



**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.

**May 12, 2010**  
**REGULAR BOARD MEETING**  
**CLOSED SESSION – 6:00 p.m. – 7:00 p.m.**

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

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

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

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

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

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

1.1 Call to Order

1.2 Public comments on closed session agenda.

- 2.0 CLOSED SESSION (AND AFTER REGULAR SESSION IF NECESSARY)**
- 2.1 Public Employee Appointment/Employment, Government Code Section 54957
    - a. Certificated Employees (see Attached)
    - b. Classified Employees (see attached)
  - 2.2 Public Employee Discipline/Dismissal/Release/Leaves
  - 2.3 Negotiations Update
    - a. CSEA
    - b. PVFT
    - c. Unrepresented Units: Management and Confidential
    - d. Substitutes – Communication Workers of America (CWA)
  - 2.4 Claims for Damages
  - 2.5 Existing Litigation
  - 2.6 Pending Litigation
  - 2.7 Anticipated Litigation
  - 2.8 Real Property Negotiations
  - 2.9 3 Expulsions

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

- 3.1 Pledge of Allegiance
- 3.2 Welcome by Board President  
Trustees Leslie De Rose, Doug Keegan, Sandra Nichols, Karen Osmundson, Kim Turley, Willie Yahiro, and President Libby Wilson.  
- Introduction of Brett McFadden, CBO.

**4.0 ACTION ON CLOSED SESSION**

**5.0 APPROVAL OF THE AGENDA**

**6.0 APPROVAL OF MINUTES**

- a) *Minutes of April 14, 2010*
- b) *Minutes of April 28, 2010*

**7.0 POSITIVE PROGRAM REPORT**

- 7.1 Report on Mar Vista as a Distinguished School.  
*Report by Chris Hertz, Principal.*

*10 min.*

**8.0 HIGH SCHOOL STUDENTS BOARD REPRESENTATIVES REPORT**

**9.0 VISITOR NON-AGENDA ITEMS**

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

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

**11.0 CONSENT AGENDA**

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

- 11.1 Purchase Orders April 22 – May 5, 2010  
The PO's will be available in the Superintendent's Office.
- 11.2 Warrants April 22 – May 5, 2010  
The warrants will be available in the Superintendent's Office.
- 11.3 Approve CAHSEE Passage Waiver in English Language Arts for #09-10-22 (PVHS).
- 11.4 Approve CAHSEE Passage Waiver in Math for #09-10-23 (RHS).
- 11.5 Approve CAHSEE Passage Waiver in Math for #09-10-24 (RHS).
- 11.6 Approve 2010-2011 California Interscholastic Federation (CIF) High School Representatives.

The administration recommends approval of the Consent Agenda.

**12.0 DEFERRED CONSENT ITEMS**

**13.0 REPORT AND DISCUSSION ITEMS**

- 13.1 Report and discussion on Comprehensive Accountability Framework.  
*Report by Cathy Stefanki, Assistant Superintendent, Secondary Education.* 30 min.
- 13.2 Report and discussion on Site and District Personnel Support for Student Achievement.  
*Report by Dorma Baker, Superintendent.* 10 min.
- 13.3 Report and discussion on Proposed Calendars for School Years 2010-11, 2011-12, and 2012-13.  
*Report by Albert Roman, Assistant Superintendent, Human Resources.* 5 min.

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

- 14.1 Report, discussion and possible action to approve Resolution #09-10-35, Teacher Appreciation Day, May 4, 2010.  
*Report by Dorma Baker, Superintendent.* 5 min.
- 14.2 Report, discussion and possible action to approve Resolution #09-10-36, Classified Employees Week, May 16 – 22, 2010.  
*Report by Dorma Baker, Superintendent.* 5 min.
- 14.3 Report, discussion and possible action to approve Resolution #09-10-37, Non-Reemployment of Certificated Employees.  
*Report by Albert Roman, Assistant Superintendent, Human Resources.* 5 min.
- 14.4 Report, discussion and possible action to approve Job Description: Director of Maintenance, Operations and Facilities.  
*Report by Albert Roman, Assistant Superintendent, Human Resources.* 5 min.

- 14.5 Report, discussion and possible action to approve Job Description: Coordinator Children's Center Programs.  
*Report by Albert Roman, Assistant Superintendent, Human Resources.* 5 min.
- 14.6 Report, discussion and possible action to approve Board Policy 3517, Facilities Inspection.  
*Report by Dorma Baker, Superintendent.* 2 min.

**15.0 GOVERNING BOARD AND SUPERINTENDENT COMMENTS/REPORTS**

**16.0 UPCOMING BOARD MEETINGS/REMAINING BOARD MEETINGS FOR 2010**

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	▪ 26	▪
June	▪ 9	
	▪ 23	▪ 10-11 Budget Adoption
July	▪	▪ No Meetings Scheduled
August	▪ 11	
	▪ 25	
September	▪ 8	▪ Unaudited Actuals
	▪ 22	
October	▪ 13	
	▪ 27	
November	▪ 17	▪
December	▪ 8 Annual Organization Mtg. (Election Year)	▪ Approve 1 <sup>st</sup> Interim Report

**17.0 ADJOURNMENT**

PAJARO VALLEY UNIFIED SCHOOL DISTRICT  
 CLOSED SESSION AGENDA  
 May 12, 2010

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

<b>New Hires</b>	
	None
<b>New Substitutes</b>	
14	Substitutes
<b>New Hires Probationary</b>	
	None
<b>Administrative</b>	
	None
<b>Promotions</b>	
	None
<b>Transfers</b>	
	None
<b>Extra Pay Assignments</b>	
21	Coaches
<b>Extra Period Assignments</b>	
	None
<b>Leaves of Absence</b>	
1	Attendance Specialist
1	Lead Custodian I
1	Community Services Liaison II
1	Bus Driver
1	Office Manager
1	Instructional Assistant II
1	Migrant Head Start Teacher
1	Primary Teacher
<b>Retirements</b>	
1	Childrens Center Teacher
1	Secondary Teacher
<b>Resignations/Terminations</b>	
	None

<b>Separation from Service</b>	
1	Health Services Assistant
1	Instructional Assistant II
1	Office Assistant II
<b>Supplemental Service Agreements</b>	
3	Child Development Teachers
6	Primary Teachers
3	Special Education Teachers
1	Instructional Teacher
2	Secondary Teacher
14	Family Literacy Teacher
5	Site Supervisor
1	Nurse
1	RTI Teacher
<b>Miscellaneous Actions</b>	
	None
<b>Limited Term – Projects</b>	
1	Community Service Liaison I
1	Enrichment Specialist
2	Office Assistant II
1	Office Assistant III
<b>Limited Term – Substitute</b>	
	None
<b>Exempt</b>	
1	Student Helper
<b>Provisional</b>	
1	Instructional Assistant II



**April 14, 2010**  
**REGULAR BOARD MEETING**  
**UNADOPTED MINUTES**  
  
**CLOSED SESSION – 6:00 p.m. – 7:00 p.m.**  
**PUBLIC SESSION – 7:00 p.m.**  
**DISTRICT OFFICE**  
**BOARDROOM**  
**292 Green Valley Road**  
**Watsonville, CA 95076**

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

**1.1 Call to Order**

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

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

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</b>	
	None
<b>New Substitutes</b>	
9	Substitutes
<b>New Hires</b>	
	None
<b>Administrative</b>	
1	Chief Business Officer
<b>Promotions</b>	
	None
<b>Transfers</b>	
	None
<b>Extra Pay Assignments</b>	
12	Coaches
<b>Extra Period Assignments</b>	
1	Secondary Teacher
<b>Leaves of Absence</b>	
1	Instructional Assistant – General Education
2	Instructional Assistant II

1	Custodian II
3	Elementary Teachers
1	Assistant Superintendent
1	Speech/Language Specialist
<b>Retirements</b>	
1	Elementary Teacher
1	<i>Assistant Superintendent</i>
<b>Resignations/Terminations</b>	
2	Elementary Teachers
1	High School Counselor
<b>Separation from Service</b>	
1	Groundskeeper I
<b>Supplemental Service Agreements</b>	
7	FCCH Specialists
1	Tutor
1	Primary Teacher
1	Occupational Therapist
<b>Miscellaneous Actions</b>	
1	Instructional Assistant II
1	Lead Custodian II
<b>Limited Term – Projects</b>	
1	Administrative Secretary I
1	Administrative Secretary II
1	Custodian I
3	Enrichment Specialist
13	Instructional Assistant – General Education
2	Office Assistant II
1	Office Assistant III
1	Site Computer Support Technician
<b>Limited Term – Substitute</b>	
1	Instructional Assistant – Migrant
<b>Exempt</b>	
3	Baby Sitters
16	Student Helpers
<b>Provisional</b>	
	None



- 2.2 **Public Employee Discipline/Dismissal/Release/Leaves**
- 2.3 **Negotiations Update**
  - a. CSEA
  - b. PVFT
  - c. **Unrepresented Units: Management and Confidential**
  - d. **Substitutes – Communication Workers of America (CWA)**
- 2.4 **Claims for Damages**
- 2.5 **Existing Litigation**
- 2.6 **Pending Litigation**
- 2.7 **Anticipated Litigation**
- 2.8 **Real Property Negotiations**
- 2.9 **9 Expulsions**

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

President Wilson called the meeting of the Board in public to order at 7:12 pm.

**3.1 Pledge of Allegiance**

Trustee Nichols led the Board in the Pledge of Allegiance.

**3.2 Welcome by Board President**

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

**4.0 ACTION ON CLOSED SESSION**

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

**a. Certificated Employees**

**b. Classified Employees**

Trustee Nichols moved to approve item 2.1 a with the addition of 1 retirement (Assistant Superintendent). Trustee Keegan seconded the motion. The motion passed 6/0/1 (Osmundson absent).

Trustee Nichols moved to approve item 2.1 b with the addition of 1 administrative appointment (Chief Business Officer). Trustee Keegan seconded the motion. The motion passed 6/0/1 (Osmundson absent).

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

Trustee Nichols reported that the Board voted 4/0/3 to adopt dismissal charges against one certificated employee (Osmundson, Wilson, Yahiro absent from closed session).

**2.9 9 Expulsions**

***Action on Expulsions***

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

***09-10-065***

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

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

**09-10-067**

Trustee De Rose seconded the motion. The motion passed 6/0/1 (Osmundson absent).

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

**09-10-068**

Trustee De Rose seconded the motion. The motion passed 6/0/1 (Osmundson absent).

Trustee Keegan moved to approve the Administrative Panel recommendation for the following expulsion case and with the following changes: approve the suspended expulsion of the remainder of the 2009-2010 school year with placement at a district high school. However, the Board requests clarification on why student would return to school of origin in the fall semester of the 2010-2011 school year:

**09-10-077**

Trustee De Rose seconded the motion. The motion passed 6/0/1 (Osmundson absent).

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

**09-10-081**

Trustee De Rose seconded the motion. The motion passed 6/0/1 (Osmundson absent).

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

**09-10-082**

Trustee De Rose seconded the motion. The motion passed 6/0/1 (Osmundson absent).

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

**09-10-083**

Trustee De Rose seconded the motion. The motion passed 6/0/1 (Osmundson absent).

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

**09-10-088**

Trustee De Rose seconded the motion. The motion passed 6/0/1 (Osmundson absent).

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

**09-10-090**

Trustee De Rose seconded the motion. The motion passed 6/0/1 (Osmundson absent).

## **5.0 APPROVAL OF THE AGENDA**

Trustee Yahiro moved to approve the agenda. Trustee Keegan seconded the motion. The motion passed 6/0/1 (Osmundson absent).

## **6.0 APPROVAL OF MINUTES**

### ***a) Minutes of March 24, 2010***

Trustee Nichols moved to approve the minutes of March 24, 2010. Trustee Yahiro seconded the motion. The motion passed 6/0/1 (Osmundson absent).

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

Martin Vargas, student trustee representing Pajaro Valley High School, and Rosie Macy and Sam Claypool, student trustees representing Aptos High School, reported on testing, sports, and events at their campus.

## 8.0 POSITIVE PROGRAM REPORT

### 8.1 Report on Food Services Distribution of Nutritious Meals for Students.

#### *Report by Nicole Meschi, Director, Food Services.*

Nicole Meschi, Director, spoke about the makeup of the Food Services department, serving 32 school sites, 4 childcare centers, 5 migrant head start centers, and 9 state preschools. She mentioned the partnership with the Second Harvest Food Bank's Education Committee. Food choices at the school sites include fruits and vegetables. She reported that she had applied for a grant to support a pilot program of breakfast in the classroom. She also applied for a breakfast expansion grant. The department also promotes the Harvest of the Month at the school sites. She commented on the USDA nutritional requirements, such as calories, fat and protein, for elementary and secondary grade levels. She reported on what the department is doing to work with Tier I schools so that students are ready to learn. The district is applying for reauthorization for the 2010 Child Nutrition federal program. In closing, she mentioned that candies and sodas are not sold at the school sites; only water, electrolyte replacement water and 100% juice drinks are sold.

Board participated with comments and questions. They thanked Nicole for the presentation and the work of the department to improve student health.

**Board President closed the regular Board meeting and opened the Public Hearing.**

## 9.0 PUBLIC HEARING: LONG TERM FINANCIAL IMPACT OF THE TENTATIVE AGREEMENT FOR CLASSIFIED BARGAINING UNION EMPLOYEES (CSEA – CLASSIFIED STATE EMPLOYEES ASSOCIATION) AS REQUIRED BY AB1200.

### 9.1 *Report by Sandra Lepley, Interim CBO*

Sandra Lepley reported on how the TA with CSEA will affect the district's budget. The district will have a savings of approximately \$1.16 million in the general fund in the next two years, 2010/11 and 2011/12.

### 9.2 *Public comment*

Rosie Macy and Sam Claypool, students from Education for the Future organization, requested that the CSEA tentative agreement be approved to support saving classified positions.

### 9.3 *Board questions and comments*

Board participated with questions.

**Board President closed the Public Hearing and resumed the regular Board meeting.**

## 10.0 VISITOR NON-AGENDA ITEMS

Robb Mayeda, community member, spoke about a fundraising event sponsored by Imura restaurant to support the student trip to Kawakami, Japan.

Jim Lalanne, parent, reported that the site council meeting of Aptos High, discussed the WASC visit, and commented about what parents wish students would accomplish in their academics.

Lucia Villarreal, teacher, spoke about Bilingual Education referring to an article that notes that Spanish speaking children learn to read English equally well regardless of whether they are taught primarily in English or both English and their native language.

Bill Beecher, community member, commented about the challenges in the fiscal stability of the district and with Spanish speaking students. He mentioned the importance of mastering English language skills. He also showed testing data, attendance data between Hispanic and non-Hispanic students.

Peter Nichols, community member, commented on the AHS orchestra pit issue. He noted that community member Sylvia Previtali should be thanked for her work in getting the issue expedited by the Department of State Architecture.

**11.0 EMPLOYEE ORGANIZATION COMMENTS – PVFT, CSEA, PVAM, CWA** *5 Min. Each*  
Francisco Rodriguez, PVFT president, spoke about the union’s executive council decision to not support a parcel tax at this time. The union hopes to reach an agreement with the District regarding certificated layoffs. He requested an update regarding a biliteracy seal.

**12.0 CONSENT AGENDA**

Trustee Nichols moved to approve the consent agenda, deferring item 12.8. Trustee Keegan seconded the motion. The motion passed 6/0/1 (Osmundson absent).

**12.1 Purchase Orders March 18 – April 7, 2010**

**12.2 Warrants March 18 – April 7, 2010**

**12.3 Approve CAHSEE Passage Waiver in Math for AD/ED #09-10-18.**

**12.4 Approve CAHSEE Passage Waiver in Math for RHS #09-10-19.**

**12.5 Approve CAHSEE Passage Waiver in Math for RHS #09-10-20.**

**12.6 Approve CAHSEE Passage Waiver in Math for RHS #09-10-21.**

**12.7 Approve Trip to Kawakami for 12 students; Dates: May 9 - 17, 2010.**

**12.8 Approve the Williams Quarterly Report for January – March, 2010.**  
This item was deferred.

**13.0 DEFERRED CONSENT ITEMS**

**12.8 Approve the Williams Quarterly Report for January – March, 2010.**

Dorma Baker reported that there is specific criteria that would qualify a complaint as a Williams complaint. The district has the responsibility to investigate complaints and see if it fits the criteria. The district determines if the complaint meets the criteria and then submits the report to the County and the State.

Public comment

Peter Nichols, community member, stated that he has not received any response to a facility complaint he submitted.

Trustee De Rose moved to approve this item. Trustee Keegan seconded the motion. The motion passed 5/1/1 (Nichols dissented; Osmundson absent).

**14.0 REPORT AND DISCUSSION ITEMS**

None.

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

Public comment:

Bill Beecher, community member, commented regarding opening negotiations with the unions regarding the fiscal stability and recommending freezing step and column.

**15.1 Report, discussion and possible action on the Tentative Agreement with CSEA**  
*Report by Albert Roman, Assistant Superintendent, Human Resources.*

Albert Roman summarized the agreement: 5 furlough days for the next two years; the days will be assigned by the calendar committee; a new structure for the benefit committee is identified to look at ways to improve the healthcare resources and reducing costs; additional recommendation to language

regarding summer school performance evaluation; adding language regarding approval of vacation for 12 month employees. Albert asked the board to approve the agreement.

The Board participated with comments and questions.

Trustee Turley moved to approve the TA. Trustee Keegan seconded the motion. The motion passed 6/0/1 (Osmundson absent).

## **15.2 Report, discussion and possible action on Parcel Tax Survey Results.**

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

Jennifer Root, associate at The Lew Edwards Group, commented on the project goals, including: engaging key stakeholders; design and implement an independent, statistically valid community survey; evaluate the survey results; and present information to board and community members. She commented on the working group process.

Francisco Rodriguez reported the committee was comprised of board members, district administration, union representatives, and community members. The committee met six times.

Jim Lelanne, parent, reported that the process was very cooperative.

Jennifer Root reported on the key findings from the survey, including the following: support for the district and staff; community is aware of budget situation; consistent base of voters in the low 60 percentile who would support a parcel tax or bond; and fiscal accountability and oversight is critical for constituents.

Tracy Keenan of Applied Survey Research, reported on the survey methodology and demographics. The methodology included a survey in November 2009 for a parcel tax and a bond measure, since the committee wanted to study both options. Demographics of the survey respondents was also discussed and it was based on gender, race, age and whether they were parents of children in the district. She commented on the overall feelings about the district, the board, staff and schools by the community. Tracy proceeded to comment on the bond measure survey results to the following initial ballot question: "To qualify for state matching funds and provide comparable educational facilities in Aptos/Watsonville area schools, by: completing and equipping Pajaro Valley High School; constructing, equipping, acquiring additional school sites/facilities/re-locatable classrooms to address future growth; and upgrading outdated classrooms, technology/wiring, bathrooms, security, heating, plumbing at other local schools; shall Pajaro Valley Unified School District issue \$84 Million in bonds, at legal rates, with independent citizen's oversight, annual audits and no money for administrators' salaries?" The result showed that the majority of voters were supportive, above the required 55%. For the Parcel Tax, the initial ballot question was: "To protect local schools from state budget cuts; restore smaller class size; maintain arts and music classes; maintain school technology; retain/restore excellent teachers; keep libraries open; restore athletics funding; protect school health/safety by maintaining school nurses, custodians, and safety staff; with no funds for administrators' salaries, shall Pajaro Valley Unified School District assess and annual parcel tax of \$120 per year for 8 years with a senior exemption, mandatory audits, and independent citizens' oversight with no money for Sacramento?" The result was that there was a majority of support but not two thirds of voters were supportive.

