,025.54	\$6,000,262.50
Ending Fund Balance	9799	\$5,975,025.54	\$6,000,262.50	\$7,485,069.06
<b>Components of Ending Fund Balance</b>				
Reserved Balances	9700	\$0.00	\$0.00	\$0.00
Nonspendable Revolving Cash	9711	\$0.00	\$0.00	\$0.00
Nonspendable Stores	9712	\$0.00	\$0.00	\$0.00
Nonspendable Prepaid Items	9713	\$0.00	\$0.00	\$0.00
All Other Nonspendable Assets	9719	\$0.00	\$0.00	\$0.00
General Reserve	9730	\$0.00	\$0.00	\$0.00
Restricted Balance	9740	\$5,975,025.54	\$6,000,262.50	\$7,485,069.06

Designated for the Unrealized Gains of Investments and Cash in County Treasury	9775	\$0.00	\$0.00	\$0.00
Other Assignments	9780	\$0.00	\$0.00	\$0.00
Economic Uncertainties Percentage		3%	3%	3%
Reserve for Economic Uncertainties	9789	\$0.00	\$0.00	\$0.00
Undesignated/Unappropriated	9790	(\$0.00)	(\$0.00)	(\$0.00)

The summary of the projection for combined unrestricted and restricted resources in the table below shows how rapidly the fund balance declined from the beginning fund balance in 2013-14 of \$48,588,413 to a projected (\$18,749,519) at the end of 2016-17.

Without revenue enhancements or changes in the current expenditures patterns, the district will have a negative ending fund balance by the end of the 2015-16 fiscal year

### ***Fund Balance and Reserve Levels 2013-14 through 2016-17***

<b>Combined Resources Summary</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
Fund Balance			
Beginning Fund Balance	\$38,576,401.70	\$15,977,294.37	(\$1,711,406.82)
Audit Adjustments	(\$1,867,513.00)	\$0.00	\$0.00
Other Restatements	\$0.00	\$0.00	\$0.00
Adjusted Beginning Fund Balance	\$36,708,888.70	\$15,977,294.37	(\$1,711,406.82)
Ending Fund Balance	\$15,977,294.37	(\$1,711,406.82)	(\$18,749,518.92)

### **Excess (Deficiency) of Revenues Over Expenditures**

The combined effect of revenue and expenditure adjustments described in this report illustrates that without additional revenues or expenditure reductions, the district will continue to deficit spend in fiscal years 2014-15 and beyond.

Deficit spending occurs when current year expenditures are greater than current year revenues. A budget deficit can be temporary or long-term, and can also include a planned spend down of district reserves. A structural deficit is a permanent imbalance in revenues and expenditures indicating a lack of financial management oversight and can be addressed only by increasing revenue or reducing spending. Ongoing deficit spending without a fiscal solvency plan will increase the current structural deficit.

### **Ending Fund Balance**

FCMAT's MYFP shows that the district is projected to have a negative fund balance in 2015-16 and 2016-17 fiscal years and that it fails to meet the required 3% reserve level in all three years.

FCMAT's analysis indicates if the district does not correct the structural deficit and control deficit spending by realizing revenue increases and/or expenditure reductions, it will require state intervention during the 2015-16 fiscal year. State intervention occurs when the district does not have cash reserves to pay current obligations. If no changes are made, the general fund cash balance is projected to be depleted by November 30, 2015 according to district estimates on cash flow.

The district should continue to update and monitor cash flow projections to determine when it will need to consider cash borrowing options. In addition, it should contact the county office regarding any restrictions on internal borrowing options.

## Analysis of Fund Balance And Components of Fund Balance

Fund balance is a combination of cash and noncash items such as inventory (stores), receivables, and restricted balances from grants or entitlements. The district's fund balance is negative and it cannot maintain its required reserve levels in 2015-16 and 2016-17.

Components of Ending Fund Balance	Object Code	Base Year 2014-15	Year 1 2015-16	Year 2 2016-17
Fund Balance				
Beginning Fund Balance	9791	\$38,576,401.70	\$15,977,294.37	(\$1,711,406.82)
Audit Adjustments	9793	(\$1,867,513.00)	\$0.00	\$0.00
Other Restatements	9795	\$0.00	\$0.00	\$0.00
Adjusted Beginning Fund Balance	9797	\$36,708,888.70	\$15,977,294.37	(\$1,711,406.82)
Ending Fund Balance	9799	\$15,977,294.37	(\$1,711,406.82)	(\$18,749,518.92)

Components of Ending Fund Balance	Object Code	Base Year 2014-15	Year 1 2015-16	Year 2 2016-17
Reserved Balances	9700	\$0.00	\$0.00	\$0.00
Nonspendable Revolving Cash	9711	\$55,000.00	\$55,000.00	\$55,000.00
Nonspendable Stores	9712	\$157,468.00	\$157,468.00	\$157,468.00
Nonspendable Prepaid Items	9713	\$0.00	\$0.00	\$0.00
All Other Nonspendable Assets	9719	\$65,000.00	\$65,000.00	\$65,000.00
General Reserve	9730	\$0.00	\$0.00	\$0.00
Restricted Balance	9740	\$5,975,025.54	\$6,000,262.50	\$7,485,069.06
Designated for the Unrealized Gains of Investments and Cash in County Treasury	9775	\$0.00	\$0.00	\$0.00
Other Assignments	9780	\$3,608,507.00	\$0.00	\$0.00
Economic Uncertainties Percentage		\$0.03	\$0.03	\$0.03
Reserve for Economic Uncertainties	9789	\$6,416,761.45	\$6,348,078.47	\$6,597,205.83
Undesignated/Unappropriated	9790	(\$16,277,761.99)	(\$12,625,808.97)	(\$14,359,742.89)



# Enrollment

## Enrollment and Average Daily Attendance (ADA)

Accurate enrollment tracking and analysis of average daily attendance (ADA) are essential to providing a solid foundation for budget planning. Because the district's primary funding is based on the total number of student attendance days, monitoring and projecting student enrollment and attendance is a crucial function. When enrollment and related ADA increase or decline, the district must consider the budgetary effects on teacher-to-student ratios and plan accordingly. The district must also exercise extreme caution regarding issues such as negotiations, staffing and deficit spending to ensure fiscal solvency. Accurately tracking and analyzing enrollment and ADA can help the district better project future revenues and control staffing expenditures to help maintain fiscal solvency.

## Enrollment Projection

FCMAT used enrollment information provided by the California Department of Education (CDE) on its DataQuest website and analyzed enrollment trends over the last several years.

FCMAT used the cohort survival method, which groups students by grade level upon entry and tracks them through each year that they stay in school. This method evaluates the longitudinal relationship of the number of students who pass from one grade to the next in a subsequent year. It closely accounts for retention, dropouts and students transferring to and from the district grade by grade. Although other projecting techniques are available, the cohort survival method usually is the best choice for school districts because of its sensitivity to incremental changes in several key variables.