Jennifer reported on the consultant observations, stating that due to the lack of unanimous support, they do not recommend proceeding in November 2010.

### **Public comment**

Peter Nichols, community member, commented on the presentation, supported the consultant observations.

Jesse Moreno, community member, commented on the difficult economic times and how the recommendation seems accurate.

Vic Marani, member of the County Board of Education, reported that the county board of education had a similar item in March and the result was that bonds are on a wants and parcel taxes are on a need basis. There is a proposition in November that may lower the voting requirement. Involving senior citizens in a positive way. Important to take into account active opposition, which may affect the actual results, more so than the margin of error.

Board participated with comments and questions.

A question regarding PVFT's lack of support for the parcel tax was addressed by Francisco Rodriguez, president of PVFT. He noted the following: "There's a lot of reasons why we have taken this position. Again, the main reason being that our members are contributing voluntarily to our political action committee to spend resources and time and volunteers to work in the November elections. We believe that through work, through that work, we can have a lot, be able to provide, better educational opportunities to our students than by increasing taxes to people."

Trustee Yahiro moved to take the information from the survey to the public and site councils where parents meet for discussion. Trustee Turley seconded the motion.

Trustee Nichols requested to add to the motion that the board accepts the report. The motion maker and second maker approved the amendment.

The motion passed 6/0/1 (Osmundson absent).

**15.3 Report, discussion and possible action to Approve Resolution #09-10-34, Determination of Certificated Tie-Breaker Criteria for 2010-2011.**

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

Albert Roman reported that the resolution indentified the same criteria used in the past. This is used in the event that more than one person has the same seniority date.

Trustee Yahiro moved to approve the resolution. Trustee Nichols seconded the motion. The motion passed 6/0/1 (Osmundson absent).

**15.4 Report, discussion and possible action to approve Resolution #09-10-30, Temporary Borrowing Between District Funds in Order to Meet the Cash Flow Needs of the District for Fiscal Year 2010-2011.**

*Report by Sandra Lepley, Interim CBO.*

Sandra Lepley reported that this resolution would allow the District to make temporary loans between funds to meet the cash flow needs of the district.

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

**15.5 Report, discussion and possible action to approve Resolution #09-10-31, Request to the Board of Supervisors of the County of Santa Cruz to Provide Temporary Cash Loans to PVUSD.**

*Report by Sandra Lepley, Interim CBO.*

Sandra Lepley explained that the District's general fund periodically runs a negative balance due to the timing of revenue from various funding sources. This resolution will create the opportunity to pursue the best possible temporary borrowing mechanism for the 2010/11 school year.

Trustee Turley moved to approve this resolution. Trustee Keegan seconded the motion.

Board participated with comments and questions.

The motion passed 6/0/1 (Osmundson absent).

- 15.6 Report, discussion, and possible action to approve Resolution #09-10-33, Authorizing the Borrowing of Funds for Fiscal Year 2010-2011 and the Issuance and Sale of One or More Series of 2010-2011 Tax and Revenue Anticipation Notes Therfor and Participation in the California School Cash Reserve Program and Requesting the Board of Supervisors of the County to Issue and Sell Said Series of Notes.**

*Report by Sandra Lepley, Interim CBO.*

Sandra Lepley noted that this resolution would give the District the option of participating in the California School Cash Reserve Program sponsored by the CSBA Finance Corporation. Through this program, the District could issue a tax and revenue anticipation note as part of this cost-effective pooled structure.

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

- 15.7 Report, discussion and possible action to approve Waiver for Constance Kreemer.**

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

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

**16.0 GOVERNING BOARD AND SUPERINTENDENT COMMENTS/REPORTS**

Dorma Baker noted that she appreciates the students involved in Education for the Future and their presence at the district meetings to voice their ideas and concerns.

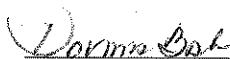
**17.0 UPCOMING BOARD MEETINGS/REMAINING BOARD MEETINGS FOR 2010**

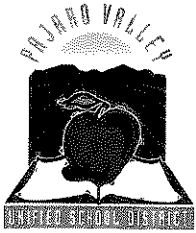
All meetings, unless otherwise noted, take place at the District Office Boardroom, 292 Green Valley Road, Watsonville, CA. Closed Session begins at 6:00 pm; Open Session begins at 7:00 pm.

		Comment
April	▪ 28	▪
May	▪ 12	▪
	▪ 26	
June	▪ 9	▪ 10-11 Budget Adoption
	▪ 23	
July	▪	▪ No Meetings Scheduled
August	▪ 11	
	▪ 25	
September	▪ 8	▪ Unaudited Actuals
	▪ 22	
October	▪ 13	
	▪ 27	
November	▪ 17	▪
December	▪ 8 Annual Organization Mtg. (Election Year)	▪ Approve 1 <sup>st</sup> Interim Report

**18.0 ADJOURNMENT**

There being no further business to discuss, the meeting of the Board was adjourned at 10:25 pm.

  
 Dorma Baker, Superintendent



**April 28, 2010**  
**REGULAR BOARD MEETING**  
**UNADOPTED MINUTES**

*CLOSED SESSION – 5:30 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 – 5:30 P.M.**  
 President Wilson called the meeting of the Board to order at 5:30 at 292 Green Valley Road, Watsonville, California.
- 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</b>	
	None
<b>New Substitutes</b>	
	Substitutes
<b>New Hires Probationary</b>	
1	MAA/LEA Special Projects Accountant
<b>Administrative</b>	
1	Charter School Principal
<b>Promotions</b>	
	None
<b>Transfers</b>	
	None
<b>Extra Pay Assignments</b>	
17	Coaches
<b>Extra Period Assignments</b>	
	None
<b>Leaves of Absence</b>	
1	Heavy Equipment Mechanic
2	Instructional Assistant II



1	Administrative Secretary II
1	Adult Ed Teacher
2	Primary Teacher
<b>Retirements</b>	
1	Primary Teacher
2	Secondary Teacher
1	<i>Director</i>
<b>Resignations/Terminations</b>	
	None
<b>Separation from Service</b>	
1	Instructional Assistant II
<b>Supplemental Service Agreements</b>	
34	Child Development Teacher
5	Primary Teacher
5	Special Education Teacher
2	Migrant Education Teacher
1	Adept Tester
14	Family Literacy Teacher
9	Data Team
1	Occupational Therapist
5	CAHSEE Support
1	Speech Therapist
1	Nurse
<b>Miscellaneous Actions</b>	
	None
<b>Limited Term – Projects</b>	
2	Administrative Secretary II
1	Applications Analyst I
10	Behavior Technician
2	Campus Safety Coordinators
1	Career Development Specialist I
3	Custodian I
2	Data Entry Specialist
1	District Technical Support Technician
4	Enrichment Specialist
10	Instructional Assistant – General Fund

1	Instructional Assistant I
1	Instructional Assistant II
12	Instructional Assistant – Migrant
1	Lead Custodian II
1	Library Media Technician
6	Office Assistant II
2	Office Assistant II
1	Office Manager
18	Parent Education Specialist
<b>Limited Term – Substitute</b>	
2	Instructional Assistant I
1	Instructional Assistant II
9	Instructional Assistant - Migrant
<b>Exempt</b>	
1	Yard Duty
7	Student Helpers
<b>Provisional</b>	
	None

**2.2 Public Employee Discipline/Dismissal/Release/Leaves  
a. Hearing: 1 Classified 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 Existing Litigation**

**2.6 Pending Litigation**

**2.7 Anticipated Litigation**

**2.8 Real Property Negotiations**

**2.9 7 Expulsions**

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

President Wilson called the meeting of the Board in public to order at 7:35 pm.

**3.1 Pledge of Allegiance**

Trustee De Rose led the Board in the pledge of allegiance.

### **3.2 Welcome by Board President**

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

### **3.3 Brecek & Young Financial - Teacher of the Month Award**

#### **- Maria Quintero Lober – Pajaro Middle School**

Stella Moreno, Pajaro Middle School's principal, introduced Maria Quintero-Lober and spoke about the success she's had with students who are new immigrants.

Lauren Pieper of Brecek & Young presented Maria with a \$50 award and congratulated her for the recognition.

### **3.4 Student Recognition**

Family, friends, Principals, and administrators recognized the following students for their accomplishments:

- Reyna Leticia Velasquez – Starlight Elementary School
- Marco Patino – Cesar Chavez Middle School
- Marikin Ziegler – Aptos Jr. High School
- Antoinette Marie Martin – EA Hall Middle School
- Jose Beltran – New School

Jeanie Johnson offered each student a certificate and additional amenities on behalf of the Register Pajaronian and McDonalds.

## **4.0 ACTION ON CLOSED SESSION**

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

#### **a. Certificated Employees**

#### **b. Classified Employees**

Trustee Nichols moved to approve the report for 2.1 a. Trustee Yahiro seconded the motion. The motion passed unanimously.

Trustee Nichols moved to approve the report for 2.1 b, with the addition of 1 retirement (director). Trustee Keegan seconded the motion. The motion passed unanimously.

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

#### **a. Hearing: 1 Classified Employee**

President Wilson reported that the Board held a hearing in closed session to consider the dismissal of a permanent classified employee. The board voted unanimously to dismiss one permanent classified employee.

### **2.9 7 Expulsions**

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

**09-10-070**

Trustee Keegan seconded the motion. The motion passed unanimously.

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

**09-10-071**

Trustee Keegan seconded the motion. The motion passed unanimously.

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

**09-10-076**

Trustee Keegan seconded the motion. The motion passed unanimously.

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

**09-10-079**

Trustee Keegan seconded the motion. The motion passed unanimously.

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

**09-10-084**

Trustee Keegan seconded the motion. The motion passed unanimously.

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

**09-10-089**

Trustee Yahiro seconded the motion. The motion passed unanimously.

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

**09-10-091**

Trustee Keegan seconded the motion. The motion passed unanimously.

## **5.0 APPROVAL OF THE AGENDA**

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

## **6.0 APPROVAL OF MINUTES**

### ***a) Minutes of April 14, 2010***

This item was tabled and the Board requested that comments from Francisco Rodriguez under item #15.2 be transcribed.

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

Gabriel Medina and Melanie Olmeda, student board representatives from Watsonville High, spoke about Grease, a joint production with PVHS and WHS, about testing, the Cinco de Mayo celebration, and about graduation plans.

## **8.0 VISITOR NON-AGENDA ITEMS**

Rhea De Hart, community member, asked the Board to agendize the naming of WHS gymnasium and to consider naming it after Louis Bilicich, a dedicated graduate and employee of PVUSD/WHS for 47 years.

Bill Beecher, community member, reported on observations regarding English learners and Hispanic students, including test scores. He believes that there is something systemically wrong with what the District is doing.

Francisco Naranjo, community member, commented on his concern regarding a recent incident with a student at WHS was publicly discussed. He requested that incidents be privately discussed.

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

Francisco Rodriguez, PVFT president, reported on the march in Sacramento where almost 10,000 people were in attendance. Jenn Laskin, a PVSUD teacher, gave a very inspirational speech. The purpose of the march is to encourage enacting fair tax practices. Regarding calendar he stated that the committee is in the process of looking at votes and should finalize it soon.

Briton Carr, CSEA president, also commented on the march, hoping that the efforts make an impact and helps the district move in the right direction.

Michael Jones, PVAM, acknowledged retiring administrators by name.

## **10.0 CONSENT AGENDA**

Trustee Keegan moved to approve the consent agenda with the blue sheets for items 10.8 and 10.9 and with thanks for the donations to our schools. Trustee Turley seconded the motion. The motion passed unanimously.

- 10.1 Purchase Orders April 8 - 14, 2010**
- 10.2 Warrants April 8 - 14, 2010**
- 10.3 Approve with Gratitude donation of Seven P4 Computers, including Keyboards, Mouse, and Monitors for Ohlone Elementary School from United Way of Santa Cruz County.**
- 10.4 Approve with Gratitude donation of \$5,000 to Mar Vista Elementary School from an Anonymous Donor from the Community Foundation of Western Nevada.**
- 10.5 Approve High School Scholarship Committee for 2009-2010 for Aptos High, Watsonville High, Pajaro Valley High and Renaissance High Schools.**
- 10.6 Approve Title I, Part A Waiver Application – Section II (e).**
- 10.7 Approve Award of Purchase of Unleaded Fuel through Card Lock System, B01/09-10.**
- 10.8 Approve Award of Purchase of “Transportation Radio Equipment and Installation, RFP #RB 04/01/10.**
- 10.9 Approve Carl Perkins Grant 2010 – 2011.**
- 10.10 Approve Watsonville High School Environmental Science Textbook Adoption.**

## **11.0 DEFERRED CONSENT ITEMS**

None.

## **12.0 REPORT AND DISCUSSION ITEMS**

### **12.1 Report on California Healthy Kids Survey.**

*Report by Jenny Sarmiento, Director, PVPSA.*

Jenny Sarmiento presented that CHKS results for 2005 – 09. Survey methodology included a sample size of 3,430 PVUSD students. Jenny commented on the limitations of the survey, including frequent changes to the State instrument, loss of Aptos High data by West Ed, and 2008 was an off year, which meant that those students were different than previously surveyed students. Survey results in school connectedness and mental health in grades 7, 9, and 11 showed an increase at each level for each year, which is desirable for connectedness but not for mental health issues. Results for alcohol or other drug use in the last 30 days for grades 7, 9 and 11, there is some decrease through the years, which is desirable. Awareness of the negative effects of marijuana in grade 5, 7, 9 and 11 showed an increase, which is desirable. Survey results regarding experiencing violence and bullying in schools for grades 5, 7, 9, and 11 showed a decrease, which is a desirable direction. Jenny commented on the programs that are available to ensure that students have access to counseling assistance as well as other preventative programs.

The Board participated with comments and questions.

### **12.2 Report and discussion on Financial and Performance Audits for the General Obligation Bond.**

*Report by Sandra Lepley, Interim CBO.*

Ahmad Gharaibeh, representative from Vavrinek, Trine, Dan and Company, LLC, reported that the firm conducted an audit for the fiscal year ending in June 30, 2009 for the 2002 Measure J General

Obligation Bond fund. He noted that the fund expenditures were accounted for separately in the capital outlay-bond fund of the District. Review of the policies over award of contracts were appropriate.

Board participated with comments and questions.

Trustee De Rose moved to continue the meeting until 11:30 p.m. Trustee Turley seconded the motion. The motion passed unanimously.

### **12.3 Report and discussion on English Learner Program Update: 1) Programs Options Video; 2) Reclassification.**

#### ***Report by Elena Fajardo, Director, English Language Learners.***

Elena Fajardo presented a video that discussed in detail the English learning program options for students, including Structured English Immersion (SEIA), English Language Mainstream, and Alternative Programs. The video commented on the academic activities that teachers use to engage their students to learn the language.

Elena reported on reclassification numbers of English Learners (EL). She noted that the total number of EL in the district is 9,341. The number of students classified as Reclassified Fluent English Proficient who have not reached a proficient level in English Language Arts is approximately 2,500, and in Mathematics is also approximately 2,500, which brings the total number of EL subgroup to about 14, 400. Elena reported that the challenge is that while students are learning the language they are not acquiring the academic content cognitively; it is a cognitive development issue rather than an English learning issue, which is critical to succeed in academics.

Board participated with questions.

Public comment:

Bill Beecher, community member, reported on his perceived problems with the programs, stating that 2<sup>nd</sup> graders are behind and only two schools are above in testing results. He commented on specific goals needed in the EL master plan to enhance performance.

The Board participated with additional questions and comments.

### **12.4 Report and Update on Energy Savings (quarterly report).**

#### ***Report by Steve Okamura, Energy Education Manager.***

Steve Okamura reported that the energy savings for the district to date, 7 months into the 2<sup>nd</sup> year of the adopted energy program is of \$296,156, which is 20.7% of the expected savings. The savings are due to the program implementation resulting in behavior changes, to energy education training and support, and to reductions in equipment run times. He commented on the factors of success in the program, on the program benefits, and on the environmental benefits. Steve spoke about the projected savings for 2009/10 and for the next four years. In conclusion, Steve reported on the future energy projects under consideration, including: solar pool heating; updating utility rates, and more efficient lighting systems.

## **13.0 REPORT, DISCUSSION AND POSSIBLE ACTION ITEMS**

### **13.1 Report, discussion and possible action on Biliteracy Award Seal Policy.**

#### ***Report by Elena Fajardo, Director, English Language Learners.***

Elena Fajardo presented the recommendation for board policy and administrative regulation to include recognition and encouragement of linguistic proficiency and cultural literacy in the form a biliteracy seal award. Elena explained the process for obtaining the award seal, noting that the criteria is rigorous but simple. It is proposed to begin with the class of 2011.

Public comment

Abel Mejia, teacher, hopes that the Board would allow the policy to be ready to make the seal

available for the class of 2010. He made recommendations for changes to the proposed regulation and commented that the bilingual community service piece might be difficult to verify.

The Board participated with comments and questions.

Given the short amount of time to discuss this item in depth, the Board tabled it for a future meeting.

Trustee Turley moved to discuss item 13.3 next. Trustee Keegan seconded the motion. The motion passed unanimously.

**13.3 Report, discussion and possible action to approve Chief Business Officer Contract.  
Report by Dorma Baker, Superintendent.**

Dorma Baker reported that the contract was similar to Mary Hart, who vacated the position.

Trustee De Rose moved to approve this item. Trustee Turley seconded the motion. The motion passed 5/2/0 (Nichols, Osmundson dissented).

**13.2 Report, discussion and possible action to approve Furlough Management Days.  
Report by Dorma Baker, Superintendent.**

Public comment:

Michael Jones, PVAM president, stated that while the management association is not a union, it was important to share the sacrifice. To share in a fair and equitable way, management will be taking six furlough days. The association supports the district's recommendation.

Trustee Turley moved to approve 6 days for management. Trustee Nichols seconded the motion. The motion passed unanimously.

**13.4 Report, discussion and possible action to approve Waiver for Robin Minnis.  
Report by Albert Roman, Assistant Superintendent, HR.**

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

**14.0 GOVERNING BOARD AND SUPERINTENDENT COMMENTS/REPORTS**

Trustee Osmundson commented about her attendance to the rally in Sacramento with trustee Nichols. They visited legislators and submitted the resolution the Board approved regarding funding for education.

**15.0 UPCOMING BOARD MEETINGS/REMAINING BOARD MEETINGS FOR 2010**

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		Comment
<b>May</b>	▪ 12	
	▪ 26	▪
<b>June</b>	▪ 9	
	▪ 23	▪ 10-11 Budget Adoption
<b>July</b>	▪	▪ No Meetings Scheduled
<b>August</b>	▪ 11	
	▪ 25	
<b>September</b>	▪ 8	▪ Unaudited Actuals
	▪ 22	
<b>October</b>	▪ 13	
	▪ 27	
<b>November</b>	▪ 17	▪

<b>December</b>	<b>▪ 8 Annual Organization Mtg. (Election Year)</b>	<b>▪ Approve 1<sup>st</sup> Interim Report</b>
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**16.0 ADJOURNMENT**

There being no further business to discuss, the meeting of the Board was adjourned at 11:28 pm.