Percentages are calculated from historical enrollment data to determine a reliable weighted average percentage of increase or decrease in enrollment between any two grades over the projection period. Ratios are calculated between grade levels from year to year, usually using data from the last five years. Enrollment variables include the following:

- The historical ratio of enrollment progression between grade levels
- Changes in educational programs
- Interdistrict and intra-district transfers
- Migration patterns
- Changes in local and regional demographics
- Industry changes such as a new industry coming to the area or leaving
- Residential housing starts and the generation factor per household
- The influx of new or expanding charter schools
- Birthrates

## Average Daily Attendance

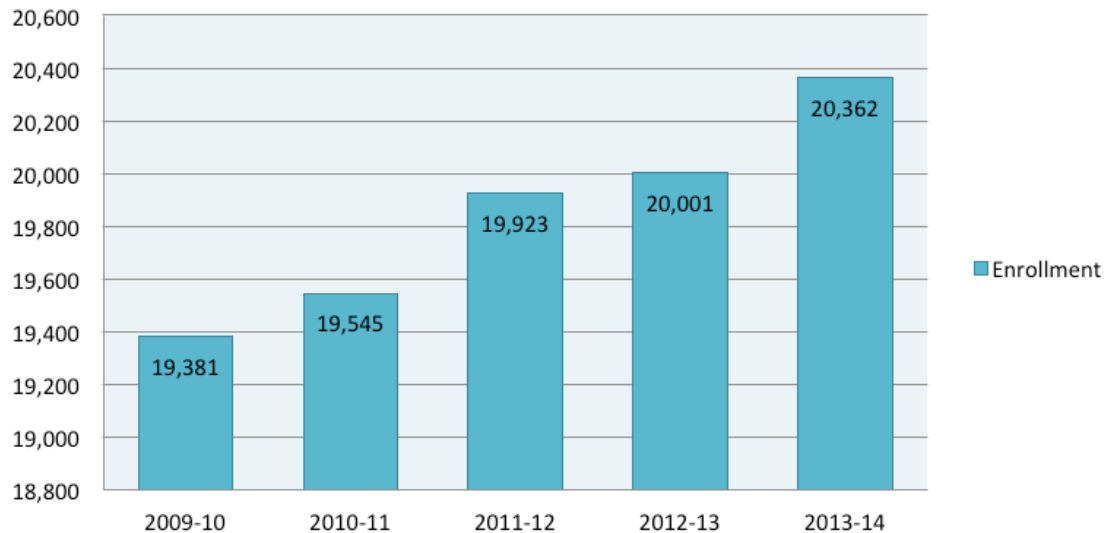
Average daily attendance is used to calculate the district's LCFF and many other federal and state revenue sources. District LCFF apportionments are based on the greater of current or prior year ADA reported on the second period principal apportionment (P-2).

FCMAT reviewed the district's enrollment and ADA trends for 2009-10 through 2013-14 as well as the district's official October 2014 enrollment data. The review compared October

California Basic Educational Data System (CBEDS)/California Longitudinal Pupil Achievement Data System (CalPADS) student enrollment counts to the P-2 ADA to determine the average ADA-to-enrollment ratios. Historical data indicates that the district has experienced enrollment growth of 664 students from 2009-10 to 2014-15 and 372 students in charter school enrollment. FCMAT's projections indicate that enrollment will continue to increase in the next two years, but not as rapidly as the preceding five fiscal years. However, the district needs to carefully monitor and project enrollment and ADA at each reporting period to ensure the most recent data is included in its budget assumptions as actual enrollment can rapidly change from year to year.

The chart below shows the total student enrollment from 2009-10 through 2013-14 including charter schools.

**Pajaro Valley Unified School District Actual  
Enrollment  
2009-10 through 2013-14**



# Revenue Sources

The district has four categories of revenue that are classified as either unrestricted or restricted: Local Control Funding Formula (LCFF) state aid, federal revenues, other state revenues, and local revenues.

## Unrestricted Revenues

### LCFF

The district receives most of its revenue from state principal apportionment funding. In the 1973-74 school year, each school district's general purpose funding was benchmarked on a per-ADA apportionment system following the landmark Serrano court case designed to provide equity in school finance.

Over time, attempts to equalize school district funding through policies and legislative action became increasingly complex. Chapter 47, Statutes of 2013, enacted as part of the 2013-14 state budget package, replaced this finance system with the LCFF effective July 1, 2013. The LCFF applies to both school districts and charter schools. Like revenue limit funding, the LCFF is based on ADA; however, the methods of calculation have changed significantly and are unique to each school district and charter school. The LCFF replaced both revenue limit funding and 32 types of categorical funding.

In its simplest form, the LCFF has four main components.

1. LCFF sets four uniform grade span rates: K-3, 4-6, 7-8 and 9-12. These constitute the majority of general purpose funding.
2. Grade span adjustments for grades K-3 and 9-12 are calculated based on a percentage of the grade span rates: 10.4% for grades K-3 for class size reduction, and 2.6% for grades 9-12 to compensate for funding previously received for career technical education.
3. Supplemental grant funding totaling 20% of the adjusted base rate is provided for certain student subgroups including English learners, foster youth, and students who qualify for free and/or reduced-price meals.
4. Concentration grant funding equal to 50% of the adjusted base rate is provided when student subgroups exceed 55% of total enrollment.

Following this calculation, there are add-ons for targeted instructional improvement grant and home-to-school transportation funding. The add-ons do not receive cost-of-living adjustments over the 8-year target implementation period.

During the transition from fiscal year 2012-13 to 2013-14, a floor funding level based on 2012-13 funding per ADA and a target funding level representing full funding if the state had sufficient resources are calculated. A unique calculation exists for each school district and charter school. The difference between the floor and the target is referred to as the gap. Beginning in 2013-14, districts and charter schools receive a percentage of the remaining gap amount each year until full funding is achieved. The floor and target are adjusted each year for cost-of-living increases and for changes in average daily attendance. In addition, districts and charter schools receive supplemental grant funding and concentration grant funding based on a district's unique percentage of unduplicated student counts generated as of the first Wednesday in October of each school year, which is also adjusted in the target calculation each year.



The state obligation for LCFF funding is offset by local property taxes and the economic protection account (EPA); therefore, the total revenue each school district and charter school receives is a combination of state apportionments (LCFF), local property taxes, and EPA. The economic protection account, also known as Proposition 30, was approved in the November 2012 election in an attempt to stabilize K-14 funding following massive budget cuts to education over the three previous fiscal years. The account generated revenues through a temporary state sales tax rate increase of 0.25% beginning January 1, 2013 through December 31, 2016 and through an increase to the California state personal income tax rates for upper-income taxpayers for seven years beginning January 1, 2012. These payments are separate from the principal apportionment and are paid quarterly.

The following table summarizes the LCFF funding from 2013-14 and projected revenue through 2016-17:

### *Summary of Findings*

	2013-14	2014-15	2015-16	2016-17
Target	\$177,270,826	\$178,568,677	\$182,053,375	\$187,327,661
Floor	118,409,231	125,473,572	141,504,597	155,623,495
Applied Formula: Target or Floor	FLOOR	FLOOR	FLOOR	FLOOR
Remaining Need after Gap (informational only)	51,797,205	37,617,882	27,496,126	24,187,108
Current Year Gap Funding	7,064,390	15,477,223	13,052,652	7,517,058
Economic Recovery Target	-	-	-	-
Additional State Aid	-	-	-	-
Total Phase-In Entitlement	\$125,473,621	\$140,950,795	\$154,557,249	\$163,140,553

### **Other State Revenue**

According to the California Lottery Commission, contributions from lottery winnings constitute about 1% of annual school budgets. The portion directed for school funding provides both unrestricted and restricted funding in addition to, not as a supplement of, state apportionments. Most districts use these dollars for expenditures that can easily be redirected to other funding sources. Unrestricted lottery funding is estimated at \$128 per ADA. The district is projected to receive \$2,446,794 in total lottery funding, or 1.3% of its annual budget for fiscal year 2014-15.

Government Code Section 8880.5(a) (2) extended lottery funding based on the 2007-08 regional occupational center/program and adult education ADA through 2014-15. Under current law, adult education and ROC/P ADA will no longer be part of the lottery calculation beginning in 2015-16. Therefore, the district's total ADA for lottery funding will be reduced by approximately 1,106.90 ADA, representing a loss of approximately \$185,000 in both 2015-16 and 2016-17. FCMAT included this reduction in the MYFP.

### **Local Revenue**

The district collects local revenues for interest earnings, rents and leases of buildings and other miscellaneous charges. Because these revenues cannot be guaranteed on a year-to-year basis, budgets and MYFPs for these items should be conservative and take into account historical trend data and identify revenue streams that are one-time. The budgets should also be monitored and updated throughout the year based on amounts received to date.

Beginning in 2013-14, funding for regional occupational centers and programs was folded into the LCFF as unrestricted funding. Even though the funding as redirected is unrestricted, school districts are required to maintain 2012-13 expenditure levels in 2013-14 and 2014-15. County offices that passed through funds to joint powers agencies in 2012-13 are also required to continue this practice through 2014-15. The Santa Cruz County Office of Education implemented a transition plan that reduces the district's regional occupational centers and programs allocations significantly in 2015-16 and 2016-17. To continue the program at the current level absent legislation to provide funding for these programs, the district estimated that the contribution will increase from approximately \$500,000 in 2015-16 to \$1 million in 2016-17. These amounts are included in the district's second interim report for 2014-15; however, because they are unconfirmed, FCMAT did not include these in the MYFP.

On May 8, 2013, the district entered into an agreement with Ceiba Preparatory Academy charter school for a renovation loan for facilities. The charter school claimed that the district did not satisfy its Proposition 39 facilities requirement for use of district facilities, and the district disagreed. To settle all claims, the district agreed to advance funding for renovation costs to the charter school for a commercial building location in Watsonville, CA with mutually agreed upon offsets in-lieu for nonuse of district facilities.

The district loaned \$2,024,952 in the 2013-14 fiscal year, and Ceiba established a renovation fund for the sole purpose of building renovation and modernization. Quarterly payments of \$52,722.14 were scheduled to start December 2014, which are offset by \$37,500 in exchange for nonuse of district facilities. Based on district records, the first scheduled payment has been received.

Ceiba reportedly uses district maintenance and operations as well as SELPA services that are not included in the offset amount; however, district management confirmed that CEIBA is no longer using district services including the SELPA.

## **Restricted Revenues**

### **Federal Revenues**

Funding from federal grants and entitlements is restricted in accordance with their provisions. The district operates approximately 30 separate grant programs including several grants under Title I, No Child Left Behind (NCLB), NCLB Title II – teacher quality and NCLB Title III – limited English; Title IV 21<sup>st</sup> Century; special education basic grant; special education preschool; Medi-Cal billing option; Title I Improvement Grant and after school grants. The district is projected to receive a total of \$27,916,197 in federal funding in 2014-15.

Funding for the school improvement grant and Quality Education Investment Act ends in 2014-15; therefore, it was eliminated in the MYFP beginning in 2015-16. Projections for 2015-16 and 2016-17 do not include any new revenue adjustments.

Medi-Cal administrative activities (MAA) is a reimbursement program managed by the California Department of Health Care Services that allows school districts and county offices to be reimbursed for Medi-Cal-related administrative services provided to eligible children and their families. The district participates in this program and is projected to receive \$748,634 in 2014-15.

Based on the size of the district's special education program and other services it provides to children, it would benefit from increasing the level of participation since this can be a substantial source of unrestricted funding. Employees are required to record time worked on MAA activities

for one week each quarter. The district can submit claims for referrals for determining Medi-Cal eligibility, providing health care information and referrals to other agencies, coordinating health services between agencies, and monitoring health services.

In October 2014, the Department of Health Care Services and the Centers for Medicare and Medicaid settled a dispute regarding the reasonableness of prior claims and procedures. Following the settlement, prior year claims of less than \$25,000 have been processed and claims larger than that are anticipated to be paid on a percentage basis. Beginning with the 2014-15 fiscal year, the department must submit random moment time sampling.

Program procedures for timekeeping periodically change. Several resources are available through the Department of Health Care Services. The district should periodically review the claims reimbursement process and review programs and services through the Medi-Cal Benefits Division online at:

[http://www.dhcs.ca.gov/services/medi-cal/Pages/MediBen\\_Svcs.aspx](http://www.dhcs.ca.gov/services/medi-cal/Pages/MediBen_Svcs.aspx)

### **State Sources**

The district receives state revenues with a restricted use. These include lottery funding for instructional materials estimated at \$34 per ADA, or \$658,987, representing approximately 3% of the district's total revenues as well as clean energy; Quality Education Investment Act and governor's Career Technical Education (CTE) Initiative.

### **AB 602 Special Education Funding – SELPA Allocations**

Pajaro Valley Unified is a single-district special education local plan area (SELPA) and receives an allocation of state funding through this entity to offset the cost of special education services, low-incidence disabilities and out-of-home care. The district should ensure that budgeted amounts agree with CDE funding exhibits.

### **One-Time Sources**

Funding for the Quality Education Investment Act and Title I Improvement Grant ends in 2014-15; therefore, this source was eliminated in the MYFP beginning in 2015-16.

The district received but did not spend one-time prior year entitlements for Common Core State Standards. The carryover balance is expected to be spent in the 2014-15 fiscal year. These dollars are recorded as expenditures in the current fiscal year and removed from the projections for the two subsequent years.

## Revenue Adjustments

FCMAT made several revenue adjustments to grant and entitlement awards following the district's first interim report. The district should ensure that all grants, entitlements and carry-overs are properly updated by the first interim report.