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Dorma Baker, Superintendent



**PAJARO VALLEY UNIFIED SCHOOL DISTRICT**



**Board Agenda Backup**

Item No: 7.1

**Date:** May 12, 2010

**Item:** Mar Vista (MV) Elementary School is now a California Distinguished School

**Overview:** MV made all AYP and API goals and closed the achievement gap. The State and County has reviewed our "signature practices" and externally determined our status. MV staff is grateful for the support of our district and sister schools in helping us to achieve this honor.

**Recommendation:** Congratulate the staff and community of MV.

**Budget Considerations:** n/a

**Funding Source:**

**Budgeted:** Yes:  No:

**Amount:** \$

**Prepared By:** Chris Hertz, Principal

**Superintendent's Signature:** Domina Bat



California Department of Education

# California School Recognition Program 2010 Distinguished Elementary School Application Part I



## Cover Page

44 69799 6049738  
County-District-School (CDS) Code

Santa Cruz  
County Name

Pajaro Valley Unified School District  
District Name

Mar Vista Elementary  
School Name *(If your school is selected for honors, this school name will be engraved on the award plaque.)*

6860 Soquel Drive  
Mailing Address

Aptos 95003  
City and Zip Code

831 761-6177                      4975  
Area Code and Phone Number      Ext.

831 728-6491  
Area Code and Fax Number

christopher\_hertz@pvusd.net  
Principal's E-mail Address

Christopher Hertz  
Winter Break (Alternate) Contact Name

831-750-7767                      n/a  
Area Code and Phone Number      Ext.



*I certify that I have reviewed the information contained in this application and, to the best of my knowledge, it is complete and accurate. I further certify that:*

- The Office for Civil Rights does not have any outstanding findings of civil rights statute violations by the school or district that may affect the school;*
- There are no pending lawsuits by the Department of Justice against the district alleging that the school, or the district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clauses; and*
- The school or district is addressing or has addressed any identified areas of noncompliance under federal or state laws and regulations.*

Chrstitopher Hertz  
Principal's Name

\_\_\_\_\_  
Principal's Signature                      Date

Dorma Baker  
District Superintendent's Name

\_\_\_\_\_  
District Superintendent's Signature                      Date  
(or authorized designee)

### School Demographics

1. Total school enrollment: 408
2. Which category best describes where your school is located?  
 Urban       Suburban       Rural
3. Does your school receive Title I funding?       Yes       No  
 If yes, indicate type of services:       Schoolwide       Targeted Assistance
4. What is your school calendar?       Traditional       Year-round       Modified
5. Is your school a charter school?       Yes       No
6. Number of full-time and part-time staff members in each of the categories below:

	<u>Full-time Staff</u>	<u>Part-time Staff</u>
Administrators	<u>1</u>	<u>1</u>
Classroom teachers	<u>17</u>	<u>          </u>
Counselors	<u>          </u>	<u>          </u>
Credentialed librarians	<u>          </u>	<u>          </u>
Nurses	<u>          </u>	<u>1</u>
Psychologists	<u>          </u>	<u>1</u>
Technology/media specialists or technicians	<u>          </u>	<u>1</u>
Paraprofessionals	<u>          </u>	<u>3</u>
Campus resource officers	<u>          </u>	<u>          </u>
Other staff ( <i>specify</i> ) <u>PE &amp; RSP &amp; ELS</u>	<u>          </u>	<u>5</u>
Total staff	<u>18</u>	<u>12</u>

## Directions to Your School

If your school is selected to receive a site visit, the review team members will need directions to your school.

Santa Cruz

County

Pajaro Valley Unified

District

Mar Vista Elementary

School

6860 Soquel Drive

Street Address

Aptos 95003

City and Zip Code

Christopher Hertz

Principal

831-761-6177

Area Code and Phone Number

4975

Ext.

San Jose International, San Jose

Name and Location of the Nearest Airport

HWY 1

Major Freeway Access

Provide detailed travel directions indicating the surface streets that lead to your school. Please do not submit directions or a map generated by an Internet Web site.

Take HWY 880 from San Jose International to Santa Cruz. HWY 880 becomes HWY 17. Head south on HWY 1 to the State Park Exit. Turn left and head over HWY 1. Turn left onto Soquel Drive. Drive about one mile. Prepare to turn left. Enter the school parking lot immediately adjacent to the fire department Station #1. Park in the the uuper lot. It will take you approximately 45 to 60 minutes to drive from the airport to Mar Vista Elementary. Check in at the office. Enjoy your visit!

## School Overview

### (Mar Vista Elementary)

Entering Mar Vista Elementary a visitor descends along a rustic pathway surrounded by evergreen trees and landscaped grounds and is greeted by a colorful mural of the school mascot, the sea lion. Located behind Fire Station #1 in Aptos, our small school of 408 K-6 grade students, teachers, support staff, and families welcomes visitors into a safe, nurturing community that seeks to educate the whole child. While still a neighborhood school, Mar Vista receives 30% of its students from other parts of Santa Cruz county, many of whom are English Language learners, or come from economically disadvantaged homes through a district open enrollment policy. In a county with declining enrollment we are proud that so many families choose our school for their children and welcome the diversity that these students bring. Our parent club, the MVP'S, helps build this sense of community by encouraging family members to volunteer in classrooms, the library, caring for our grounds and gardens, or to participate in events such as barbecues, festivals, Bingo Nights, campus beautification days, and student recognition events.

Our dedicated faculty and staff have worked very hard to improve achievement for every student at Mar Vista. Proficiency levels on the CST in reading and math are at their highest level ever. We are proud that not one student at Mar Vista scored Far Below Basic in mathematics in 2009. Through inquiry cycles and technology, teachers work closely together both in and across grade levels to review data, identify student needs, set goals, and implement common strategies. Demonstrating an exemplary commitment to professional growth, every faculty member completed a 40-hour mathematics training last year. In addition to collaborative work, we believe our growth has been supported by our leveled math program, new math materials, Math Facts in a Flash (MFIAF) (our online math speed program), and the implementation of SuccessMaker (an individualized math computer program). Teachers differentiate instruction through flexible math grouping and acceleration, and they spend extra instructional time with identified students both during and after school.

Our students and staff have also committed to improving reading achievement. Teachers use a wide variety of instructional strategies including flexible grouping as well as modeling a passion for reading. Implementation of the Accelerated Reader(AR) program both at home and at school has made a difference. Our library was completely leveled using the AR system in 2007. Students are encouraged during weekly library visits as well as daily in the classroom, at recess, and at home to select books within their "zone of development", to take comprehension quizzes, and to set goals for individual growth. Our skilled library media technician supports students in locating books at the correct AR level and accessing various AR and library websites at library computers. AR book levels are color-coded and all newly added books are color labeled. During the 2008-2009 school year our students set new records checking out over 14,000 books and reading over 160 million words at their level by June!

Over the past few years we have emphasized the development of writing skills through the use of "Step Up to Writing." The percentage of 4th grade students scoring proficient or above on the state writing applications assessment increased by 22% last year. After reviewing data this fall the teacher leadership team and principal determined that writing strategies and written conventions are the focus of our data team inquiry cycles for this school year. The bulk of our collaboration is now aligned to support student growth in these ELA clusters.

Science and social studies instruction reflects collaboration at all grade levels where teachers team together to provide "hands on" science investigations, and promote a spirit of inquiry and critical thinking. Our upper-grade teachers coach students through in-depth science fair projects, and lower-grade teachers support this effort with their own classroom experiments and investigations which focus on teaching the academic vocabulary students need to be ready to take on these projects.

In addition to the academic progress at Mar Vista, we have improved our facilities. Our faculty and staff participated in an audit to improve security and safety resulting in the purchase through a federal safety grant of hand-held communication radios (walky-talkies), security signage, new lighting, and window coverings in all classrooms. Our School Site Council added new theater lights and storage to the performance area and document cameras/projectors to classrooms through state art funds. A federal-garden grant allowed us to plant native trees in a once barren area of our campus, and through fundraising, our parent club added a new play structure and replaced our outdoor stage. We have also worked to improve our technology infrastructure, adding an assessment scanning system to support Data Director, phones to classrooms, voicemail, and teacher computers and email. Perhaps our greatest accomplishment, according to many students and teachers, was the opening of our computer lab with thirty-five MacOs computers, a projector, and a laser printer in October 2008. Four years ago we began a computer lab to support our AR program by revamping an odd mix of discarded computers salvaged from other schools. That first lab was a sad-looking but bold first step to bring computer-assisted instruction to our students. Two years later, through dedicated planning and fundraising, we opened our new computer lab, and added many programs for student use. This year we are adding software to support ELA skills.

Our current school goals are numerous. They were chosen using data from school level, district, and state testing, and surveys. Goals include continued focus by teacher-led data teams on writing strategies and conventions, increasing reading achievement through AR goals and library usage, supporting math achievement by defining automaticity criteria and implementing SuccessMaker. Other goals include maintaining and upgrading our technology infrastructure including new teacher stations and document projectors for all classrooms. Communication and climate goals include keeping our website updated and accessible to families, promoting the home use of AR Home Connect , involving families in parent education, acting on the results of family surveys and maintaining our positive discipline program.

Mar Vista Elementary's greatest strengths are our growing ability to work together in an alligned manner and our ability to build community support. Our teachers collaborate around common assessments to make important instructional decisions to support all students' growth in targeted and measurable ways. Parents understand academic expectations and how to help. Parent organizations and volunteers work to help with purchases and facility improvements. And we have many ways to participate in decision-making, including surveys, parent club, site council, ELAC, safety committee, leadership team, data teams, teachers' meetings, and student council. Our annual parent survey reveals that families continue to feel very connected to the school and get involved at many levels. We are proud to be a school where teachers set and achieve goals, student growth is measured and celebrated, and families are involved. The Mar Vista community has much to be proud of.

## Signature Practice 1 Summary

1. Name of Practice: Collaborative Focus on Mathematics
2. Which P-16 Council theme is the primary focus of this practice?  
 Access       Culture and Climate       Expectations       Strategies
3. Which P-16 Council theme is the secondary focus of this practice?  
 Access       Culture and Climate       Expectations       Strategies
4. Which element(s) of *Elementary Makes the Grade* recommendations are reflected in this practice?  
 Rigorous Academic Content and Performance Standards  
 Assessment and Accountability  
 Curriculum and Instruction  
 Professional Development  
 District-Level Leadership and Support
5. How long has this practice been in place?      6 years
6. Is this practice schoolwide or targeted?       Schoolwide       Targeted
7. What are the target populations and/or target areas (*check all that apply*)?

### Student Groups:

- Socioeconomically Disadvantaged
- English Learners
- Students With Disabilities
- African American
- American Indian or Alaskan Native
- Asian
- Filipino
- Hispanic or Latino
- Pacific Islander
- White

## Signature Practice 1 Summary *(continued)*

### Student Groups *(continued)*:

- Students At Risk
- English Language Arts - Students Not Yet Proficient
- English Language Arts - Advanced Learners
- Mathematics - Students Not Yet Proficient
- Mathematics - Advanced Learners
- Other Core Subject Areas - Students Not Yet Proficient
- Other *(specify)*

### Target Areas:

- School Climate
- Grade Level Focus
- Small Learning Communities
- Parent Involvement
- Data Driven Decision Making
- Health Support
- Social/Emotional/Behavioral Support
- Professional Development
- Other *(specify)*



## Signature Practice 2 Summary

1. Name of Practice: Data-Driven Decision-Making
2. Which P-16 Council theme is the primary focus of this practice?  
 Access     Culture and Climate     Expectations     Strategies
3. Which P-16 Council theme is the secondary focus of this practice?  
 Access     Culture and Climate     Expectations     Strategies
4. Which element(s) of Elementary Makes the Grade recommendations are reflected in this practice?  
 Rigorous Academic Content and Performance Standards  
 Assessment and Accountability  
 Curriculum and Instruction  
 Professional Development  
 District-Level Leadership and Support
5. How long has this practice been in place? 5 years
6. Is this practice schoolwide or targeted?     Schoolwide     Targeted
7. What are the target populations and/or target areas (check all that apply)?

### Student Groups:

- Socioeconomically Disadvantaged
- English Learners
- Students With Disabilities
- African American
- American Indian or Alaskan Native
- Asian
- Filipino
- Hispanic or Latino
- Pacific Islander
- White

**Signature Practice 2 Summary (*continued*)**Student Groups (*continued*):

- Students At Risk
- English Language Arts - Students Not Yet Proficient
- English Language Arts - Advanced Learners
- Mathematics - Students Not Yet Proficient
- Mathematics - Advanced Learners
- Other Core Subject Areas - Students Not Yet Proficient
- Other (*specify*)

## Target Areas:

- School Climate
- Grade Level Focus
- Small Learning Communities
- Parent Involvement
- Data Driven Decision Making
- Health Support
- Social/Emotional/Behavioral Support
- Professional Development
- Other (*specify*)

California Department of Education  
**California School Recognition Program**  
**2010 Distinguished Elementary School Application**  
**Part II**

**Signature Practice 1 Narrative**

**Collaborative Focus on Mathematics**

**1. Rational/Basis of the Practice**

The percentage of Mar Vista Elementary students proficient in Math CST had not improved since the 01-02 school year. The teachers and former principal wanted to evaluate the math program to see what changes could be made to improve achievement. (See the black scores prior to implementation of the signature strategy.)

% MV Students Proficient in Math CST Year to Year

	01-02	02-03	03-04	04-05	05-06	06 - 07	07 - 08	08-09	% Growth
2 <sup>nd</sup>	49	38	41	54	56	55	59	84	+25
3 <sup>rd</sup>	22	40	42	66	71	54	46	82	+36
4 <sup>th</sup>	40	39	47	44	71	69	69	70	+1
5 <sup>th</sup>	30	16	32	52	50	45	55	86	+31
6 <sup>th</sup>	49	38	21	40	53	54	44	56	+12
Total	38	34.2	36.6	51.2	60.2	55.4	54.2	75	+20.8

In the fall of 2004, with the encouragement of Principal Karen Hendricks, PVUSD GATE Coordinator Lynn Olson led the faculty in an examination of the data and a subsequent curriculum audit to determine what instructional materials, strategies, and procedures were being used for math instruction. The faculty chose to work in teams to review and redesign math instruction and made a commitment to teach the standards using currently adopted texts. They agreed on a research proven fundamental instructional principle; examining student work is a critical prerequisite for knowing where to go next instructionally with a student. They wondered how much more effective they could be if they undertook a practice of working collaboratively to assess progress and plan instruction. Under Lynn's guidance they agreed to institute clustering and flexible, need-based groups in mathematics in which the teachers exchanged students, regularly discussed progress and made adjustments to the groups and instruction as needed. It was this focus on collaboration around instruction and student progress that became the new practice at Mar Vista Elementary.

**2. Description of the Practice**

First, we addressed procedural issues that were impacting achievement. As faculty we determined two changes were needed: extend the math period from 50 minutes to 70 minutes five days a week, and make math the first instructional period of the day. The math period has become sacred at Mar Vista...no interruptions, no field trips, no assemblies. Second, teachers

attended 40 hours of intensive professional development sessions on the then-adopted text in 2005 and 40 hours more hours with the newly adopted text in 2008. Third, they began to address what to teach. They worked in grade-level teams to create a pacing calendar built around standards rather than text - no such calendar existed at that time. They reviewed the concepts and thinking to be addressed, how they fit together, how they build on prior years, and how they are likely to be addressed the following year. They discussed how to use supplemental materials such as manipulatives and computer programs to support each standard. Fourth, the teachers at each grade level developed a common standards-based pre-assessment. Based on that assessment, the teachers created two groupings per grade level and flexible groups within those groupings to target instruction where it was most needed. In addition, all grade levels committed to a school-wide plan to increase automaticity with math facts for all students. They agreed to spend the first five minutes of math instructional time in some kind of automaticity drill or practice. Math Facts in a Flash (MFI AF), a software program that tracks automaticity was eventually added with site council funds to further support this goal. MFI AF benchmark automaticity levels have recently been set to provide student proficiency goals. As a web-hosted program, MFI AF allows for student participation beyond the school day and teachers have access to current data online.

On any given day at Mar Vista between 8:05 and 9:15 you will see best practices in math instruction that directly result from the intensive collaborative focus adopted by the teachers. Our 6th graders will be seen working in small groups to solve engaging, open-ended problems. They find a creative way to display the variety of solutions. One 6th grader is working on algebra from a 7<sup>th</sup> grade text. Our 5th grade students are in the computer lab using SuccessMaker - individualized math instruction software that targets areas of greatest need for each student and provides even more data for the teachers to use in the planning of instruction. Our 4th grade students are writing about fractions in math journals. Our 2nd grade students are finding different combinations of plastic coins to make the same amount of money and discussing results. Our 1st graders are using white boards and colored markers to do mental math exercises in which they add groups of tens. Our collaborative focus provides differentiation across and within the grade levels.

If you were to visit a second grade team meeting just prior to a new unit of study, you would observe teachers filling out a grid they designed themselves to plan the subsequent unit of instruction specifically for each leveled group of students, taking into account the needs of English Language Learners. They also set up the leveled groups of students based on results of a unit pre-test. At a mid-unit meeting the teachers discuss adjustments to the flexible groupings for students who they can see are not understanding concepts, or who may need additional challenge. They provide supplemental Singapore math challenge packets for their advanced students. One teacher says, "We talk and talk and talk on a daily basis about it and constantly provide extra practice or reteach lessons."

### **3. Results of the Practice**

Teachers at Mar Vista continue to collaborate around the above practices. They have integrated a more elaborate data system, Data Director, and new district benchmark assessments to further inform instruction. Data Director allows them to look at clusters of questions that address particular standards and assess how well students are doing. The district has also identified power standards and adopted new texts which have altered the pacing and required revision. Teachers use various formative and summative assessments including math journals, oral explanations of results, graphing and textbook unit tests as well

as district benchmark tests. They have instituted math interventions during and after school at earlier grade levels based on the data above to try to reach students before the math gap widens.

The most compelling evidence for the value of this signature practice is the steady increase in CST scores seen in the last 5 years and the significant gains in the 2009 scores overall. Not one Mar Vista student scored Far Below Basic in math last year! The most warming results were among our economically disadvantaged students who showed a gain of 82 points in their API in 2009. Student achievement continues to improve as our collaboration and articulation increases. Students and parents have commented that they can see that teachers have high expectations for math achievement across grade levels and are aware that the teachers have a common purpose and method.