Adjustments in the base year are based on award and entitlement letters, CDE exhibits, ADA calculations and include carryovers from the prior fiscal year. FCMAT used the latest LCFF calculator (version 16.1) updated in January 2015 utilizing Department of Finance estimates following the governor's proposed budget for 2015-16. The latest LCFF calculator had minimal adjustments in the current year but included increased GAP percentage adjustments in the 2015-16 fiscal year. Projections include enrollment increases of 122 in 2015-16, and 154 in 2016-17.

Following the base year adjustments, FCMAT adjusted grants and entitlements to reduce carry-over amounts, apply factors for cost-of-living and increased district enrollment. School Improvement Grant, Quality Education Investment Act and Common Core State Standards funding was eliminated.

The following table shows FCMAT's calculation of combined unrestricted and restricted revenues for the base year and two subsequent years.

### *FCMAT's Calculation of District Revenues*

Combined Unrestricted and Restricted Revenues	Object Code	Base Year 2014 - 15	2015 - 16	2016 - 17
Revenues				
LCFF/State Aid	8010 - 8099	\$138,551,037.00	\$152,157,491.00	\$160,740,795.00
Federal Revenues	8100 - 8299	\$27,916,197.38	\$19,414,981.00	\$19,414,981.00
Other State Revenues	8300 - 8599	\$23,427,325.00	\$21,007,286.43	\$21,376,291.46
Other Local Revenues	8600 - 8799	\$3,215,894.51	\$1,284,156.00	\$1,286,681.60
Revenues		\$193,110,453.89	\$193,863,914.43	\$202,818,749.06

## Expenditure Categories

The general fund is used for the district's day-to-day operations. Salaries and benefits are the largest expenditure category and normally take 85%-92% of a district's unrestricted operating budget. The state standards and criteria use the district's historical average, plus or minus either 3% or the percentage of the district's reserve for economic uncertainties, whichever is greater.

As of the 2014-15 budget adoption, the district's historical average was 88.8% based on the standards and criteria, which is between the recommended 85.8% and 91.8% and therefore meets the standard. At first interim 2014-15, the district continued to meet the standard with 87.7% unrestricted salary and benefits.

In response to significant improvement in the 2013-14 fiscal year following the passage of the new funding formula, the governing board implemented a reinvestment plan designed to restore programs and services. The board approved \$13.2 million in ongoing expenditures even though the district received only \$8 million in new LCFF funding, creating an immediate structural deficit.

The reinvestment plan included salary increases of seven percent for all employees, class size reduction for first grade, K-3 intervention teachers, middle school counselors, additional staffing and a classified compensation study.

Other major expenditures categories include books, supplies, insurance, contracted services, utilities, travel, conferences, and capital outlay.

### Salaries and Benefits

Salaries and benefits were extrapolated from November 2014 through June 2015 utilizing the October 2014 payroll and expenditures to date. FCMAT identified salaries for board-approved positions that remain open and unfilled as of the date of fieldwork. These positions were prorated from July 2014 through October 2014 to reflect salary savings to date. However, the four months of prorated salaries for these positions were added back to FCMAT's projections in the 2015-16 year to recognize a full year of salaries for each vacant position.

The following summarizes the sequence the team implemented to calculate the payroll and benefit projections in excess of \$171 million:

- Reviewed district position control report as of November 6, 2014.
- Identified 2014-15 open position salaries and benefits at budget adoption and first interim.
- Identified salary and benefits not maintained in the district's position control system and compared budgeted amounts to historical trends.
- Reviewed October payroll, added open position salaries and benefits and extrapolated all through June 30, 2015.
- Compared extrapolated payroll by individual object code to the district adoption and first interim budgets. When combined in the aggregate at June 30, 2015, the district's overall projections were comparable to the FCMAT calculations.

Step percentage for certificated and classified wages were developed using district financial system generated step advancement of contracted positions for 2015-16 and 2016-17. Amounts are reasonable and consistent with industry standards.

The team compared projected amounts to district adopted and first interim budget and analyzed areas that were significantly different. Extrapolation of salaries as compared to historical actuals and district projections at first interim demonstrate aggregate differences below:

### Combined Resources

Classification	FCMAT Projection	District Adopted	Difference	District First Interim	Difference
Certificated	\$80,197,008	\$77,652,692	\$2,544,316	\$79,708,818	\$488,190
Classified	29,350,493	29,566,755	(216,282)	30,034,174	(683,681)
Benefits	62,116,414	61,442,617	673,797	62,418,198	(374,439)
Total	\$171,663,915	\$168,662,064	\$3,001,831	\$172,161,190	\$(569,930)

## Unrestricted Resources

Classification	FCMAT Projection	District Adopted	Difference	District First Interim	Difference
Certificated	\$59,236,884	\$58,104,375	\$679,371	\$58,557,513	\$1,132,509
Classified	15,980,763	16,904,211	(923,448)	16,904,211	(1,304,107)
Benefits	41,068,362	41,323,895	(255,533)	41,145,113	(76,751)
Total	\$116,286,009	\$116,332,481	\$(499,610)	\$116,606,837	\$(248,349)

## Health & Welfare Benefits

### Active Employee Benefits

The audited financial report for the period ending June 30, 2014 identified 1,672 active employees eligible for health and welfare benefits. The following summarizes the sequence FCMAT implemented to calculate health and welfare benefit projections:

- Reviewed historical trends from 2013-14 and 2014-15 through October 31, 2014 for object codes 3401-3402 (health and welfare) and 3711-3712 other post-employment benefits (OPEB benefits.)
- Reviewed October payroll object codes 3401-3402 and 3711-3712, extrapolated health and welfare for the remaining eight months based on October payroll and combined with general ledger amounts posted as of October 31, 2014.
- Added prorated amount for open positions as of November 6, 2014 based on \$19,000 per FTE for eight remaining months should the district fill these vacant positions following the FCMAT report.

FCMAT reviewed district plan selection by employee and applied plan rates accordingly. Plan selection information provided by the district is for all eligible employees across all funds but lacked the detail necessary to identify only those funded in the general fund and endowment fund. The team utilized the 2013-14 percentages to allocate charges to the general fund. Using this method, health and welfare projections were lower by \$3,267,993 excluding the benefits associated with open vacant positions; therefore, the team used the original payroll extrapolation to be conservative.

### Eligibility

Two years ago, the district changed from self-insurance to Self-Insured Schools of California (SISC) for vision, health and welfare benefits. The district maintains self-insurance for dental coverages, but all medical claims are administered through SISC. The district and a joint benefits committee meet bimonthly to review plan offerings and annual rates. Under SISC, the district offers a PPO, HMO and HMO-plus plan to eligible employees.

Certificated employees that are contracted 50% or more are prorated based on FTE. Single coverage requires no out-of-pocket premium cost, one dependent costs \$56 per month, and family coverage is \$90 monthly. Board members and classified employees do not pay for family coverage, but employees have full coverage if they work four hours per day with no out-of-pocket cost for premiums. According to several employees interviewed, this was in-lieu of salary increases covering a 15-year period of time; however, FCMAT confirmed the following salary increases during that time:



Year	Increase
2000-01	5%
2002-03	2%
2003-04	5%
2005-06	3.25%
2006-07	3.66%
2013-14	7%

Eligibility qualifications are extremely liberal. District management should work with the joint benefits committee on options to contain costs and provide a cost-sharing arrangement with all employee groups.