California Department of Education  
California School Recognition Program  
2010 Distinguished Elementary School Application  
Part II

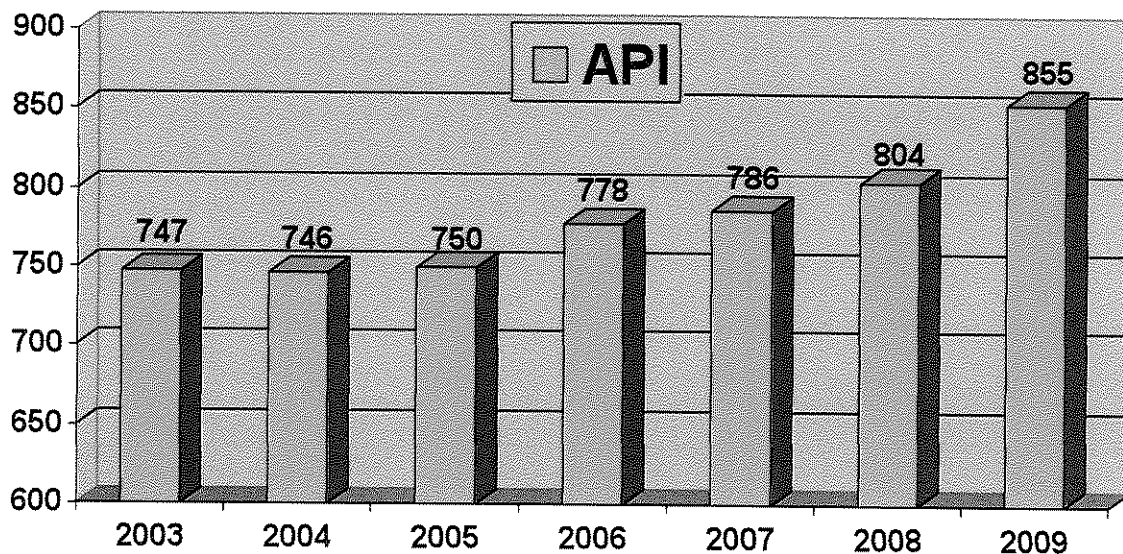
Signature Practice 2 Narrative

Data-Driven Decision Making

1. Rationale/Basis of the Practice

During the 2004-2005 school year, frustrated by stagnating achievement, the Mar Vista 4-6 grade teachers began to use teacher-created common assessments to team-teach mathematics. Seeing immediate results, teachers themselves spearheaded the change to use student work to guide their practice. They used the results of the common assessment to group students for targeted, differentiated instruction. Building on this momentum the new principal and teachers began to discuss ELA achievement and the lack of good information or an assessment plan. We asked questions as such, "Are all students learning? How were we going to collect and monitor common formative data to make adjustments through the school year? In what ways are we collaboratively and uniformly collecting and using data to make decisions? Are we taking advantage of new technologies to enhance teacher analysis of results?" There was definitely a need. Mar Vista student achievement had been basically "flat-lining" in terms of our CST growth (see API chart below). We lacked a consistent assessment system, apparently due to a divided district structure and frequent changes in site leadership. We had no school-wide system for collecting data on the most important standards and no technology to support us in collecting, scoring, or disaggregating assessments. And while we had no formal system of collaborative data-driven decision-making, our work in mathematics was the beginning of change. The need was clear, and the path was clear; as a team of teachers and administrators we needed to be data-driven in our decision making.

Mar Vista API Scores 2003-2009



We knew we were beginning to see growth in math with our collaborative focus. Teachers' morale relative to math achievement was high, because through collaboration around common data, they designed a specific math program and witnessed immediate improvement in student achievement in 2005. (See Signature practice 1 and the chart below.)

% MV Students Passing Math CST Year to Year

	01-02	02-03	03-04	04-05	05-06	06 - 07	07 - 08	08-09	% Growth
2 <sup>nd</sup>	49	38	41	54	56	55	59	84	+25
3 <sup>rd</sup>	22	40	42	66	71	54	46	82	+36
4 <sup>th</sup>	40	39	47	44	71	69	69	70	+1
5 <sup>th</sup>	30	16	32	52	50	45	55	86	+31
6 <sup>th</sup>	49	38	21	40	53	54	44	56	+12
Total	38	34.2	36.6	51.2	60.2	55.4	54.2	75	+20.8

However, how were we going to achieve growth in ELA, and how were we going to develop and sustain our teachers' capacity to be collaborative and data-driven? Over the course of the next four years we identified four tools to not only help us improve our ELA performance, but more importantly our ability to be a professional learning community that is data-driven and aided by technology. Believing that every student stands to benefit from a data-driven focus on adjusting curriculum and instruction, we expected to see growth on both the ELA and Math CST. Our goal last year was to see at least 65% of our students achieve proficiency on both. Our students achieved both goals!

## 2. Description of the Practice

First, we decided we needed a strong supplemental and differentiated reading program that also encouraged us to utilize technology. We all knew we needed to bring computer-assisted instruction to our students through years of family and teacher surveys. We purchased an exciting program called Accelerated Reader (AR), and currently our AR "Dashboard" (an indicator of the extent and quality of student participation) is the best in our district. To increase access for students we needed computer stations. Four years ago we began adding computer banks to the classrooms and opened a computer lab to support our AR program by revamping an odd mix of discarded computers salvaged from other schools. Since then a new lab has been built, but the ten year old classroom computers continue to support in-class AR quizzing. AR gives us diagnostic data about student reading levels and specific guidance for improving achievement. It allows us to effectively individualize our instruction, and group students for growth. We use a common implementation plan and goal setting chart in all classrooms and regularly recognize students for AR achievement. It has been exciting to see that using this kind of data can really assist us in creating powerful growth for students. With AR we developed a consistent pacing calendar and identified our early implementers as our in-house trainers. All faculty attended professional development. We leveled our school and classroom libraries according to the AR system and taught our students how to log on. We identified the number of minutes we would have students read at their level in class under the guidance of the teacher, and how many minutes per week students would read at home. We also followed AR suggestions for a student

recognition program that is funded through our parent club. We paid for AR from site SIP funds but now our district pays for the service as our district has now adopted AR as part of the overall data collection and instructional program. We had a clear plan and we set goals according to a formula. Over the past four years we have learned to monitor data closely and made sure to provide professional development to new staff. We added a link to our website to provide parents access to student point goals, books level goals, comprehension goals, and word count goals. We continue to refine our practice and will be seeking AR School Certification by 2010!

Second, from our experience with data-driven mathematics instruction, we determined that we needed a fair, standards-based, and consistent assessment system for ELA so we decided to internally use the summative test from the Houghton Mifflin (HM) adoption. The teachers followed an assessment calendar and submitted raw scores to the principal and were encouraged to review the data collectively in grade levels. With district implementation of Data Director, a database tool that tracks student achievement scores, teachers could have their own login accounts for better access and disaggregation. The actual ELA assessment changed several times. Even after district leadership selected the HM SCOE, we continued to use the summative as a diagnostic tool at our site. With the SCOE we were now also monitoring fluency. In 2008 the SCOE was replaced with a new district-wide teacher-created assessment that tested our newly identified "power standards". Now, we have a fair, standards-based, and consistent assessment system in which technology allows us to collect, score, and disaggregate data. Many teachers continue to use the summative and the fluency assessment from the SCOE and more adjustments are happening this school year in how we monitor fluency. Recently, we also began to use Data Director for in-house assessment. Our ELA assessment system gives us the data we need to make informed decisions.

The third tool that furthered our development of data-driven instruction was a district-wide Academic Program Survey (APS) in 2007. We discovered that in some classes we were not offering the minimum number of instructional minutes in ELA, and we needed to increase our additional minutes in ELA for our non-proficient students. We also learned that we had far too many interruptions to instruction and made changes accordingly. Minutes were uniformly added and many interruptions were eliminated. The changes were instrumental, but more importantly we reached consensus. We used survey data to guide our changes.

In 2008 our new and current superintendent selected a fourth tool, Data Teams, a district-wide process to structure how we look at student work. This inquiry process was developed by Doug Reeves' Center for Performance Assessment. This formal inquiry process has enhanced our practice of looking at student work to guide instruction here at Mar Vista. We have established six teams including the PE and Special Education teachers. Each team meets four times each trimester and works to achieve goals determined by pre-assessment data. Through the Data Team process we are now focused on Writing Strategies as the CST test shows this to be our students' greatest area of need the past five years. Data Director supports the Data Team inquiry process. After teachers submit tests office staff scan the assessments and email the teacher alerting them that the results are ready for analysis. During the following weeks, teams of teachers work through the Data Team process to analyze results together to inform instruction. Data Team leaders also guide their teams to create their own standards-aligned assessments for deeper diagnostic analysis and ease of disaggregation. During ongoing professional development we have learned to have all data teams focus on supporting a single school-wide goal. We have three inquiry cycles a year. Each data team meets four times during a cycle. The third meeting of the cycle includes the five-step process in which teams analyze common assessments and generate common instructional strategies. Once the post-assessment is



given, data teams chart results in the staff lounge for all to see. At the following staff meeting we share and celebrate our progress.

### 3. Results of the Practice

Our school year has a rhythm of inquiry and celebration now that we have the Data Team process. We are very encouraged and working smarter and more strategically than ever before. Instead of focusing on everything, we have taken the advice of the Center for Performance Assessment; focus on your students' greatest needs as identified in the data. We monitor AR with our dashboards and numerous reports. The Implementation Status Report is a favorite of the principal, as it shows how all the classrooms are doing in key areas. Teachers rely on the Progress Monitoring report to easily see how each student is doing on key individualized goals. We log on to Data Director to monitor ongoing power standards assessments. We use the Data Team process to chart progress towards goals. We are ultimately focused on the State STAR Assessment and use this system to measure our students' achievement. We are proud of our five years of improving achievement.

**% MV Students Passing ELA CST Year to Year**

	01-02	02-03	03-04	04-05	05-06	06-07	07 - 08	08-09	% Growth
2 <sup>nd</sup>	44	44	35	58	47	53	54	44	-10
3 <sup>rd</sup>	37	31	36	45	55	30	42	60	+18
4 <sup>th</sup>	56	46	54	54	71	78	74	70	- 4
5 <sup>th</sup>	45	49	51	55	49	66	67	82	+15
6 <sup>th</sup>	53	52	51	57	54	57	61	77	+16
Total	47	44.4	45.4	53.8	55.2	56.8	59.7	66	+6.3

Our AR key indicators are also showing steady improvements. The indicators are: average student engaged reading time in minutes, average student STAR lexicon grade equivalent level, and total student words read. We are aiming to maintain 160,000,000 words read yearly, and to increase to an overall average of 36 minutes of engaged reading time each day.

**Average/Composite AR Achievement on Three Indicators**

Year	2006-2007	2007-2008	2008-2009	2009-2010
Words Read	49,634,615	81,505,050	167,846,061	71,000,000 (12/6/09)
Engaged Minutes	16	26	28	34 (12/6/09)
Grade Equivalent	2.8	4.0	4.5	4.7 (12/6/09)

As you can see, our practice of using data to drive decision-making has had a marked impact on our progress. Most important is the growing confidence that we can accurately measure what our students know and can do, and make adjustments to our practice.



# Board Agenda Backup

Item No: 11.3

**Date:** May 12, 2010

**Item:** CAHSEE Passage Waiver  
English Language Arts ( PVHS 09-10-22)

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

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

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

**Recommendation:** Approve

**Budget Considerations:** None

**Funding Source:**

**Budgeted:** Yes:  No:

**Amount:** \$

**Prepared By:** Dea Pretzer, Program Director Special Services


**Superintendent's Signature:** *Dorinda Baker*



**Pajaro Valley Unified School District  
SELPA Special Services Department**

294 Green Valley Rd., Watsonville, CA 95076

(831) 786-2130 Fax: (831) 728-8107

DATE: April 27, 2010  
TO: Dorma Baker, Superintendent  
FROM:  Dea Pretzer, Program Director  
RE: **CAHSEE Waiver (PVHS 09-10-22)**

The above student completed all state and local diploma requirements except passage of the ELA portion of the CAHSEE during the 2008-2009 school year. The student did not return to the district to continue an educational program, but rather elected to return solely to participate in the CAHSEE with modifications as identified by his most current IEP dated 11/18/2008.

The 11/18/2008 IEP documents this student's eligibility to receive specific modifications during CAHSEE testing. Although this IEP is over one year old, due to the student's desire to not participate in an educational program and continue his personal attempts to successfully complete the CAHSEE the IEP is considered to be proper documentation of appropriate modifications.

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Date: April 15, 2010

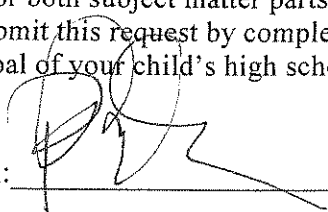
To The Parent/Guardian of:

All California public school students, including students with disabilities, are required to pass the California High School Exit Examination (CAHSEE) to receive a high school diploma.

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

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

Signature of Principal: \_\_\_\_\_



Date: \_\_\_\_\_

4/19/10

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

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

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

Signature of Parent: \_\_\_\_\_

Date: \_\_\_\_\_

4/19/10

**FOR SITE USE ONLY**

Date Received by Principal: \_\_\_\_\_

Student Identification Number: \_\_\_\_\_

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Student's Name

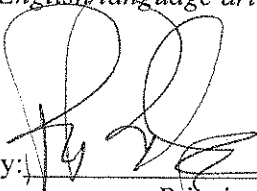
Student's

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

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

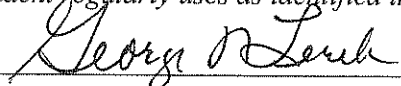
1. Has an individualized education program (IEP) adopted pursuant to the Individuals with Disabilities Education Act that specifies the use of the modification(s) on the exit examination, standardized testing, or classroom instruction and assessments.  
*(Attach the section of the IEP that specifies the modifications.)*
  - a. Describe the nature of the student's disability as identified on the IEP (please note if this will result in overt identification of the student. Student is an orthopedically impaired person who has difficulty focusing in on printed material in order to sort out unnecessary information from the information he requires. In his English classes, he has needed 1:1 teacher support all through high school in order to access and correctly respond to reading and writing prompts based on readings. Once he accesses written assignments, he is able to perform at or near average for his age because his cognitive abilities are average.
  - b. Describe any modification used on the  English/language arts or  math section of the exam (separate form must be filled out for each section): The questions were read aloud to him after he had read the selection himself.
  - c. State the rationale for applying the modification(s) used to achieve an equivalent passing score on the CAHSEE for this student. Student's orthopedic impairment impedes his ability to maintain his focus because he has to invest considerable energy in controlling his physical coordination. By having the questions read to him, he is better able to bring his mental energies to bear on responding to the content he has just read and understood. Put another way, he is able to hold his understanding of the content in his mind and, as the questions and possible answers are read to him, decide which of the possible answers fits his understanding and recall of events of the story.

- d. Describe the modification(s) that the student regularly uses in the classroom and on other assessments. We regularly read the questions in all content areas to him, once he's read the selection. He also listens to audio recordings of required readings whenever available prior to beginning class assignments based on the selection.
2. Has sufficient high school coursework either satisfactorily completed or in progress in the high school level curriculum sufficient to have attained the skills and knowledge otherwise needed to pass the CAHSEE. *(Attach transcripts showing coursework completed.)*
  3. An individual score report showing that my child has received the equivalent of a passing score on the CAHSEE while using a modification that fundamentally alters what the high school examination measures as determined by the State Board of Education. *(Attach a copy of the exit exam Student and Parent Report showing "equivalent of a passing score" in the English/language arts and/or the mathematics portion of the exam.)*

Certified by:  \_\_\_\_\_  
Principal's Signature

4/19/10  
Date

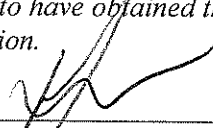
*I agree that the information on this Waiver Request Sheet accurately describes the modifications that this student regularly uses as identified in the IEP.*

 \_\_\_\_\_  
Signature of Student's Special Education Teacher

4-15-10  
Date

George N Lerek  
Print Name of Student's Special Education Teacher

*I agree that the information on this Waiver Request Sheet accurately states that the coursework this student has satisfactorily completed or is in the process of completing in the high school curriculum is sufficient to have obtained the skills and knowledge otherwise to pass the California High School Exit Examination.*

 \_\_\_\_\_  
Signature of Student's Academic Counselor

4/21/10  
Date

Nancy Puentes  
Printed Name of Student's Academic Counselor



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

**Standards**

Student \_\_\_\_\_

Date \_\_\_\_\_

IEP Meeting Date 11/18/08

**SUPPLEMENTARY/SPECIALIZED SUPPORT**

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

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

Description	Responsible Personnel/Agency	Location	Frequency/Intensity	Duration	Start/End Date*
Services for the Orthopedically Impaired	SELPA/RS, OI	Classroom and/or 1:1 consult with student and teachers	1 X /Monthly 30 mins total	1 year	Start: 11/18/2008 End: _____
					Start: _____ End: _____
					Start: _____ End: _____

\* If a placement or service is ending, give reason \_\_\_\_\_

**PARTICIPATION IN STATE AND DISTRICT-WIDE STANDARDIZED TESTING AND ASSESSMENT**

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

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

Language Arts:                       CST/CAT-6    **OR**     CMA (Criteria Met)  
 No accommodations or modifications     Accommodations (specify below)     Modifications (specify below)  
 Accommodations: \_\_\_\_\_  
 Modifications: \_\_\_\_\_

Math:                                       CST/CAT-6    **OR**     CMA (Criteria Met)  
 No accommodations or modifications     Accommodations (specify below)     Modifications (specify below)  
 Accommodations: \_\_\_\_\_  
 Modifications: \_\_\_\_\_

Science EXEMPT                       CST/CAT-6    **OR**     CMA (Criteria Met)  
 No accommodations or modifications     Accommodations (specify below)     Modifications (specify below)  
 Accommodations: \_\_\_\_\_  
 Modifications: \_\_\_\_\_

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

Other State or District-Wide Assessment Accommodations/Modifications (specify) flexible setting, extra time, small group support as needed

Grade exempt (Kindergarten, grade 1, or above grade 11)

**PROMOTION STANDARDS**

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

**CALIFORNIA HIGH SCHOOL EXIT EXAMINATION (CAHSEE)**

No accommodations or modifications                       Exempt due to eligibility for participation in CAPA  
 Modifications (specify) use of calculator(math)/Q's. read (ELA)     Grade Exempt (below grade 10)  
 Accommodations (specify) flexible setting and time                       Passed both subsets of CAHSEE

Student Name \_\_\_\_\_  
 \_\_\_\_\_  
 Gender \_\_\_\_\_

08/17/05  
 06/04/09  
 2009

School Name/Address  
 Pajaro Valley High School  
 500 Harkins Slough Road  
 Watsonville, CA 95076  
 Tel: 831-728-8102 Fax: 728-6944  
 Counselor: Puente, Nancy

Crs ID	Course Title	Mark	Ab	Credit	Crs ID	Course Title	Mark	Ab	Credit	GPA Summary				
Pajaro Valley High School Grd 09 12/2005					PVH Extended Learning Pro. Grd 11 5/2008					Academic GPA: 2.511 Class rank is 203 of 331				
1130	P English 1	D+		5.000	2410	P Algebra 1A/B	D		5.000	Total GPA: 2.612				
1162	Dev Reading 2	B		5.000	Crd Att: 5.000 Cmp: 5.000 Total GPA: 1.000					CSU GPA: 2.800				
4510	N PE 9	A		5.000	Pajaro Valley High School Grd 11 6/2008					Credit Summary - High School				
5051	Intro Computers	F			1330	P English 3	B+		5.000	Subject Area Req Cmp Def				
8210	Math 1 (I)	A-		5.000	2510	P Geometry	D		5.000	A	English	40.00	40.00	
9270	Directed Study	B+		5.000	4110	P Spanish 1	A-		5.000	B	Mathematics	20.00	20.00	
Crd Att: 30.000 Cmp: 25.000 Total GPA: 2.500					6010	P Art 1	B		5.000	C	Biological Science	10.00	10.00	
Pajaro Valley High School Grd 09 6/2006					7210	P US History	B		5.000	D	Physical Science	10.00	10.00	
1130	P English 1	D		5.000	9270	Directed Study	A+		5.000	E	Health	5.00	5.00	
1162	Dev Reading 2	C+		5.000	Crd Att: 30.000 Cmp: 30.000 Total GPA: 3.000					F	Fine Arts/Foreign Lang	10.00	10.00	
3910	Health	C+		5.000	PVH Summer School Grd 11 7/2008					G	Physical Education	20.00	20.00	
4510	N PE 9	A		5.000	2410	P Algebra 1A/B	D		5.000	H	Applied Arts	10.00	10.00	
8210	Math 1 (I)	A		5.000	Crd Att: 5.000 Cmp: 5.000 Total GPA: 1.000					I	World Civilization	10.00	10.00	
9270	Directed Study	C		5.000	Pajaro Valley High School Grd 12 12/2008					J	US History	10.00	10.00	
Crd Att: 30.000 Cmp: 30.000 Total GPA: 2.500					1430	P English 4	B-		5.000	K	Federal Government	5.00	5.00	
Pajaro Valley High School Grd 10 12/2006					3210	P Biology	D+		5.000	L	Economics	5.00	5.00	
1162	Dev Reading 2	C+	R		3633	P Integ Sci III	B-		5.000	M	Elective	45.00	65.00	
1230	P English 2	A		5.000	5054	ROP Comp Applic	C		5.000	N	Algebra	10.00	10.00	
2413	P Algebra 1A/B (S/9)	F	R		7410	P Economics	B+		5.000	O	Science	10.00	10.00	
3610	P Integ Sci I	B-		5.000	9270	Directed Study	A-		5.000	-----Total Credits----- 220.000 240.000				
4610	N Adv PE	B		5.000	Crd Att: 30.000 Cmp: 30.000 Total GPA: 2.667					Testing Information				
7110	P World Civ	D+		5.000	Pajaro Valley High School Grd 12 6/2009					Proficiency Tests				
9270	Directed Study	B		5.000	1430	P English 4	C		5.000	CA HSEE Math	Passed	03/18/09		
Crd Att: 35.000 Cmp: 25.000 Total GPA: 2.800					3210	P Biology	D+		5.000	CA HSEE ELA	Failed	05/12/09		
Pajaro Valley High School Grd 10 6/2007					3633	P Integ Sci III	C		5.000					
1162	Dev Reading 2	B-	R		5054	ROP Comp Applic	C		5.000					
1230	P English 2	A		5.000	7310	P Fed Government	A-		5.000					
2413	P Algebra 1A/B (S/9)	F	R		9270	Directed Study	B		5.000					
3610	P Integ Sci I	C		5.000	9292	Ba Sk/ HSEE/ ELA	C+		5.000					
4610	N Adv PE	A-		5.000	Crd Att: 35.000 Cmp: 35.000 Total GPA: 2.286									
7110	P World Civ	C+		5.000										
9270	Directed Study	A-		5.000										
Crd Att: 35.000 Cmp: 25.000 Total GPA: 3.200														
Pajaro Valley High School Grd 11 12/2007														
1330	P English 3	C		5.000										
2510	P Geometry	A		5.000										
4210	P Spanish 1 SS	D		5.000										
6010	P Art 1	B+		5.000										
7210	P US History	C		5.000										
9270	Directed Study	A		5.000										
Crd Att: 30.000 Cmp: 30.000 Total GPA: 2.667														

Accreditation approved by the School Commission of the WASC

GPA - A=4.0, B= 3.0, C=2.0, D=1.0, F=0.0, P=PASS R=REPEAT

Comments:  
 Completed 40 Community Service Hours  
 CAHSEE waiver granted on 5/27/09

Polio(OPV)	04/06/90	06/04/90	08/09/90	09/16/91	03/20/95	-----
DTP_DT/TD	04/06/90	06/04/90	08/09/90	09/16/91	03/20/95	-----
MMR	06/21/91	03/20/95				
Measles	-----	-----				
Mumps	-----	-----				
Rubella	-----	-----				
TB Test	-----	-----				

Transcript is unofficial unless signed by a school official

School Official's Signature \_\_\_\_\_ Date: 04/15/10





# California High School Exit Examination

See back for details

## Student and Parent Report

P0B 2104 F

Student Name: /

Date of Birth:

Student ID:

Grade: AE

School: 0105858 - Pajaro Valley High

District: 69799 - Pajaro Valley Unified

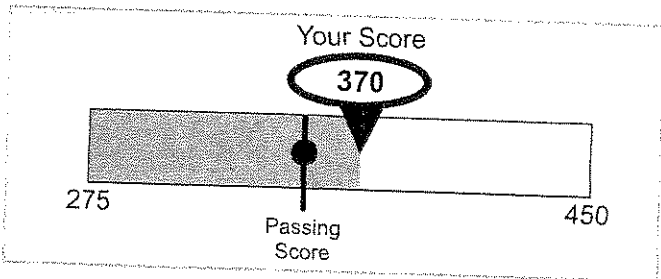
County: 44 - Santa Cruz

### English-Language Arts

Test Date: 02/02/2010

Your Total Score	Score Required to Pass	Status
370	350	MODIFIED

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



#### Strands for English-Language Arts

	Number of Questions	Number Correct
<b>READING</b>		
Word Analysis	7	6
Reading Comprehension	18	12
Literary Response & Analysis	20	16
<b>WRITING</b>		
Writing Strategies	12	9
Writing Conventions	15	12

#### Writing Applications\*

Essay

Your Score

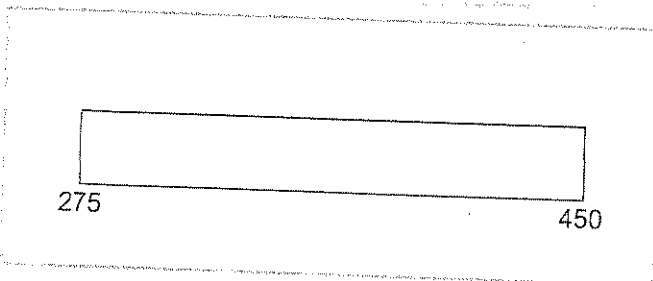
2.0

### Mathematics

Test Date: 02/02/2010

Your Total Score	Score Required to Pass	Status
		SATISFIED REQ

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



#### Strands for Mathematics

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

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



# Board Agenda Backup

Item No: 11.4

**Date:** May 12, 2010

**Item:** CAHSEE Passage Waiver  
Math ( RHS 09-10-23 )

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

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

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

**Recommendation:** Approve

**Budget Considerations:** None

**Funding Source:**

**Budgeted:** Yes:  No:

**Amount:** \$

**Prepared By:** Dea Pretzer, Program Director Special Services

**Superintendent's Signature:** Dorinda Baker

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

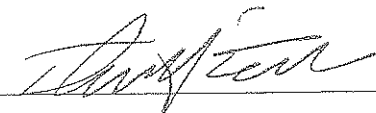
Date: 3/31/2010

To The Parent/Guardian of: \_\_\_\_\_

All California public school students, including students with disabilities, are required to pass the California High School Exit Examination (CAHSEE) to receive a high school diploma.

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

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

Signature of Principal:  Date: 3/31/2010

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

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

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

Signature of Parent: \_\_\_\_\_ Date: 3/31/2010

**FOR SITE USE ONLY**

Date Received by Principal: \_\_\_\_\_

4/26/2010

Student Identification Number: \_\_\_\_\_

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Student's Name

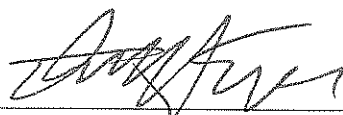
Student's ID Number:

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

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

1. Has an individualized education program (IEP) adopted pursuant to the Individuals with Disabilities Education Act that specifies the use of the modification(s) on the exit examination, standardized testing, or classroom instruction and assessments.  
*(Attach the section of the IEP that specifies the modifications.)*
  - a. Describe the nature of the student's disability as identified on the IEP (please note if this will result in overt identification of the student. Esteban has been assessed and identified as having a weak auditory and short term memory, as well as weak visual processing skills. Math, reading and written language are identified areas of academic weakness.
  - b. Describe any modification used on the  English/language arts or  math section of the exam (separate form must be filled out for each section): Esteban used a calculator.
  - c. State the rationale for applying the modification(s) used to achieve an equivalent passing score on the CAHSEE for this student. Because of memory deficits, Esteban has not mastered the basic facts of multiplication, addition, division and subtraction. The addition of a calculator has helped him succeed at a higher level of math and to pass tests.
  - d. Describe the modification(s) that the student regularly uses in the classroom and on other assessments. Use of a calculator in his Algebra and Math classes and on tests.

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

Certified by:   
Principal's Signature

4/26/2010  
Date

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

Pat Messer RSP  
Signature of Student's Special Education Teacher

4/26/2010  
Date

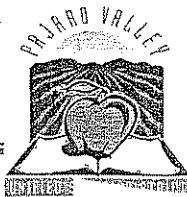
Pat Messer  
Print Name of Student's Special Education Teacher

*I agree that the information on this Waiver Request Sheet accurately states that the coursework this student has satisfactorily completed or is in the process of completing in the high school curriculum is sufficient to have obtained the skills and knowledge otherwise to pass the California High School Exit Examination.*

Pat Messer RHS  
Signature of Student's Academic Counselor

4/26/2010  
Date

Pat Messer RHS  
Printed Name of Student's Academic Counselor



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

Student [ \_\_\_\_\_ ]

Date of Birth \_\_\_\_\_

IEP Meeting Date 03/05/10

**SUPPLEMENTARY/SPECIALIZED SUPPORT**

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

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

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

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

**PARTICIPATION IN STATE AND DISTRICT-WIDE STANDARDIZED TESTING AND ASSESSMENT**

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

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

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

**PROMOTION STANDARDS**

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

**CALIFORNIA HIGH SCHOOL EXIT EXAMINATION (CAHSEE)**

- No accommodations or modifications                       Exempt due to eligibility for participation in CAPA  
 Modifications (specify) Use of calculator                       Grade Exempt (below grade 10, or Post Sec.)  
 Accommodations (specify) ext.time over 2 days each;small setin                       Passed both subtests of the CAHSEE



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

Student \_\_\_\_\_

Date of Birth \_\_\_\_\_

IEP Meeting Date 03/05/10

**INSTRUCTIONAL ACCOMMODATIONS**

Area of Difficulty	Accommodation	Responsible Agency/Personnel	Start Date
Auditory Memory	Extra Time: Assignments/Tests (1.5), Provide with Notes, Take Tests in Alternate Setting	District of Service/ RS	05/01/2009
Visual-Motor	Shortened Assignments, Tests in Short Segments, Visual Models	District of Service/ RS	05/01/2009
Attending Skills, Auditory Memory, Visual-Motor	Frequent Breaks, Take Tests in Alternate Setting, Tests in Short Segments	District of Service/ RS	03/05/2010

Gender M
Birth Date: _____
_____

Enter Date: **02/23/09**  
 Leave Date: \_\_\_\_\_

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

Crs ID	Course Title	Mark	Ab	Credit	Crs ID	Course Title	Mark	Ab	Credit	Crs ID	Course Title	Mark	Ab	Credit
Watsonville High School Grd 09 12/2007					Renaissance High School Grd 10 6/2009					Renaissance High School Grd 11 3/2010				
2998	Math Elective	D		5.000	1070	ELD Elective	P		1.300	1740	English Elective	P		1.800
4510	N PE 9	F			1740	English Elective	P		1.300	1740	English Elective	P		1.600
5051	Intro Computers	F			1740	English Elective	P		1.000	1740	English Elective	P		0.500
8110	MOD English 1	F			1740	English Elective	P		0.300	2410 P	Algebra	P		0.600
8340	MOD Phy Sci	F			2410 P	Algebra	P		1.900	2998	Math Elective	P		2.500
9239	N Tutorial	C		5.000	2410 P	Algebra	P		1.000	3010	Life Science	P		2.000
9240	Advisory 9	A		0.500	2998	Math Elective	P		1.000	3650	Science	P		1.800
Crd Att: 30.500 Cmp: 10.500					5910	App Arts Elect	P		1.700	7110 P	World Civ	P		1.500
Watsonville High School Grd 09 6/2008					7110 P	World Civ	P		1.500	7110 P	World Civ	P		1.500
2998	Math Elective	F			7210 P	U.S. History	P		2.000	9292	Ba Sk/HSEE/ELA	P		2.100
3910	Health	D-		5.000	9270	Directed Study	P		2.000	Crd Att: 15.900 Cmp: 15.900				
4510	N PE 9	F			Crd Att: 15.000 Cmp: 15.000					Credit Summary - High School				
8110	MOD English 1	C		5.000	Renaissance High School Grd 11 10/2009					Subject Area	Req	Cmp	Def	
8340	MOD Phy Sci	C-		5.000	1740	English Elective	P		1.800	English	40.00	18.60	21.40	
9239	N Tutorial	C		5.000	1740	English Elective	P		3.200	Mathematics	20.00	11.50	8.50	
9240	Advisory 9	A		0.500	3110	Bio/Phys Sci	P		0.800	Biological Science	10.00	5.80	4.20	
Crd Att: 30.500 Cmp: 20.500					3110	Physical Science	P		3.600	Physical Science	10.00	10.00		
Watsonville High School Grd 10 12/2008					3650	Science	P		1.500	Health	5.00	5.00		
1230 P	English 2	F			5120	Wood & Plastics	P		3.500	Fine Arts/Foreign Lang	10.00	0.00	10.00	
2410 P	Algebra	F			7110 P	World Civ	P		1.500	Physical Education	20.00	0.00	20.00	
3210 P	Biology	F			9250	General Elective	P		3.800	Applied Arts	10.00	6.00	4.00	
4610	N Adv PE	F			Crd Att: 19.700 Cmp: 19.700					World Civilization	10.00	9.00	1.00	
7110 P	World Civ	F			Renaissance High School Grd 11 12/2009					US History	10.00	2.00	8.00	
9241	Advisory 10	C-		0.500	1740	English Elective	P		1.200	Federal Government	5.00	0.00	5.00	
9270	Tutorial	F			1740	English Elective	P		0.500	Economics	5.00	0.00	5.00	
Crd Att: 30.500 Cmp: 0.500					3110	Bio/Phys Sci	P		2.800	Elective	45.00	25.60	19.40	
Renaissance High School Grd 10 3/2009					3110	Bio/Phys Sci	P		1.000	Algebra	10.00	3.50	6.50	
1070	ELD Elective	P		0.300	3650	Science	P		1.200	Science	10.00	3.90	6.10	
1740	English Elective	P		0.400	5120	Wood & Plastics	P		0.400	-----Total Credits----- 220.000 100.900 119.10				
9605	Entry Core	P		4.600	5120	Wood & Plastics	P		0.400	GPA Summary				
Crd Att: 5.300 Cmp: 5.300					7110 P	World Civ	P		3.000	Academic GPA:	0.53			
					9294	CA HSEE Math	P		3.000	Total GPA:	0.60			
					Crd Att: 13.500 Cmp: 13.500					CSU GPA:	0.03			

Comments:

Transcript is unofficial unless signed by a school official

School  
 Official's Signature \_\_\_\_\_

Date: 04/26/10





# California High School Exit Examination

## Student and Parent Report

Student Name: [REDACTED]

Date of Birth: [REDACTED]

Student ID: [REDACTED]

Grade: 11

School: [REDACTED]

District: 69100

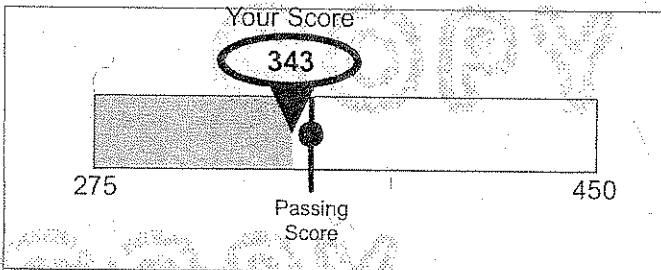
County: 44 - Santa Cruz

### English-Language Arts

Test Date: 11/03/2009

Your Total Score	Score Required to Pass	Status
343	350	NOT PASSED

Go to [www.cde.ca.gov/ta/tg/hs/resources.asp](http://www.cde.ca.gov/ta/tg/hs/resources.asp) for study information for the CAHSEE.



#### Strands for English- Language Arts

READING	Number of Questions	Number Correct
Word Analysis	7	6
Reading Comprehension	18	13
Literary Response & Analysis	20	13
<b>WRITING</b>		
Writing Strategies	12	4
Writing Conventions	15	6

#### Writing Applications\*

Essay

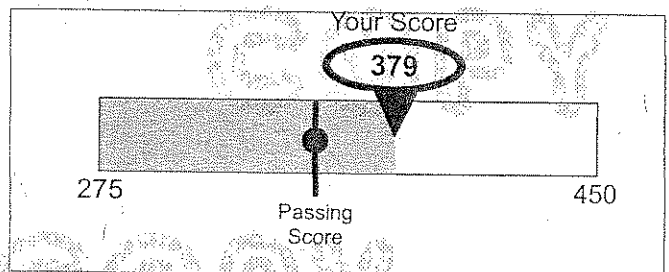
Your Score  
2.0

### Mathematics

Test Date: 11/03/2009

Your Total Score	Score Required to Pass	Status
379	350	MODIFIED

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

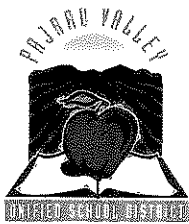


#### Strands for Mathematics

	Number of Questions	Number Correct
Probability & Statistics	13	11
Number Sense	17	11
Algebra & Functions	20	14
Measurement & Geometry	18	14
Algebra I	12	7

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

A student must only take the CAHSEE once per year. If a student takes the CAHSEE more than once, only the highest score (English-Language Arts and/or Mathematics) that was not passed.



# Board Agenda Backup

Item No: 11.5

**Date:** May 12, 2010

**Item:** CAHSEE Passage Waiver  
Math ( RHS 09-10-24 )

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

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

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

**Recommendation:** Approve

**Budget Considerations:** None

**Funding Source:**

**Budgeted:** Yes:  No:

**Amount:** \$

**Prepared By:** Dea Pretzer, Program Director Special Services

**Superintendent's Signature:** Dorinda Cook

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Date: 2/24/2010

To The Parent/Guardian of:

All California public school students, including students with disabilities, are required to pass the California High School Exit Examination (CAHSEE) to receive a high school diploma.