### Retiree Benefits

The audited financial report for the period ending June 30, 2014 identified 275 retirees and beneficiaries eligible for health and welfare benefits. FCMAT performed the following:

- Reviewed historical trends from 2013-14 and 2014-15 through October 31, 2014 for object codes 3401-3402 and 3711-3712.
- Reviewed October payroll object codes 3401-3402 and 3711-3712, extrapolated health and welfare for the remaining eight months based on October 2014 payroll and combined with general ledger amounts posted as of October 31, 2014.

FCMAT reviewed the district plan selection workbook for retirees for the 2014-15 fiscal year including plan selections, benefit rates, and end date for qualified benefits. The district's workbook extrapolates costs through fiscal year 2023-24 based on current rates. The district developed and applied two separate allocation factors for allocating the annual pay-as-you-go other post-employment benefit (OPEB) costs: One based on certificated wages and retired former certificated employee health benefit costs, and one based on classified wages and former classified employee health benefit costs.

The California Standard Accounting Manual (CSAM) Procedure 785-10 provides that OPEB expenditures relating to retirees, whether for current year benefits or for amortization of the unfunded liability, may be allocated only to programs in proportion to either total salaries, or total FTEs in all activities. In the CDE's negotiations with the United States Department of Education on how OPEB contributions may be charged to federal programs, the federal department determined that in order for federal programs to be charged a share of these costs, the *costs must be allocated to all activities* with as broad an allocation base as possible; this means total salaries across all funds. The United States Department of Education specifically denied any narrower allocation base. It is not appropriate to create two separate allocation factors to charge allocated OPEB costs. The district should reallocate OPEB costs based on the correct method provided in CSAM.

Local education agencies should use total salaries to establish one percentage rate, or allocation factor, and should use that rate to charge allocated OPEB contributions in all activities in proportion to certificated and classified salaries to all activities. While object codes 3XX1 and 3XX2 generally exist to distinguish benefits for certificated employees from benefits for classified employees, retirees are neither certificated nor classified because they are no longer employees. Even where it might be feasible to distinguish between certificated and classified cost, doing so is not necessary.

Once an allocation factor has been developed, districts may choose to exclude any particular resource or fund from cost allocation; however, the remaining resources will have to be absorbed within the unrestricted resources of the general fund. The district should apply a single-cost allocation factor to all resources and funds.

During fieldwork, FCMAT found that year-round employees who work between 184 and 261 days can choose their work days and calendars. At least 20 separate work calendars and more than 700 individual work calendars are in use because employees can choose their individual workdays. The district should limit the number of available work calendars that include defined workdays.

### **Books and Supplies**

Books and supplies budgets were reviewed for reasonableness using the current year actual expenditures through October 31, 2014 and extrapolated to June 30, 2015. Large variances were discussed with district staff before posting adjustments. FCMAT added \$300,000 for books and supplies.

The FCMAT MYFP for subsequent years includes adjustments based on the consumer price index (CPI) inflation factor from the School Services of California (SSC) Inc. financial dashboard and projected ADA.

### **Services and Other Operating Expenditures**

The services and operating expenditure budgets were reviewed for reasonableness using the current year actual expenditures through October 31, 2014 and extrapolated to June 30, 2015. Large variances were discussed with district staff prior to posting adjustments. FCMAT added \$3,460,000 for services and other operating expenditures.

The FCMAT MYFP for subsequent years includes adjustments based on the consumer price index inflation factor from the SSC financial dashboard and projected ADA.

### **Capital Outlay**

The capital outlay budgets were reviewed for reasonableness using the current year actual expenditures through October 31, 2014 and extrapolated to June 30, 2015. Large variances were discussed with district staff prior to posting adjustments. FCMAT added \$22,000 for capital outlay.

The FCMAT MYFP for subsequent years includes adjustments based on the consumer price index inflation factor from the SSC financial dashboard and projected ADA.

### **Other Outgo**

The capital outlay budgets were reviewed for reasonableness using the prior two years' actual expenditures, current year-to-date expenditures and encumbrances.

### **Debt Service**

Debt service was adjusted in the current and subsequent years based on the district's long-term debt schedule for capital lease agreements and adjusted in accordance with amounts listed in the district's audited financial statements.

FCMAT's projection reduced supplies and/or services in the restricted resources where possible to maintain spending within the projected revenue estimates. However, this action may also affect programs by reducing expenditures for these items.





# Encroachments

Encroachment occurs when restricted programs require money from the unrestricted general fund to support program expenditures. Programs that require a general fund contribution can be reduced or in some cases eliminated altogether.

The district should evaluate restricted programs that encroach on unrestricted funds listed in the table below with the exception of special education and restricted maintenance, which are typically not fully funded by either state or federal sources. These programs should be reduced or eliminated if they cannot be sustained. The following table shows projected encroachments for the district's restricted programs.

## *Projected Encroachment*

Unrestricted Resources				
Unrestricted	\$0	(\$27,438,095)	(\$34,072,516)	(\$37,587,854)
Total Unrestricted		(\$27,438,095)	(\$34,072,516)	(\$37,587,854)
Restricted Resources				
NCLB: Title I, Part C, Even Start Migrant Education (MEES)	\$3,110	\$131,644	\$197,566	\$207,913
NCLB: Title I, School Improvement Grant	\$3,180	\$0	\$2,486,797	\$2,581,364
NCLB: ARRA Title I, School Improvement Grant	\$3,181	\$0	\$0	\$0
Special Ed: IDEA Basic Local Assistance Entitlement, Part B, Sec 611 (formerly P	\$3,310	(\$17,807)	(\$17,807)	\$185,318
Special Ed: IDEA Local Assistance, Part B, Sec 611, Private School ISPs	\$3,311	\$17,807	\$17,807	\$17,807
Special Ed: IDEA Preschool Grants, Part B, Sec 619	\$3,315	\$1,770	\$9,381	\$18,677
Special Ed: IDEA Preschool Local Entitlement, Part B, Sec 611	\$3,320	\$0	\$0	\$18,321
Special Ed: IDEA Early Intervention Grants	\$3,385	\$2,939	\$17,817	\$29,128
Department of Rehab: Workability II, Transition Partnership	\$3,410	\$13,522	\$13,522	\$13,522
NCLB: Title II, Part A, Teacher Quality	\$4,035	\$0	\$0	\$0
NCLB: Title II, Part B, CA Mathematics and Science Partnerships*	\$4,050	\$4,659	\$4,855	\$5,056
Other Restricted Federal	\$5,810	\$271,707	\$282,240	\$312,832
After School Education and Safety (ASES)	\$6,010	\$901,211	\$1,041,670	\$1,131,758
Special Education	\$6,500	\$21,031,246	\$22,570,364	\$23,737,275
Special Ed: Project Workability I LEA	\$6,520	\$0	\$1,386	\$6,339
Quality Education Investment Act	\$7,400	\$0	\$1,065,368	\$1,633,724
Ongoing & Major Maintenance Account (RMA: Education Code Section 17070.75)	\$8,150	\$5,079,397	\$6,381,548	\$6,628,312
Other Restricted Local	\$9,010	\$0	\$0	\$1,060,510
Total Restricted		\$27,438,095	\$34,072,516	\$37,587,854
Balance		\$0	\$0	\$0