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

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

Signature of Principal: [Signature] Date: 2/24/2010

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

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

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

Signature of Parent: [Signature] Date: 2/25/10

FOR SITE USE ONLY
Date Received by Principal
Student Identification Number:

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Student's Name

Student's ID Number:

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

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

1. Has an individualized education program (IEP) adopted pursuant to the Individuals with Disabilities Education Act that specifies the use of the modification(s) on the exit examination, standardized testing, or classroom instruction and assessments.  
*(Attach the section of the IEP that specifies the modifications.)*
  - a. Describe the nature of the student's disability as identified on the IEP (please note if this will result in overt identification of the student. Nathan has been assessed as having an auditory processing weakness with memory weakness, as well as a hearing loss in one ear. He has health issues which have caused him to miss a lot of school over the years.
  - b. Describe any modification used on the  English/language arts or  math section of the exam (separate form must be filled out for each section): Use of calculator
  - c. State the rationale for applying the modification(s) used to achieve an equivalent passing score on the CAHSEE for this student. The area of weakness in auditory processing and memory makes it difficult for Nathan to memorize his basic math facts since memory is involved. In addition, with his hearing loss and illnesses he has missed a lot of instruction.
  - d. Describe the modification(s) that the student regularly uses in the classroom and on other assessments. Use of a calculator

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

Certified by:   
Principal's Signature

4/20/10  
Date

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

Pat Messer RSP  
Signature of Student's Special Education Teacher

4/26/2010  
Date

Pat Messer  
Print Name of Student's Special Education Teacher

*I agree that the information on this Waiver Request Sheet accurately states that the coursework this student has satisfactorily completed or is in the process of completing in the high school curriculum is sufficient to have obtained the skills and knowledge otherwise to pass the California High School Exit Examination.*

Pat Messer RHS  
Signature of Student's Academic Counselor

4/26/2010  
Date

Pat Messer  
Printed Name of Student's Academic Counselor



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

Student \_\_\_\_\_

Date of Birth \_\_\_\_\_

IEP Meeting Date 03/09/10

### SUPPLEMENTARY/SPECIALIZED SUPPORT

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

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

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

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

### PARTICIPATION IN STATE AND DISTRICT-WIDE STANDARDIZED TESTING AND ASSESSMENT

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

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

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

### PROMOTION STANDARDS

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

### CALIFORNIA HIGH SCHOOL EXIT EXAMINATION (CAHSEE)

- No accommodations or modifications  
 Modifications (specify) use of calculator  
 Accommodations (specify) Small group; test over 2 days each  
 Exempt due to eligibility for participation in CAPA  
 Grade Exempt (below grade 10, or Post Sec.)  
 Passed both subtests of the CAHSEE



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

Student \_\_\_\_\_

Date of Birth \_\_\_\_\_

IEP Meeting Date 03/05/10

**INSTRUCTIONAL ACCOMMODATIONS**

Area of Difficulty	Accommodation	Responsible Agency/Personnel	Start Date
Processing Speed	Calculator, Extra Time: Assignments/Tests (1.5), Take Tests in Alternate Setting	District of Service/ Gen. Ed. Teacher, RS	01/26/2010
Visual Perception	Grammar Checker, Provide with Notes, Spelling Checker, Visual Models	District of Service/ Gen. Ed. Teacher, RS	01/26/2010
Processing Speed	Frequent Breaks, Tests in Short Segments	District of Service/ RS	03/01/2010

Grade	Gender
1	M
Date Of Birth	

Enter Date: **08/12/09**  
 Leave Date:

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

Parent Guardian  
  
 Watsonville, CA 95076

Crs ID	Course Title	Mark	Ab	Credit	Crs ID	Course Title	Mark	Ab	Credit	GPA Summary			
Pajaro Valley High School Grd 09 12/2007					Renaissance High School Grd 11 12/2009					Academic GPA: 1.16			
1130	P English 1	C		5.000	1740	English Elective	P		1.200	Total GPA: 1.16			
1160	Dev Read 1	A-		5.000	1740	English Elective	P		0.500	CSU GPA:			
2410	P Algebra	F			3110	Bio/Phys Sci	P		2.300				
2975	Math B	C-		5.000	3650	Science	P		1.200				
5051	Intro Computers	B		5.000	3650	Science Elective	P		2.800				
9270	Directed Study	A		5.000	6010	P Art 1	P		1.500				
Crd Att: 30.000 Cmp: 25.000					7110	P World Civ	P		2.500				
Pajaro Valley High School Grd 09 6/2008					7210	P US History	P		0.400				
1130	P English 1	F			Crd Att: 12.400 Cmp: 12.400								
1160	Dev Read 1	B		5.000	Renaissance High School Grd 11 3/2010								
2410	P Algebra	F			1740	English Elective	P		1.300				
2975	Math B	F			1740	English Elective	P		1.400				
3910	Health	F			1740	English Elective	P		2.000				
9270	Directed Study	A		5.000	1740	English Elective	P		0.800				
Crd Att: 30.000 Cmp: 10.000					3010	Life Science	P		0.600				
Pajaro Valley High School Grd 10 12/2008					3110	Physical Science	P		2.100				
1230	P English 2	F			4610	N Adv PE	P		0.500				
1230	P English 2	F			6010	P Art 1	P		1.800				
2510	P Geometry	F			7110	P World Civ	P		1.200				
2510	P Geometry	F			7110	P World Civ	P		1.200				
3610	P Integ Sci I AA	F			9292	Ba Sk/HSEE/ELA	P		2.200				
3610	P Integ Sci I AA	F			Crd Att: 15.100 Cmp: 15.100								
7110	P World Civ	F			Credit Summary - High School								
Crd Att: 35.000 Cmp: 0.000					Subject Area		Req	Cmp	Def				
Renaissance High School Grd 11 10/2009					English	40.00	17.50	22.50					
1740	English Elective	P		1.200	Mathematics	20.00	5.00	15.00					
1740	English Elective	P		0.500	Biological Science	10.00	1.30	8.70					
1740	English Elective	P		0.800	Physical Science	10.00	10.00						
1740	English Elective	P		2.800	Health	5.00	0.00	5.00					
3110	Bio/Phys Sci	P		0.400	Fine Arts/Foreign Lang	10.00	5.10	4.90					
3110	Integrated Science	P		0.900	Physical Education	20.00	0.70	19.30					
3650	Science	P		1.000	Applied Arts	10.00	6.70	3.30					
4610	N Adv PE	P		0.200	World Civilization	10.00	4.90	5.10					
5910	App Arts Elect	P		1.700	US History	10.00	0.40	9.60					
6010	P Art 1	P		1.800	Federal Government	5.00	0.00	5.00					
9250	General Elective	P		2.500	Economics	5.00	0.00	5.00					
9605	Entry Core	P		4.300	Elective	45.00	29.00	16.00					
Crd Att: 18.100 Cmp: 18.100					Algebra	10.00	0.00	10.00					
					Science	10.00	0.00	10.00					
					-----Total Credits-----		220.000	80.600	139.40				

Comments:

Transcript is unofficial unless signed by a school official

School  
 Official's Signature

Date: 04/26/10





# California High School Exit Examination

## Student and Parent Report

Student Name: [REDACTED]

Date of Birth: [REDACTED]

Student ID: [REDACTED]

Grade: 11

School: 4

District: 69799 - Pajaro Valley Unified

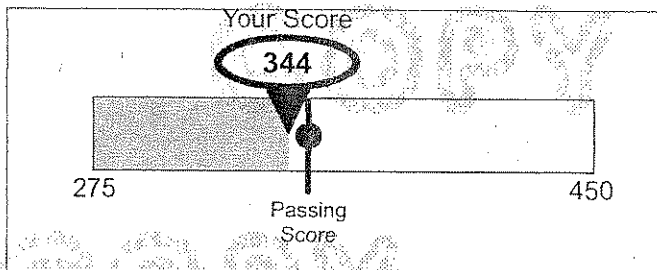
County: 44 - Santa Cruz

### English-Language Arts

Test Date: 11/03/2009

Your Total Score	Score Required to Pass	Status
344	350	NOT PASSED

Go to [www.cde.ca.gov/ta/tg/hs/resources.asp](http://www.cde.ca.gov/ta/tg/hs/resources.asp) for study information for the CAHSEE.



#### Strands for English-Language Arts

READING	Number of Questions	Number Correct
Word Analysis	7	6
Reading Comprehension	18	12
Literary Response & Analysis	20	11
<b>WRITING</b>		
Writing Strategies	12	3
Writing Conventions	15	11

#### Writing Applications\*

Essay

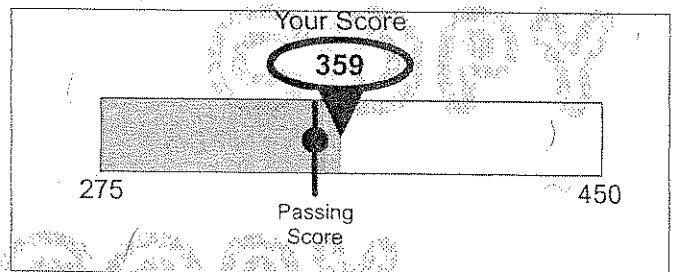
Your Score: 2.0

### Mathematics

Test Date: 11/03/2009

Your Total Score	Score Required to Pass	Status
359	350	MODIFIED

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



#### Strands for Mathematics

	Number of Questions	Number Correct
Probability & Statistics	13	7
Number Sense	17	12
Algebra & Functions	20	13
Measurement & Geometry	18	10
Algebra I	12	5

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

**PAJARO VALLEY UNIFIED SCHOOL DISTRICT**



**Board Agenda Backup**

Item No: 11.6

**Date:** May 12, 2010

**Item:** 2010-2011 CIF Representatives

**Overview:** The California Interscholastic Federation (CIF) sends a form to school districts every year to obtain the names of league representatives to every league in the State and to make sure that the league representatives are designated by school district governing boards. It is a legal requirement that league representatives be designated.

**Recommendation** Approve the appointments of the CIF league representatives for Watsonville High School, Aptos High School, and Pajaro Valley high School.

**Budget Considerations:** N/A

**Funding Source:**

**Budgeted:** Yes:  No:

**Amount:** \$

**Prepared By:** Cathy Stefanki, Assistant Superintendent of Secondary and Educational Services

**Superintendent's Signature:**

*Dorinda Baker*

California Interscholastic Federation (CIF) Representatives

Watsonville High School	Murry Schekman	Brad Hubbard
Pajaro Valley High School	Frank "Pancho" Rodriguez	Robert J. Gomez
Aptos High School	Casey O'Brien	Mark Dorfman



# PAJARO VALLEY UNIFIED SCHOOL DISTRICT

## Board Agenda Backup

Item No: 13.1

**Date:** May 12, 2010

**Item:** Comprehensive Accountability Framework

**Overview and Rationale:** An initial presentation regarding the development of the Accountability Framework was given to the Board in November. Since that time, a team of teachers and administrators have continued to work and complete the framework; including a video to be used to roll out the plan to staff that haven't been a part of the development of the plan.

The purpose of the CAF is to clarify and focus the district-wide work and resources that best benefits all our students. The plan reinforces and validates the district vision and establishes procedures to carry out the district's mission and goals.

The final Framework will come forward for Board approval at the May 26th Board meeting.

### "Together We Can"

**Recommendation:** Report and discussion item only.

**Budget Considerations:**

**Funding Source:** N/A

**Budgeted:** N/A

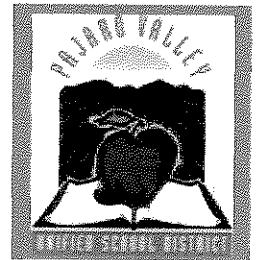
**Prepared By:** Dorma Baker, Superintendent

**Superintendent's Signature:** *Dorma Baker*

# Pajaro Valley Unified School District

## Comprehensive Accountability Framework

April 2010  
(Final)



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## DESIGN TEAM PARTICIPANTS

Dorma Baker	Superintendent, PVUSD
Marilyn Chap	BRT, New School
Susan Chollar	Teacher, Aptos Junior High
Greg Crandall	Parent
Melani Davis	Office Manager, Aptos High
Elena Fajardo	Director, Categorical and English Learner Programs
Robert Goeckermann	Teacher, Aptos High
Mary Hart	Associate Superintendent, Business Services
Dianna Higginbotham	Principal, Valencia Elementary
Allen "Ray" Houser	Director Special Ed, SELPA
Michael Jones	Principal, Alianza Charter
Anna Kammer	Teacher, E A Hall Middle
Brett Knupfer	Principal, H A Hyde Elementary
Ulli Kummerow	Principal, Radcliff Elementary
Jenn Laskin	Teacher, Renaissance High School & PVFT Representative
LaNette Maioriello	Teacher, Mintie White Elementary
Jaclynne Medina	Teacher, Starlight Elementary
Sylvia Mendez	Principal, Ann Soldo Elementary
Rich Moran	Site Coordinator Extended Learning, Pajaro Valley High
Stella Moreno	Principal, Pajaro Middle School
Susan Murphy	Teacher, Valencia Elementary
Ylda Noguera	Assistant Superintendent, Elementary and Support Services
Casey O'Brien	Principal, Aptos High
Peggy Pughe	Teacher, Aptos High
Marvilyn Quiroz	Teacher, Watsonville High
Frank "Pancho" Rodriguez	Principal, Pajaro Valley High
Albert Roman	Assistant Superintendent, Human Resources and Charters
Cheryl Romo	Teacher, Watsonville High
Faris Sabbah	Director, Migrant Education
Brian Saxton	Principal, Aptos Junior High
Murry Schekman	Principal, Watsonville High
Cathy Stefanki	Assistant Superintendent, Secondary and Ed. Services
Tom Tatum	Principal, Renaissance High
Connie Vinson	Teacher, Cesar Chavez Middle
Ken Woods	Principal, Lakeview Middle
Deanna Young	Teacher, Pajaro Valley High
Connie Kamm, Ed. D.	Senior Professional Development Associate

## **ACKNOWLEDGEMENTS**

The members of the Pajaro Valley Unified School District (PVUSD) Design Team would like to acknowledge the Board of Trustees, the Superintendent, the Pajaro Valley Federation of Teachers, and the California School Employees Association for their support of the development of this document. Dedicated PVUSD staff members, parents, and community members worked together as a team over an eight-month period to create a vision of excellence for the future of this district. The PVUSD Comprehensive Accountability Framework provides guidance for the continuous improvement of school sites and district departments. It is with respect and appreciation that the members of the Accountability Design Team present this document to the members of the Board of Trustees for their review and approval.

# PAJARO VALLEY UNIFIED SCHOOL DISTRICT COMPREHENSIVE ACCOUNTABILITY FRAMEWORK

## SECTION 1 EXECUTIVE SUMMARY

### 1.0 INTRODUCTION

At the beginning of the 2008-2009 school year, Superintendent Dorma Baker assembled the Accountability Design Team (ADT). The ADT task was to develop 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.

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.

## **1.1 GUIDING PRINCIPLES**

Ten principles guide the development and implementation of the CAF and are foundational to the effectiveness of this initiative. These ten principles, with definitions, are outlined in the following table:

<b>Congruence</b>	The district's rewards and incentives are compatible with the goals and indicators emphasized in the accountability framework
<b>Respect for Diversity</b>	The accountability framework includes multiple measures of achievement, some of which apply to all school sites and district departments (District-Wide Performance Indicators) and some of which apply to individual school sites and district departments based on identified needs (School Site and District Department Performance Indicators)
<b>Accuracy</b>	The measures outlined for the accountability framework reflect the use of alternative evidence beyond test scores
<b>Specificity</b>	The accountability framework clearly delineates the indicators that measure what is being done to help students achieve
<b>Feedback for Continuous Improvement</b>	The accountability framework focuses on indicators that emphasize student achievement and the use of indicator results to make informed decisions about school site and district department improvement and new initiatives
<b>Universality</b>	The accountability framework holds all stakeholders in the district accountable: students, parents, staff, and members of the Board of Trustees
<b>Fairness</b>	The accountability framework is structured so that everyone knows the "rules of the game" and that all schools and departments have the opportunity to play by the same rules
<b>Sustainability</b>	The accountability framework is designed to maintain the district's focus on student achievement even when changes occur in personnel and policy
<b>Equal Access</b>	The accountability framework is structured so that everyone has access to a rigorous standards-based curriculum in accordance with each student's readiness level, interests, language development needs, and long-term goals
<b>Connectivity</b>	The accountability framework ensures that schools share information about their improvement efforts and the impact of their strategies with one another

## SECTION 2 ACCOUNTABILITY FRAMEWORK

### 2.0 INTRODUCTION

The Pajaro Valley Unified School District (PVUSD) is committed to continuous improvement in student achievement. Therefore, the Accountability Design Team (ADT) has 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.

Furthermore, the CAF relies on the principle of reciprocal accountability and makes a “commitment to recognize the worth of each person in the system as an active and vital member of a team charged with the responsibility for successful student learning” (Kamm, p. 29). In *Bridging the Gap Between Standards and Achievement: The Imperative for Professional Development in Education*, Richard Elmore (2002) clearly explains this principle of reciprocal accountability:

For every increment of performance I demand from you, I have an equal responsibility to provide you with the capacity to meet that expectation. Likewise, for every investment you make in my skill and knowledge, I have a reciprocal responsibility to demonstrate some new increment in performance. This is the principle of “reciprocity of accountability for capacity.” It is the glue that, in the final analysis, will hold accountability systems together (p. 5).

The processes and protocols included in the CAF are built on this foundation of reciprocity. The CAF creates a transparent system for reciprocal accountability that is student-centered, educator-

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

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

## **2.1 FEDERAL, STATE AND LOCAL GUIDELINES**

The California State Department of Education holds as its core belief “that the school system must meet the comprehensive learning needs of each student to reach high expectations” (CDE, 2008). This includes the goals of:

- Holding local educational agencies accountable for student achievement in all programs and for all groups of students

- Building local capacity to enable all students to achieve state standards (CDE Goals, 2008)

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.

## 2.2 DISTRICT-WIDE PERFORMANCE INDICATORS

District-Wide Performance Indicators measure the progress toward PVUSD Strategic Goals 1-6. The PVUSD Goals and the District-Wide Performance Indicators guide ongoing communication among PVUSD stakeholders. The results of these indicators will be reported to the Board of Trustees and the community by the superintendent on an annual basis.