*\*Programs have been discontinued. District needs to move expenditures to unrestricted budget or eliminate expenditures or both.*



# District Procedures and Other Observations

## Special Education and Transportation

A FCMAT report dated January 21, 2009 was reviewed at the district's request to evaluate recommendations and provide a status update. Pajaro Valley Unified is a single-district SELPA with approximately 13% of the student population identified as eligible for special education services.

Districts statewide have experienced increased encroachments in special education and special education transportation because of rising costs and the inability of the state and federal government to fully fund district needs. The new funding formula holds transportation entitlements flat for the entire 8-year period from 2013-14 through 2016-17.

The superintendent oversees special education. The district's SELPA director is aware of large year-over-year cost increases and overstaffing. Several employees are concerned that special education costs are not monitored, and staffing for teachers and aides is not reduced when students leave the district or graduate. Because the superintendent oversees special education, many employees are reluctant to question requests for increases in special education staffing.

A review of the prior report from 2009 indicates that many recommendations for cost containment, monitoring and oversight have not been implemented.

Even though the 2009 report recommended that IEP meetings include the director of transportation in the IEP meetings, this still has not occurred. As a result, 96% of all special education students who receive transportation as part of their IEPs receive door-to-door transportation. The district should include the director of transportation or his/her authorized representative in all IEP meeting so that they provide input into the process for transportation services.

The SELPA director indicated the district has experienced an influx of special education students, with 54 new students enrolled at the elementary level, and a high incidence of autistic students. The district has increased the resources, including social emotional counselors and services at the school site level. The district should request an extensive special education and transportation study to evaluate potential savings and/or restructure delivery service models. It would be appropriate for the SELPA director to approve all staffing requests and submit them to the superintendent's cabinet for final approval.

## Fund 06 – Bond Fund – Endowment Funds

Voters approved the Measure L general obligation bond was in November 2012 by 67.8%. Voters in the district authorized \$150 million to modernize facilities, upgrade computers and instructional technology in the classrooms, and establish funding for deferred maintenance facility needs.

The district accounts for a portion of bond fund proceeds in two endowments: Instructional technology and deferred maintenance. The endowments are established in fund 06, which rolls into Fund 01 of the general fund. The district's rationale is that this allows it to match salaries and benefits for a teacher on special assignment position attributable to technology training costs because staffing costs are not allowable in the building fund.

The deferred maintenance endowment totals \$7.5 million over a 10-year period. Annual expenditures cannot exceed \$750,000 per year, and the instructional technology endowment totals \$5

million over a 10-year period and cannot exceed \$500,000 per year. According to district records, \$6.25 million was transferred into fund 06 during the 2013-14 fiscal year. The district spent \$1,061,269 and earned interest totaling \$20,714 leaving an ending balance of \$5,212,464.

The district reported that collections of the endowment funds are deposited in fund 06 as opposed to the building fund 21. According to the CSAM, the district should account for these funds consistent with Procedure 705 – General Obligation Bonds. The district should consult with its independent auditors to provide guidance on transferring funds for salaries and benefits related to direct services for technology training and deferred maintenance support.

The FCMAT MYFP does not include the \$5,212,464 fund balance or the \$1,262,839 budgeted expenditures in the 2014-15 base year.

## Utilization of Multiple Operating Systems

As detailed below, the district uses multiple operating systems, which creates duplication of work and requires reconciliation of transactions from one system to another. Whenever multiple operating systems are utilized and not integrated, the integrity of data is questionable. District management is aware of the problem and plans to transition to Digital Schools within the next fiscal year. District staffs operate the following systems: CECC, Decision Insight, Cliff and E-School Plus.

Digital Schools will replace Cliff and CECC, but district staff indicate they will still need Analytic for budgeting.

## Account Code Structure

District staffs utilize an inordinate number of account codes for resources that are no longer used and expenditures. Account codes should be used to track expenditures for a specific purpose, but interviewees could not identify the reasons for all the codes. District staff report that the most common error in the bookkeeping is coding and account errors. The district should eliminate duplicative account codes to reduce coding errors.

## Credit Cards

The district has approximately 96 credit cards tracked by the Purchasing Department. District policy is reviewed with each employee, and violations result in denial of credit card use. Sixteen credit cards are on hold for various violations of policy.

Most purchases are for meetings and conferences, and one full-time employee is required to manage credit-card accounts. The district should review the number of credit cards issued and reduce the amount of time required to manage all the cards.

## Vacation Accrual

FCMAT tested reported vacation accrual totaling \$2,546,374 as of June 30, 2014, an increase of \$264,970 from the prior fiscal year. As of November 2014, the balance was slightly more than \$2 million. Of the 244 employees, 142 had more than five weeks of accrued vacation recorded, and three have accrual amounts in excess of \$50,000. All the employees involved are year-round certificated and classified positions.

The typical work year allows 25 days of vacation. The employee contract states that employees can carry over one year of accrued vacation. The following table shows the number of employees and the total dollar amount of the accrual as of the FCMAT fieldwork in November:

Dollar Amount Range	Number of Employees	Total Cost of Vacation Accrual
\$50,000 - \$69,999	3	\$175,622
\$30,000 - \$49,999	7	\$232,764
\$20,000 - \$29,999	19	\$502,986
\$10,000 - \$19,999	43	\$631,644
Under \$9999	70	\$467,013

Management is responsible for ensuring all employees are monitored and take vacation in accordance with district policy. The district should comply with this practice.

## Recommendations

*The district should:*

1. Carefully monitor and project enrollment and ADA at each reporting period to ensure the most recent data is included in its budget assumptions since actual enrollment can rapidly change from year to year.
2. Monitor and update the budgets throughout the year based on amounts received to date.
3. Increase the level of participation in MAA activities.
4. Ensure that all grants, entitlements and carryovers are properly updated by the first interim report and agree with CDE funding exhibits.
5. Ensure district management works with the joint benefits committee on options to contain costs and provide plan sharing with all employee groups.
6. Ensure that information in position control is correctly posted in the budget and compared with actual payroll records.
7. Reallocate OPEB costs based on the correct method provided in CSAM. The district should also apply a single cost allocation factor to all resources and funds.
8. Limit the number of available work calendars that include defined work days.
9. Review all expenditures in the services and other operating expenditures category for possible savings, and evaluate areas that are overexpended.
10. Request an extensive special education and transportation study to evaluate potential savings, and/or restructuring delivery service models. It would be appropriate for the SELPA director to approve all staffing requests and submit them to the superintendent's cabinet for final approval.

11. Eliminate duplicative account codes to reduce coding errors.
12. Review the number of credit cards issued and reduce the amount of time to manage all the credit cards.
13. Account for the technology and deferred maintenance endowments authorized from the bond funds to be consistent with Procedure 705 – General Obligation Bonds.
14. Consult with its independent auditors to provide guidance on transferring funds for salaries and benefits related to direct services for technology training and deferred maintenance support.
15. Ensure management monitors all employees to make certain they take vacation in accordance with district policy.
16. Take immediate action to implement strategies and actions necessary to maintain a reserve level sufficient to ensure that cash is available to meet payroll and other expenditure obligations and to avoid any adverse effects related to fiscal insolvency and state intervention. This may include executing cash borrowing options.
17. Monitor cash flow to ensure sufficient funds are available to pay current obligations.

## Subsequent Events

Following the draft review of the FCMAT report, the governing board initiated several reductions in response to the district's structural deficit. Items that could be estimated are presented in this section. FCMAT could not project the costs associated with other board-approved initiatives such as a hiring and spending freeze, adjustments to reduce the Local Control Accountability Plan in 2015-16 and impacts associated with the recommendations from two upcoming studies for the special education program, and the transportation program.

A fiscal stabilization plan approved on April 15, 2015 projects that 45 teaching positions will be replaced lower on the salary schedule based on retirements and non-re-elections. An additional 17 positions from the Title I School Improvement Grant (SIG) and Quality Education Investment Act (QEIA) will expire and staffing will be reassigned. Eleven teaching positions will be added to the budget for class size reduction in grades K-3, and finally, the district has been informed that the anticipated health insurance rate increase will be 1.5% instead of 8%.

In addition to these expenditure reductions, the district moved \$4.5 million from the self-insurance fund and anticipates moving another \$500K effective with the 2015-16 fiscal year.

District management has implemented a vacation accrual plan to reduce the liability and reduced the total number of issued credit cards to 12 districtwide.

The following table shows the projected impact of these reductions on the Unrestricted General Fund:

Unrestricted General Fund	Base Year 2014-15	Year 1 2015-16	Year 2 2016-17
Revenue	\$142,300,886	\$155,162,603	\$163,749,909
Expenditures	\$132,537,040	\$138,854,025	\$144,734,974
Excess (Deficiency) of Revenues Over Expenditures			
Other Financing Sources/Uses	(\$27,388,095)	(\$34,022,516)	(\$37,537,854)
Net Increase (Decrease) in Fund Balance	(\$17,624,249)	(\$17,713,938)	(\$18,522,919)
Beginning Fund Balance	\$29,494,031	\$10,002,269	(\$7,711,669)
Audit Adjustments	(\$1,867,513)	\$0	\$0
Adjusted Beginning Fund Balance	\$27,626,518	\$10,002,269	(\$7,711,669)
Ending Fund Balance	\$10,002,269	(\$7,711,669)	(\$26,234,588)
Adjusted Beginning Fund Balance Following Stabilization Plan	\$0	(\$3,211,669)	(\$15,090,596)
Board Approved Adjustments Following FCMAT Fieldwork			
Transfer of funds from Fund 67	\$4,500,000		
Transfer of health benefits reserve July 1	\$0	\$500,000	
Anticipated Retirement and Non re-elects Savings 2014-15 (45 positions)	\$0	\$4,138,200	\$4,138,200
Replacement positions from SIG & QEIA (45 positions)	\$0	(\$4,051,220)	(\$4,215,087)
Reduction in Contributions SIG	\$0	\$2,486,797	\$2,581,364
Reduction in Contributions QEIA (17 positions)		\$1,564,423	\$1,633,724
K-3 Positions 2015-16 (+11 positions)	\$0	(\$821,040)	(\$821,040)
K-3 Positions 2016-17 (+11 positions)	\$0	\$0	(\$821,040)
Decrease in 2015-16 H&W SISC Increase		\$2,826,832	\$3,052,979
Total Adjustments	\$4,500,000	\$6,643,992	\$5,549,099
Adjusted Ending Fund Balance	\$14,502,269	\$3,432,323	(\$9,541,497)



The superintendent, chief business official and governing board have taken aggressive action based on the FCMAT findings. Although these are substantial reductions, they will not correct the structural deficit in the long-term. Transfers from the self-insurance fund are one-time and other reductions are stop-gap measures that still leave the district with a negative ending fund balance in the 2016-17 fiscal year.

The structural deficit will require that the district continue its efforts to negotiate benefit reductions and implement cost controls on both special education and transportation services.

The superintendent and governing board should periodically monitor the reductions to ensure implementation especially during the transition of a new chief business official.

# Appendix

## A. Study Agreement





**FISCAL CRISIS & MANAGEMENT ASSISTANCE TEAM  
STUDY AGREEMENT  
September 17, 2014**

The Fiscal Crisis and Management Assistance Team (FCMAT), hereinafter referred to as the team, and the Pajaro Valley Unified School District, hereinafter referred to as the district, mutually agree as follows:

**1. BASIS OF AGREEMENT**

The team provides a variety of services to school districts and county offices of education upon request. The district has requested that the team assign professionals to study specific aspects of the district's operations. These professionals may include staff of the team, county offices of education, the California State Department of Education, school districts, or private contractors. All work shall be performed in accordance with the terms and conditions of this agreement.

In keeping with the provisions of Assembly Bill 1200, the county superintendent will be notified of this agreement between the district and FCMAT and will receive a copy of the final report. The final report will also be published on the FCMAT website.

**2. SCOPE OF THE WORK**

**A. Scope and Objectives of the Study**

1. The team will provide a fiscal analysis for the district to develop a multiyear financial projection (MYFP). This will include recommendations to increase revenues and/or reduce expenditures that will assist the district in sustaining the recommended reserve levels. The district anticipates filing a negative certification for its first interim financial report for the period ending October 31, 2014.
2. The team will develop an MYFP for the current (2014-15) and two subsequent fiscal years without any budget adjustments, based on today's economic forecast, to determine the level of commitment needed to sustain the district's financial solvency. The MYFP will be a snapshot in time regarding the district's current financial status and will use the district's 2014-15 Adoption Budget as the baseline for developing the

MYFP. Any forecast of financial data has inherent limitations because calculations are based on certain economic assumptions and criteria, including changes in enrollment trends, cost-of-living adjustments, forecasts for utilities, supplies and equipment, and changing economic conditions at the state, federal and local levels. The MYFP should be evaluated as a trend based on certain criteria and assumptions rather than a prediction of exact numbers.

3. Review the district's long-term debt for all funds and any fiscal impact that they may have on the MYFP.
4. Evaluate recommendations provided to the district in previous FCMAT reports in the areas of special education and transportation. These are areas where the district has significant encroachment on the unrestricted general fund, and the team will provide a status update and additional recommendations, if applicable.