**PVUSD 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.**

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

<b>District-Wide Performance Indicators</b>	<b>Data Source</b>	<b>Disaggregate by Subgroup</b>
Percentage of students scoring proficient or above in reading, writing, math, social studies, and science	CST, STS, CMA, CAPA, and District Benchmarks	Yes
Percentage of students progressing one or more levels per year in reading, writing, math, social studies, and science	CST, STS, CMA, CAPA, APS (9 Essential Program Components) and CELDT	Yes



Percentage of English learners progressing one or more levels per year	CELDT and CST (separately and together)	No
Percentage of students attending schools 95% or more of the time	District Student Information System	Yes
Percentage of eighth graders meeting promotion requirements	District Student Information System	Yes
Percentage of high school students with credit on track to graduate in four years by grade level	District Student Information System	Yes
Percentage of 10 <sup>th</sup> grade students passing CAHSEE	CAHSEE	Yes
Percentage of students enrolled in AP classes	Advanced Placement	Yes
Percentage of students in AP classes who pass AP exams	Advanced Placement	Yes
Percentage of graduates who receive a high school diploma (Pass CAHSEE & meet graduation requirements)	District Student Information System	Yes
Percentage of graduating seniors who have been accepted to colleges and universities	CAL-PASS	Yes
Percentage of 5 <sup>th</sup> , 7 <sup>th</sup> , and 9 <sup>th</sup> graders who achieve Proficiency on the state Physical Fitness exam	BMI baseline readings (kindergarten), State test data	Yes

**PVUSD GOAL 3: Ensure that all schools provide a safe, healthy, and positive school environment for students and staff.**

<b>District-Wide Indicators</b>	<b>Data Source</b>	<b>Disaggregate by Subgroup</b>
Percentage of students, staff, and parents who report schools as being safe (agree or higher)	Healthy Kids Survey District Parent Survey Staff Survey	Yes
Percentage of health and safety work orders that are completed within 48 hours	SIMS Database	No
Percentage of schools passing safety inspections	William's Inspection Report Fire Marshall Report Safety Inspections (required by underwriters and pool insurance indicators)	No
Ratio of incidents to number of students that threaten the health and safety of others and that lead to suspensions or expulsions	District SIS (Student Services)	Yes (by site)

**PVUSD GOAL 4: Attract, hire, develop, and retain an excellent professional staff throughout the district.**

<b>District-Wide Indicators</b>	<b>Data Source</b>	<b>Disaggregate by Subgroup</b>
Percentage of teachers meeting the highly qualified criteria	Title II, Level C, Human Resources Highly Qualified Report	<b>Yes</b>
Percentage of highly qualified teachers who stay in the District for more than five years	Human Resources Longitudinal Data Spread Sheet	<b>Yes</b>
Percentage of district and site initiated professional development experiences that meet four critical components of professional development (theoretical, demonstrations, practice and feedback, and on-the-job peer-to-peer coaching)	District Professional Development Survey (Title 2)	<b>Yes</b>
Percentage of teachers who participated in district and site initiated professional development experiences	District Professional Development Survey (Title 2)	<b>Yes</b>
Relative ranking of PVUSD in overall compensation with comparable districts	HR, PVFT, CSEA, and PVAM	<b>No</b>

**PVUSD GOAL 5: 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.**

<b>District-Wide Indicators</b>	<b>Data Source</b>	<b>Disaggregate by Subgroup</b>
Percentage of parents who register overall satisfaction with school and district-wide communication	Parent Survey	<b>Yes</b>
Number of schools that have a community organization/business partnership	School Report	<b>No</b>
Percentage of schools with organized community service projects/programs for students	School Report	<b>No</b>
Percentage of schools participating in Parent Outreach Network (PON)	District Report	<b>No</b>
Percentage of school site parent committees (ELAC, PTSA, and SSC) meeting compliance requirements	School Report and District Report	<b>Yes</b>

**PVUSD GOAL 6: PVUSD will maintain a balanced budget while effectively maximizing all resources to fulfill educational priorities.**

<b>District-Wide Indicators</b>	<b>Data Source</b>	<b>Disaggregate by Subgroup</b>
Percentage of early/on-time budgets for approval of PVUSD Board of Trustees and Santa Cruz County Office of Education	Accounting Records	No
Percentage of budgets submitted with State requirement of 3% reserve and positive undesignated fund balance	Accounting Records	No
Percentage of staffing ratios met (classified, certified, and management)	Human Resource /Budget Records	Yes
Percentage of cost claims decreased in liability and workers compensation	Monthly Claims Reports, Budget Accounts Payable, Attorney Fees, and Third Party Administrators	Yes
Amount of district liability on books	Payroll, Workers' Compensation, and Safety	Yes

**SECTION 2.3 SCHOOL SITE AND DISTRICT DEPARTMENT PERFORMANCE INDICATORS**

School Site and District Department Performance Indicators are measurements selected by a particular school or district office department. Indicators are neither goals nor strategies, but actual measurements of results achieved due to specific strategies that are selected in order to achieve PVUSD Goals.

School Site and District Department Performance Indicators must be aligned with PVUSD Goals and District-Wide Performance Indicators as described in section 2.2. However, the PVUSD Goals and District-Wide Performance Indicators selected for emphasis may differ from school site to school site or district department to department. In order to make a determination about PVUSD Goals and District-Wide Performance Indicators selected, each school site and district department is expected to carefully analyze its unique needs and challenges, using assessment results, diagnostic information, professional input, and other relevant sources.

School sites and district departments should select no more than three SMART goals (Specific, Measurable, Achievable, Relevant, and Timely) specific to needs and challenges identified in their yearly data analysis. A minimum of two SMART goals at the school level must address academic progress as stated in PVUSD Goals 1 and 2. School sites and district departments may then select from one of the other PVUSD goal areas. One research-based strategy is selected to support each SMART goal. The selected strategy is differentiated to ensure access for targeted student populations. School Site and District Department Performance Indicators are then selected to measure the impact of the strategy toward achieving each SMART goal. These indicators measure both adult actions and student results. To determine progress throughout the year, each indicator is monitored at least every nine weeks and more often as the strategy warrants. All School Site and District Department SMART goals are aligned with the PVUSD goals. Table 1 provides an example of a school site strategy and performance indicators that support PVUSD Goals and District-Wide Performance Indicators.

Table 1: Example of Middle School Site Strategy and Performance Indicators

<b>PVUSD GOAL 1</b>	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
<b>DISTRICT-WIDE PERFORMANCE INDICATOR</b>	Percentage of students scoring proficient or above in reading, writing, math, social studies, and science
<b>SCHOOL SITE OR DISTRICT DEPARTMENT SMART GOAL</b>	The percent of students scoring proficient and above on non-fiction writing assessments will increase from _____% to _____% as measured on the PVUSD On-Demand Writing Assessment given in the Fall and Spring
<b>RESEARCH-BASED STRATEGY (Include differentiation to ensure access for targeted student populations)</b>	Implement non-fiction writing with fidelity (using PVUSD writing rubric and district anchor papers to score student writing and providing clear teacher feedback to each student) in each content area minimally two times per grading period
	<b>Differentiation to ensure access for targeted student populations:</b>

	Emphasize pre-writing strategies for EL students, continuously checking for understanding, and build from oral language to print
<b>DATA TEAM IMPLEMENTATION (Explain how Data Teams implement and measure school-wide strategies.)</b>	Each Data Team will build non-fiction writing experiences into units of instruction, minimally two each quarter. Core area Data Teams will report the scores of non-fiction writing assessments to the principal at the end of each quarter. All Data Teams will use the PVUSD writing rubric to guide scoring
<b>SCHOOL SITE OR DISTRICT DEPARTMENT PERFORMANCE INDICATORS AND DATA SOURCES</b>	
<b>ADULT IMPLEMENTATION INDICATOR</b>	<b>STUDENT PERFORMANCE INDICATOR</b>
Increase the percent of non-fiction writing opportunities provided by teachers and implemented with fidelity (using PVUSD writing rubric and district anchor papers to score student writing and providing clear teacher feedback to each student)	Increase the percent of students scoring proficient or above on quarterly non-fiction formative writing assessments (disaggregated by subgroups)
<b>Data Source:</b> Daily Agendas and Data Team Minutes	<b>Data Source:</b> Assessments given and scored (using PVUSD rubric) in each core class and reported to principal ( i.e., through My Access or Step-Up-To-Writing)

Additional examples of school site and district department strategies and performance indicators are provided in Appendix B. School-sites and district departments may choose strategies and indicators that are not listed on these tables; however, the research-based strategies and indicator(s) selected must be grounded in a comprehensive needs analysis and align with PVUSD Goals and District-Wide Performance Indicators.

## SECTION 2.4 REFLECTIONS AND NEXT STEPS

Reflections and Next Steps are recorded in the narrative on the School Site and District Department Template. In this section, school sites and district departments describe the successes and challenges of their improvement efforts. The following questions may assist in the development of this qualitative summary:

## **Schools**

- How does our performance compare to last year for every student subgroup and targeted student population?
- How do individual student's performance compare to their previous year's results?
- What are the root causes for student performance results?
- Which strategies improved student achievement in each student subgroup and targeted student population and which ones did not? Why?
- What changes will we make to the strategies in order to improve student achievement in each student subgroup and targeted student population?
- Which factors, as determined by the Data Team Cycles, influenced our ability to improve on our performance or success indicators?
- What are we doing to foster continuous improvement?
- What are we learning about student learning and how does this drive our professional development?
- As a school what do we do to meet the needs of the students who are not achieving?
- As a school what do we do to challenge the students who have already mastered prioritized grade level skills and concepts?
- What are our next steps for next year?

## **District Departments**

- Which factors as determined by the District Departments influenced our ability to improve on our Performance Indicators?
- How do our results on our Performance Indicators compare to last year?

- Which strategies improved our performance based on our goals and strategies?  
Why?
- What changes will we make to the strategies in order to improve our performance?  
What are we doing to foster continuous improvement?
- What are we learning about our services/performance and how does this drive our professional development?
- What are we doing as a department to meet the needs of internal and external clients?
- How is our department efficiently supporting the learning needs of students at all schools due to each schools' identified needs?

## **SECTION 3 IMPROVEMENT PLANS**

### **3.0 INTRODUCTION**

Each school and department within the District generates an annual School or Department Improvement Plan (SIP/DIP) that is aligned with the Comprehensive Accountability Framework (CAF). These plans are developed by site principals and district department directors in partnership with their respective school or department leadership teams. The SIPS will be reviewed and approved by school site councils. These improvement plans contain data reflecting the demographics of the school, achievement indicators, and academic results from the last several years, as well as strategies used by school-sites and district departments to assist with student academic growth. In addition, a short narrative in the improvement plan gives school-sites and district department a chance to tell the story behind the reported numbers. The improvement plans reflect the District's goals and become part of the Local Education Agency Plan (LEAP).

In the fall of each school year, the school site principals, district department directors, and the school and department leadership teams develop their plans using achievement and performance data from the prior year to set school and department SMART goals in alignment with the PVUSD Goals. Progress in achieving goals is shared with all school and department stakeholders (students, parents, staff, Board of Trustees, and community).

### **3.1 IMPROVEMENT PLAN TEMPLATE DESCRIPTIONS**

In developing their improvement plans, school and district department staffs will use the District Wide Performance Indicators and data sources (see Section 2.2) identified for each district goal. The School Improvement Plans and Department Improvement Plans include the following components:



## **Comprehensive Needs Analysis**

The Comprehensive Needs Analysis section provides a protocol to evaluate instructional and organizational effectiveness. School staffs and district department staffs meet at the beginning of each school year to review and analyze data (i.e., CST, CELDT, APS/WASC, CAHSEE, STS, Healthy Kids Survey, and PVUSD Parent Survey), progress monitoring reports, and end-of-year reflections and next steps from the prior year. Areas of strength and concern are noted, and provide the basis for both school and district improvement plans.

## **Action and Monitoring Plan**

After completing the Comprehensive Needs Analysis, the Action and Monitoring Plan focuses on school and department SMART goals, strategies, indicators, and action steps. One Action and Monitoring Plan is completed for each of the school-site or district department goals selected. The SMART goals are aligned with PVUSD Goals and are:

- Specific – They often target subject area, grade level, and/or student populations
- Measurable – The element examined must be quantifiable
- Achievable – The goal is obtainable and within the school’s/district department’s control
- Relevant – The goal addresses an urgent need
- Timely – Goal includes the timeframe when the skills will be assessed

Strategies are the research-based methods designed to achieve the established SMART goals. There is one comprehensive strategy for each selected goal. The selected strategy is differentiated to ensure access for targeted student populations. Strategies are implemented by all staff members within the school or department.

Indicators are measurements that determine the efficacy of a strategy. There are two types of indicators: Adult Implementation Indicators and Student Results Indicators. The purpose of the Adult Implementation Indicator is to ensure deep implementation of the selected research-based strategy with fidelity. Student Results Indicators measure the impact that the implemented strategy is having on student learning.

Action Steps are then selected to ensure that the strategy is fully implemented. Action Steps should be limited to no more than ten per strategy. The following components are included in the Action Steps:

- A brief description of the steps to be put in place to secure the implementation of the strategy
- The timeline to guide the action steps
- The individual(s) responsible for specific actions
- The responsibilities of the designated individual(s)
- The measures used to monitor progress of each action step
- The resources and funding necessary for each action step

### **Professional Development Plan**

The Professional Development Plan concentrates on critical professional development activities that are needed in order to support the strategies and actions listed in the Action and Monitoring Plan. All professional development undertaken by schools and departments will include the following critical components:

- Theory and Understanding
- Demonstration
- Practice and Feedback
- On-the-job Coaching

Review of professional development activities and professional development implementation is part of the “Ongoing Evaluation” process. See Section 4 of the CAF for more detailed guidelines on professional development. Each Action and Monitoring Plan requires a separate Professional Development Plan.

### **Ongoing Evaluation**

Ongoing Evaluation for each goal and strategy noted in the Action and Monitoring Plans will occur each month and be conducted by School-Site and District Department Leadership Teams. The purpose of the Ongoing Evaluation is to review progress being made on the selected strategies so that modifications can be made if necessary. Based on the results as measured by the school and department indicators, strategies may be maintained or modified to achieve desired progress or outcomes. The results of the Ongoing Evaluation will be addressed in quarterly staff meetings.

### **Reflections and Next Steps**

This summative evaluation is a narrative explanation of the Plan which includes reflections and next steps based on the results of the strategies that were implemented. See the questions in Section 2.4: Reflections and Next Steps.

## **SECTION 4 DATA TEAMS**

### **4.0 INTRODUCTION**

A pivotal strategy for the implementation of the Comprehensive Accountability Framework (CAF), School Improvement Plans and Department Improvement Plans is the organization of effective Data Teams. All PVUSD employees are part of a Data Team. The purpose of Data Teams is to focus conversation on student-centered learning and support for that learning.

### **4.1 SCHOOL-SITE DATA TEAM PROTOCOL**

The CAF places emphasis on Data Teams as the vehicle for the following:

- Development of Big Ideas, Essential Questions, and Common Formative Assessments based on the standards to be mastered in a specific unit of instruction (approximately one month)
- Consistent use of Common Formative Assessments (CFA) to inform instruction and to provide timely feedback to students
- Regularly scheduled teacher collaboration meetings focused on analysis of student data from multiple sources, student proficiency, and effective research-based instructional strategies

Data Teams follow specific meeting protocols (see Appendices D and E). First of all, Data Teams identify the Power Standards within a unit of instruction (approximately one month) that students will master through the instructional process. Next, Data Teams “unwrap” the Power Standards and determine the Big Ideas and Essential Questions. Thirdly, Data Teams generate common pre- and post- unit assessments. Teachers then administer the pre-assessment using agreed upon protocols. Teachers next examine the results of the pre-assessment using common rubrics and scoring guides. After the initial steps, Data Teams meet and follow the five step process:

1. Collect and chart student performance data from formative pre- and post- assessments
2. Analyze strength and obstacles in student learning
3. Set a short-term SMART goal for student improvement within a unit of instruction
4. Select effective instructional strategies to meet the established unit SMART goal
5. Determine results indicators to gauge the effectiveness of the selected teaching strategies throughout the unit of instruction

Data Teams plan how to deliver interventions and accelerate learning to meet the diverse needs of their students. Teams write action plans to guide the implementation of their steps, and meet formally and informally between the pre- and post-assessments to monitor and adjust instruction as needed. Data Teams follow specific meeting cycles and protocols and are expected to meet at least monthly at every school site (see Appendix E).

#### **4.2 SUPPORT FOR SCHOOL SITE DATA TEAMS**

Data Teams are supported at the school site and district levels. At each school site there is one or more trained Data Team Liaisons. This on-site expert serves as a coach and a resource for ensuring the efficacy of the Data Team process. The implementation of Data Teams is monitored by the school site principal. To create and sustain effective Data Teams, the following steps are essential:

- Allocate necessary time and resources to implement Data Teams beginning with district-wide support structures
- Communicate clear expectations for Data Teams
- Form Data Teams
- Identify Data Team leaders
- Schedule regular Data Team meetings

- Schedule monthly collaborative meetings between the principal and Data Team leaders
- Post data graphs
- Create internal and external communication systems
- Provide additional training and networking opportunities for Data Team Liaisons

### **4.3 DATA TEAMS AND RESPONSE TO INSTRUCTION AND INTERVENTIONS**

Response to Instruction and Intervention (RTI<sup>2</sup>) is a general education approach to closing the achievement gap. By focusing on culturally relevant, research-based instruction, continuous assessments of student learning and increased parental involvement, RTI<sup>2</sup> aims to catch students before their educational problems grow and they need more intensive instruction. In its simplest form, RTI<sup>2</sup> is a strategy for moving all students from one step in learning the standards to the next. The RTI<sup>2</sup> approach looks at both academic and behavioral achievement. Data Teams are the PVUSD vehicle to support meeting the individual needs of students.

### **4.4 DISTRICT DEPARTMENT DATA TEAMS**

At the district department level, appropriate data is used to identify operational best practices with a focus on improved department efficiency to accomplish district goals. Emphasis is placed on examining departmental data and implementing best practices. The following strategies drive the use of data at the district department level:

- Focused analyses of performance data based on measurable goals, department projections, and customer feedback
- Consistent use of data to provide timely feedback to department staff
- Regular collaborative meetings with staff focused on goals, department efficiency, and improved performance

## **SECTION 5 PROFESSIONAL DEVELOPMENT**

### **5.0 INTRODUCTION**

Professional development in the Pajaro Valley Unified School District (PVUSD) is defined as educational activities and experiences that support the continuous learning and professional growth of all employees. Therefore, all professional development must be relevant, job-embedded, and timely (in relation to the needs of the participants) and on-going or long term. In support of these qualities, all professional development will be aligned with the district's Comprehensive Accountability Framework (CAF), Local Educational Agency Plan (LEA Plan), district department goals and objectives, the Master Plan for English Learners, and/or School-Site Improvement Plans. All PVUSD professional development opportunities adhere to the national standards as defined by the National Staff Development Council (NSDC). The terms, professional development and staff development, are used synonymously.

### **5.1 NATIONAL STAFF DEVELOPMENT COUNCIL (NSDC) STANDARDS**

On its website (<http://www.nsd.org/standards/index.cfm>), the NSDC defines staff development as “the means by which educators acquire or enhance the knowledge, skills, attitudes, and beliefs necessary to create high levels of learning for all students.” The national standards guide professional development in the educational setting in the areas of context, process, and content (see table 2). “Context, process, and content standards are all necessary to ensure that staff development improves student learning. If one dimension is ignored, the intended results are far less likely to be achieved” (*Standards for Staff Development, Revised 2001, p. 2*).