B. Services and Products to be Provided

1. Orientation Meeting - The team will conduct an orientation session at the district to brief district management and supervisory personnel on the team's procedures and the purpose and schedule of the study.
2. On-site Review - The team will conduct an on-site review at the district office and at school sites if necessary.
3. Exit Report - The team will hold an exit meeting at the conclusion of the on-site review to inform the district of significant findings and recommendations to that point.
4. Exit Letter – Approximately 10 days after the exit meeting, the team will issue an exit letter briefly summarizing significant findings and recommendations to date and memorializing the topics discussed in the exit meeting.
5. Draft Reports – Electronic copies of a preliminary draft report will be delivered to the district's administration for review and comment.
6. Final Report – Electronic copies of the final report will be delivered to the district's administration and to the county superintendent following completion of the review. Printed copies are available from FCMAT upon request.
7. Follow-Up Support – If requested, FCMAT will return to the district at no cost six months after completion of the study to assess the district's progress in implementing the recommendations included in the report. Progress in implementing the recommendations will be documented to the district in a FCMAT management letter.

### 3. PROJECT PERSONNEL

The study team will be supervised by Anthony L. Bridges, CFE, CICA, Deputy Executive Officer, Fiscal Crisis and Management Assistance Team, Kern County Superintendent of Schools Office. The study team may also include:

- |  |   |
|--|---|
| <i>A. Deborah Deal, CICA, CFE</i>            | <i>FCMAT Fiscal Intervention Specialist</i> |
| <i>B. Marisa Ploog, CPA, CFE, CICA, CGMA</i> | <i>FCMAT Fiscal Intervention Specialist</i> |
| <i>C. To be determined</i>                   | <i>FCMAT Consultant</i>                     |
| <i>D. To be determined</i>                   | <i>FCMAT Consultant</i>                     |

Other equally qualified staff or consultants will be substituted in the event one of the above individuals is unable to participate in the study.

### 4. PROJECT COSTS

The cost for studies requested pursuant to E.C. 42127.8(d)(1) shall be as follows:

- A. \$500 per day for each staff member while on site, conducting fieldwork at other locations, preparing and presenting reports, or participating in meetings. The cost of independent FCMAT consultants will be billed at their actual daily rate.
- B. All out-of-pocket expenses, including travel, meals and lodging.
- C. The district will be invoiced at actual costs, with 50% of the estimated cost due following the completion of the on-site review and the remaining amount due upon the district's acceptance of the final report.

**Based on the elements noted in section 2 A, the total estimated cost of the study will be \$18,000.**

- D. Any change to the scope will affect the estimate of total cost.

Payments for FCMAT's services are payable to Kern County Superintendent of Schools - Administrative Agent.

## 5. RESPONSIBILITIES OF THE DISTRICT

- A. The district will provide office and conference room space during on-site reviews.
- B. The district will provide the following if requested:
  - 1. Policies, regulations and prior reports that address the study scope.
  - 2. Current or proposed organizational charts.
  - 3. Current and two prior years' audit reports.
  - 4. Any documents requested on a supplemental list. Documents requested on the supplemental list should be provided to FCMAT only in electronic format; if only hard copies are available, they should be scanned by the district and sent to FCMAT in electronic format.
  - 5. Documents should be provided in advance of fieldwork; any delay in the receipt of the requested documents may affect the start date of the project. Upon approval of the signed study agreement, access will be provided to FCMAT's online SharePoint document repository, where the district will upload all requested documents.
- C. The district's administration will review a preliminary draft copy of the report resulting from the study. Any comments regarding the accuracy of the data presented in the report or the practicability of the recommendations will be reviewed with the team prior to completion of the final report.

Pursuant to EC 45125.1(c), representatives of FCMAT will have limited contact with pupils. The district shall take appropriate steps to comply with EC 45125.1(c).

## 6. PROJECT SCHEDULE

The following schedule outlines the planned completion dates for different phases of the study:

Orientation:	October 2014
Staff Interviews:	to be determined
Exit Meeting:	to be determined
Preliminary Report Submitted:	to be determined
Final Report Submitted:	to be determined
Board Presentation:	to be determined, if requested
Follow-Up Support:	if requested



**7. COMMENCEMENT, TERMINATION AND COMPLETION OF WORK:**

FCMAT will begin work as soon as it has assembled an available and appropriate study team consisting of FCMAT staff and independent consultants, taking into consideration other jobs FCMAT has previously undertaken and assignments from the state. The team will work expeditiously to complete its work and deliver its report, subject to the cooperation of the district and any other parties from whom, in the team's judgment, it must obtain information. Once the team has completed its field work, it will proceed to prepare a preliminary draft report and a final report. Prior to completion of field work, the district may terminate its request for service and will be responsible for all costs incurred by FCMAT to the date of termination under Section 4 (Project Costs). If the district does not provide written notice of termination prior to completion of field work, the team will complete its work and deliver its report and the district will be responsible for the full costs. The district understands and agrees that FCMAT is a state agency and all FCMAT reports are published on the FCMAT website and made available to interested parties in state government. In the absence of extraordinary circumstances, FCMAT will not withhold preparation, publication and distribution of a report once field work has been completed, and the district shall not request that it do so.

**8. INDEPENDENT CONTRACTOR:**

FCMAT is an independent contractor and is not an employee or engaged in any manner with the district. The manner in which FCMAT's services are rendered shall be within its sole control and discretion. FCMAT representatives are not authorized to speak for, represent, or obligate the district in any manner without prior express written authorization from an officer of the district.

**9. INSURANCE:**

During the term of this agreement, FCMAT shall maintain liability insurance in an amount not less than \$1 million unless otherwise agreed upon in writing by the district, automobile liability insurance in the amount required under California state law, and workers compensation as required under California state law. FCMAT shall provide certificates of insurance, with additional insured endorsements, indicating applicable insurance coverages prior to the commencement of work.

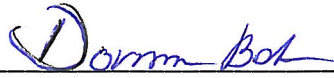
**10. HOLD HARMLESS:**

FCMAT shall hold the district, its board, officers, agents and employees harmless from all suits, claims and liabilities resulting from negligent acts or omissions of its board, officers, agents and employees undertaken under this agreement. Conversely, the district shall hold FCMAT, its board, officers, agents and employees harmless from all suits, claims and liabilities resulting from negligent acts or omissions of its board, officers, agents and employees undertaken under this agreement.



**11. CONTACT PERSON**

Name: Brett McFadden  
Telephone: (831) 786-2103  
E-mail: [brett\\_mcfadden@pvusd.net](mailto:brett_mcfadden@pvusd.net)



Dorma Baker, Superintendent  
Pajaro Valley Unified School District

10-8-14

Date



Anthony L. Bridges, CFE, CICA  
Deputy Executive Officer  
Fiscal Crisis and Management Assistance Team

October 14, 2014

Date