Table 2: Standards for Staff Development

<b>Type</b>	<b>Definition</b>	<b>Exemplars</b>
Context Standards	Context standards address the organization system and culture in which the new learning will be implemented. They describe the structures that must be in place for successful learning to occur	<p>Staff development that improves the learning of all students requires:</p> <ul style="list-style-type: none"> <li>▪ Adults organized into learning communities whose goals are aligned with those of the school-site and district</li> <li>▪ Skillful site and district leaders who guide continuous instructional improvement and reflection on practice</li> <li>▪ Resources (including time) to support adult learning and collaboration</li> </ul>
Process Standards	Process refers to the “how” of staff development. It describes the learning processes used in the acquisition of new knowledge and skills. Process standards address the use of data, evaluation, and research	<p>Staff development that improves the learning of all students requires educators to do the following:</p> <ul style="list-style-type: none"> <li>▪ Disaggregate student data to determine adult learning priorities, monitor progress, and sustain continuous improvement</li> <li>▪ Use multiple sources of information to guide improvement and demonstrate its impact</li> <li>▪ Apply research to decision making</li> <li>▪ Deepen educators’ content knowledge, provide them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepare them to use various types of classroom assessments appropriately</li> </ul>



<p>Content Standards</p>	<p>Content refers to the “what” of staff development. Content decisions begin with an examination of what students must know and be able to do. Staff development content addresses the knowledge and skills that ensure all students are successful.</p>	<p>Staff development that improves the learning of all students requires educators to do the following:</p> <ul style="list-style-type: none"> <li>▪ Understand and appreciate all students; create safe, orderly and supportive learning environments; hold high expectations for academic achievement</li> <li>▪ Deepen content knowledge, explore and develop research-based instructional strategies, and incorporate powerful classroom assessment practices</li> <li>▪ Collaborate with others including families and other relevant stakeholders</li> </ul>
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## 5.2 GUIDING PRINCIPLES FOR EFFECTIVE PROFESSIONAL DEVELOPMENT

PVUSD believes the following key components are essential in order to impact teacher pedagogy:

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

These components are described in the table below (see table 3):

Table 3: Guidelines for Effective Professional Development

Components of Training	Explanation
Theoretical Understandings	Participants need a clear description of the strategy or practice accompanied by an understanding of the underlying theory and rationale for change in terms of student learning. In addition, participants need to know when to use the new strategy or practice
Demonstrations	Participants need to see modeling of the skill or practice. They need several demonstrations of the new strategy in different settings, content areas, and grade levels in order to develop a conceptual understanding
Practice and Feedback	Participants need to practice the skill or strategy (8-10 weeks) accompanied by expert feedback in a safe and trusting environment
On-the-Job Coaching	These practice sessions occur in the participants' classrooms. This component recognizes that each school is unique in the way strategies and practices will be viewed and utilized. It becomes the collaborative work of teachers at their school-sites, as they plan and develop lessons and materials, to effectively implement the strategies and practices learned in the training. These sessions typically occur during the workday in a variety of teacher relationships and can include staff meetings, data team meetings, formal and informal collaborations, etc

The following principles, developed with input from a representative group of teachers, principals, community members, and central office administrators, guide all aspects of professional development for district employees:

- A variety of designs and collaborative groupings will be used to deliver professional development opportunities
- Learning content and processes will be driven by research-based practices with the goal of improving student achievement

- Learning content and processes will be differentiated based on the perceived and evidentiary needs of the participants
- Professional development activities will be reflective of the department or school-site improvement plans
- Professional learning will be continuously supported to maximize learning and implementation and includes a peer coaching/mentoring component

### **5.3 PROFESSIONAL DEVELOPMENT OPPORTUNITIES**

The opportunity for continuous, job-embedded professional development in the PVUSD must be provided for district employees to work effectively and efficiently. The district provides mandatory training for specific job responsibilities. Upon completion of mandatory requirements, employees have the flexibility to create their own professional learning plans, utilizing internal and external opportunities.

#### **Internal Professional Development Opportunities**

Internal professional development opportunities for PVUSD employees are those which are offered and funded by the district. These opportunities are often mandatory and job-specific. Internal professional development includes teacher to teacher collaboration, Data Team participation, formal and informal planning sessions, staff meetings, as well as workshops on specific topics designed to support student learning and effective implementation of school programs. Employees use the district's website to access internal workshop-type professional development opportunities.

#### **External Professional Development Opportunities**

External professional development opportunities for PVUSD employees are those not offered by the district such as conferences or sessions conducted by outside professional

organizations or private educational vendors. These opportunities may be mandatory and may be funded by the district depending upon the program and the job requirements. Employees complete an application which documents the alignment of the requested professional development opportunity with the goals and objectives of the district and/or their school sites or district departments.

#### **5.4 PLANNING AND MONITORING**

The Professional Development Council (PDC) consists of site and district-level administrators, and instructional and non-instructional staff. The Council meets biannually per school calendar year to

- Annually establish the district professional development focus in alignment with the District Local Educational Agency Plan
- Ensure that all internal professional development opportunities align with the annual focus of the district
- Review and monitor district expectations for new and veteran teachers
- Monitor adherence to all federal, state, and district professional development requirements
- Establish and monitor internal professional development requirements

The School Site and District Department Leadership identifies and approves professional development. The Elementary and the Secondary Educational Services Departments approves professional development of a district-wide nature.

## **SECTION 6 COMMUNICATION**

### **6.0 INTRODUCTION**

Meaningful communication is crucial to the success of the Pajaro Valley Unified School District's Comprehensive Accountability Framework (CAF). To ensure success, an effective communication plan must proactively deliver results on a continuous basis. The communication should be meaningful, understandable, and interactive between students, parents, staff, Board of Trustees, and the community. All persons directly or indirectly impacted by goals, strategies, and selected indicators established by school-sites and district departments should be involved in the improvement process. The measure of success for school site and district department improvement plans lies in how the reported results are interpreted and then incorporated to make meaningful decisions for improving teaching and learning. Multiple communication methods will be used to disseminate information to the various stakeholders. Results will be delivered quarterly at a minimum.

### **6.1 COMMUNICATING STRATEGIES**

The leadership team at each school-site or district department is responsible for communicating progress on goals and strategies. Communication of progress on performance indicators takes place frequently at the school site and district department levels through Data Teams and Leadership Teams. Formal reporting occurs quarterly across the district.

## 6.2 GUIDELINES FOR QUARTERLY REPORTING OF PROGRESS ON PERFORMANCE INDICATORS

The following tables provide guidelines for quarterly communication of District-Wide Performance Indicators, District Department Performance Indicators, and School Performance Indicators (see tables 4-7).

Table 4: Required First Quarter Communication

District-Wide	District Department	School Site
<p><b><u>Forms of Communication</u></b></p> <ul style="list-style-type: none"> <li>▪ Press Release</li> <li>▪ Superintendent Friday Updates</li> <li>▪ Posting on District Website</li> </ul> <p><b><u>Content of Communication</u></b></p> <ul style="list-style-type: none"> <li>▪ Cabinet-level administrators report progress on the previous year's <i>District Performance Indicators (DPI)</i> to the Board of Trustees, and external stakeholders</li> <li>▪ Superintendent and Cabinet members set new targets for <i>District Performance Indicator (DPI)</i></li> <li>▪ The Board of Trustees reviews district goals and objective</li> </ul>	<p><b><u>Forms of Communication</u></b></p> <ul style="list-style-type: none"> <li>▪ Informational e-mail</li> <li>▪ Posting on District Website Presentations</li> </ul> <p><b><u>Group to Address</u></b></p> <ul style="list-style-type: none"> <li>▪ Staff at Department Meeting</li> </ul> <p><b><u>Content of Communication</u></b></p> <ul style="list-style-type: none"> <li>▪ Annual department goals, objectives, strategies, and indicators of progress and completes department improvement plans for the coming year</li> <li>▪ Department director presents annual <i>Department Improvement Plan (DIP)</i> to the appropriate Cabinet-level administrator for review</li> </ul>	<p><b><u>Forms of Communication</u></b></p> <ul style="list-style-type: none"> <li>▪ School Website</li> <li>▪ School Newsletter</li> <li>▪ Weekly Staff Bulletins</li> </ul> <p><b><u>Groups to Address</u></b></p> <ul style="list-style-type: none"> <li>▪ School Site Council</li> <li>▪ English Learner Advisory Committee</li> <li>▪ Community at Back to School Night</li> <li>▪ District Administrators</li> <li>▪ Staff at Staff Meetings</li> </ul> <p><b><u>Content of Communication</u></b></p> <ul style="list-style-type: none"> <li>▪ Principal highlights student achievement on district-wide and school-wide indicators to teachers, students, parents, and district administration</li> <li>▪ Principal and Leadership Team prepare and share (with students, parents, staff, and district admin.) the final draft of the School Improvement Plan (SPSA, Elementary; WASC, Secondary)</li> <li>▪ Principal and Leadership Teams highlight the adjustments made to school-wide strategies to students, parents, staff, and district administration)</li> </ul>

Table 5: Required Second Quarter Communication

<b>District-Wide</b>	<b>District Department</b>	<b>School Site</b>
<p><b><u>Forms of Communication</u></b></p> <ul style="list-style-type: none"> <li>▪ Press Release</li> <li>▪ Superintendent Friday Updates</li> <li>▪ Posting on District Website</li> </ul> <p><b><u>Content of Communication</u></b></p> <ul style="list-style-type: none"> <li>▪ Cabinet-level administrators report progress on <i>District Performance Indicators</i> (DPI), adjustments to district-wide initiatives, and the implementation of the CAF to the Board of Trustees and the community</li> </ul>	<p><b><u>Forms of Communication</u></b></p> <ul style="list-style-type: none"> <li>▪ Informational e-mail</li> <li>▪ Posting on District Web Site Presentations</li> </ul> <p><b><u>Group to Address</u></b></p> <ul style="list-style-type: none"> <li>▪ Staff at Department Meeting</li> </ul> <p><b><u>Content of Communication</u></b></p> <ul style="list-style-type: none"> <li>▪ Each district department director reports progress on meeting district department goals to Cabinet-level administrator</li> <li>▪ The district department director and leadership team report adjustments made to improve service performance to the appropriate Cabinet-level administrator</li> </ul>	<p><b><u>Forms of Communication</u></b></p> <ul style="list-style-type: none"> <li>▪ School Web Site</li> <li>▪ School Newsletter</li> <li>▪ Weekly Staff Bulletins</li> </ul> <p><b><u>Groups to Address</u></b></p> <ul style="list-style-type: none"> <li>▪ School Site Council</li> <li>▪ English Learner Advisory Committee</li> <li>▪ Staff at Staff Meetings</li> <li>▪ Meet with Supervisor</li> </ul> <p><b><u>Content of Communication</u></b></p> <ul style="list-style-type: none"> <li>▪ Principal reports student achievement on district-wide and school-wide indicators to teachers, students, parents, and district administration</li> <li>▪ Principal and Leadership Team report adjustments to the School Improvement Plan (SPSA, Elementary; WASC, Secondary) to students, parents, staff, and district administration</li> </ul>

Table 6: Required Third Quarter Communication

<b>District-Wide</b>	<b>District Department</b>	<b>School Site</b>
<p><b><u>Forms of Communication</u></b></p> <ul style="list-style-type: none"> <li>▪ Press Release</li> <li>▪ Superintendent Friday Updates</li> <li>▪ Posting on District Website</li> </ul> <p><b><u>Content of Communication</u></b></p> <ul style="list-style-type: none"> <li>▪ Cabinet-level administrators report progress on <i>District Performance Indicators</i> (DPI), adjustments to district-wide initiatives, and the implementation of the CAF to the Board of Trustees and the community</li> </ul>	<p><b><u>Forms of Communication</u></b></p> <ul style="list-style-type: none"> <li>▪ Informational e-mail</li> <li>▪ Posting on District Web Site Presentations</li> </ul> <p><b><u>Group to Address</u></b></p> <ul style="list-style-type: none"> <li>▪ Staff at Department Meeting</li> </ul> <p><b><u>Content of Communication</u></b></p> <ul style="list-style-type: none"> <li>▪ Each district department director reports progress on meeting district department goals to Cabinet-level administrator</li> <li>▪ The district department director and leadership team report adjustments made to improve service performance to the appropriate Cabinet-level administrator. Department director communicates feedback with staff either through a department meeting or in written format.</li> </ul>	<p><b><u>Forms of Communication</u></b></p> <ul style="list-style-type: none"> <li>▪ School Web Site</li> <li>▪ School Newsletter</li> <li>▪ Weekly Staff Bulletins</li> </ul> <p><b><u>Groups to Address</u></b></p> <ul style="list-style-type: none"> <li>▪ School-Site Council</li> <li>▪ English Learner Advisory Committee</li> <li>▪ Meet with Supervisor</li> <li>▪ Staff at Staff Meeting</li> </ul> <p><b><u>Content of Communication</u></b></p> <ul style="list-style-type: none"> <li>▪ School Accountability Report Card (SARC) posted for community.</li> <li>▪ Principal reports student achievement on district-wide and school-wide indicators to teachers, students, parents, and district administration</li> <li>▪ Principal and Leadership Team report adjustments to the School Improvement Plan (SPSA, Elementary; WASC, Secondary) to students, parents, staff, and district administration</li> </ul>



Table 7: Require Fourth Quarter Communication

<b>District-Wide</b>	<b>District Departments</b>	<b>School Site</b>
<p><b><u>Forms of Communication</u></b></p> <ul style="list-style-type: none"> <li>▪ Press Release</li> <li>▪ Superintendent Friday Updates</li> <li>▪ Posting on District Website</li> </ul> <p><b><u>Groups to Address</u></b></p> <ul style="list-style-type: none"> <li>▪ Participants and Attendees at Data Fair</li> </ul> <p><b><u>Content of Communication</u></b></p> <ul style="list-style-type: none"> <li>▪ Cabinet-level administrators report progress on <i>District Performance Indicators</i> (DPI), adjustments to district-wide initiatives, and the implementation of the CAF to the Board of Trustees and the community</li> </ul>	<p><b><u>Forms of Communication</u></b></p> <ul style="list-style-type: none"> <li>▪ Informational e-mail</li> <li>▪ Posting on District Web Site Presentations</li> </ul> <p><b><u>Groups to Address</u></b></p> <ul style="list-style-type: none"> <li>▪ Staff at Department Meeting</li> <li>▪ Participants and Attendees at Data Fair</li> </ul> <p><b><u>Content of Communication</u></b></p> <ul style="list-style-type: none"> <li>▪ Each district department director reports progress on meeting district department goals to Cabinet-level administrator</li> <li>▪ The district department director and leadership team report adjustments made to improve service performance to the appropriate Cabinet-level administrator</li> <li>▪ Department director completes <i>End of Year Reflections and Next Steps</i> and provides written documentation of results</li> </ul>	<p><b><u>Forms of Communication</u></b></p> <ul style="list-style-type: none"> <li>▪ School Web Site</li> <li>▪ School Newsletter</li> <li>▪ Weekly Staff Bulletins</li> </ul> <p><b><u>Groups to Address</u></b></p> <ul style="list-style-type: none"> <li>▪ School Site Council</li> <li>▪ English Learner Advisory Committee</li> <li>▪ Community at Open House</li> <li>▪ Meet with Supervisor</li> <li>▪ Staff at Staff Meeting</li> <li>▪ Participants and Attendees at Interactive Data Fair</li> </ul> <p><b><u>Content of Communication</u></b></p> <ul style="list-style-type: none"> <li>▪ Principal, staff &amp; Leadership team complete <i>End of Year Reflections and Next Steps</i> form for the current school year and submit to District Office administration</li> <li>▪ Principal reports student achievement on district-wide and school-wide indicators to teachers, students, parents, and district administration</li> <li>▪ Principal and Leadership Team report adjustments to the School Improvement Plan (SPSA, Elementary; WASC, Secondary) to students, parents, staff, and district administration</li> </ul>

### **6.3 COMMUNITY REPORT**

Superintendent or designee reports progress on the results of *District-Wide Performance Indicators* to the Board of Trustees and external stakeholders twice a year (beginning and mid year) in a State-of-the- District Report. This report will include an analysis of results and a plan of action for further improvement toward meeting the PVUSD strategic goals.

### **6.4 ANNUAL REPORTING**

The Local Educational Agency Plan (LEAP) will meet all compliance requirements or directives established and mandated by the State and will be sent to the California Department of Education. In addition to the LEAP Report, each school provides information for the School Accountability Report Card (SARC). The SARC provides extensive profile information about staff, finances, programs, and student achievement. The content of the SARC is provided to stakeholders in the following ways:

- Public presentation to the Board of Trustees and community
- Publications distribute to the community
- Report posted to the district website
- Presentation to the various parent groups (ELAC, Site Council, and Migrant Parents)

The SARC is available on line or in hard copy in school offices.

## **SECTION 7 RECOGNITION PLAN**

### **7.0 INTRODUCTION**

Like any vibrant and successful organization, the PVUSD must maintain clear and meaningful ways of acknowledging the excellence and accomplishments of its members. What follows is a description of the awards that recognize outstanding performance.

### **7.1 RECOGNITION**

There is a broad range of reasons and methods by which achievement can be recognized (see Appendix G). Site-based, local celebrations are encouraged because they can provide meaningful acknowledgement. Outstanding achievements and efforts that are aligned with district goals and processes as detailed in the Comprehensive Accountability Framework (CAF) are targeted for recognition. There are three CAF Awards that will be given annually to school sites and district departments who have achieved the criteria of each award.

#### **CAF AWARDS:**

##### ***1. Academic Achievement Award***

This award is given to schools meeting both their Academic Performance Indicator (API) and Average Yearly Progress (AYP) goals, as determined by state and federal guidelines. An Academic Achievement Flag will be formally presented at the school site by a member of the Board of Trustees. This flag is displayed on the site flagpole for the academic year of presentation; thereafter, it will be on permanent display in a public area.

## ***2. District Achievement Award***

This award is given to schools meeting either their API or AYP goals, as determined by state and federal guidelines. A plaque will be presented during a regularly scheduled Board of Trustees meeting to each school qualifying for this award.

## ***3. Milestone Achievement Award***

These milestone awards recognize extraordinary achievement.

- a. Safe Harbor Award  
This award is given to schools for reaching Safe Harbor which demonstrates double achievement gains in all sub-groups. A plaque will be presented by the Board of Trustees
- b. Program Improvement Exit Award  
This award is given to schools that exit program improvement. A plaque will be presented by the Board of Trustees
- c. 800 Award  
This award is given to schools that reach an API score of 800. A plaque will be presented by the Board of Trustees
- d. 900 Award  
This award is given to schools that reach an API score of 900. A plaque will be presented by the Board of Trustees
- e. College-Bound Award  
This award is given to schools that have 90% of their seniors enrolled in college. This certificate is presented at graduation ceremony by the Superintendent or a Member of The Board of Trustees
- f. Attendance Award  
This award is given to schools that reach 98% attendance for the year. A district banner is presented by the Superintendent and/or Designee and displayed in a prominent location

#### ***4. School Advancement Award***

This award is given to schools meeting their academic goals identified in the School Site Improvement Plan for the current school year. A certificate will be presented during a regularly scheduled Board of Trustees meeting to each school qualifying for this award.

#### **SCHOOL SITE AND DISTRICT DEPARTMENT AWARDS:**

School-sites and District Departments establish awards that recognize growth in their Performance Indicators. Suggestions for recognizing students and staff can be found in Appendix F.

## **SECTION 8 MONITORING AND SUPPORT PLAN**

### **8.0 INTRODUCTION**

All schools in the PVUSD must meet the achievement goals established by the California Department of Education in terms of their Academic Performance Indicator (API) scores. For schools where this does not occur, sanctions are imposed upon the school by the State. In addition, school sites must meet the Adequate Yearly Progress (AYP) requirements as determined by the federal *No Child Left Behind Act of 2002* (NCLB). If this does not occur, sanctions will be imposed.

District departments must meet their goals as determined by state and federal guidelines as well as by their own department improvement plans. If the goals are not met, sanctions could be imposed upon the department.

### **8.1 MONITORING AND SUPPORT PROCESS FOR SCHOOL SITES UNDER SANCTIONS**

School sites not meeting API, AYP, and district performance goals will be supported and monitored for student achievement. The Elementary and the Secondary Educational Services Departments will provide additional data analysis, assessment, instructional, and curricular support. The Ongoing Evaluation component of the School Improvement Plan will be closely monitored by the site administrator, teachers, and the appropriate assistant superintendent. If improvement is not noted in school site performance indicators after site modifications have been in place for two months, more explicit, short-term plans will be developed and monitored. These plans will include:

- More frequent classroom observations in alignment with teacher evaluations
- Explicit actions for maximizing student involvement in each designated strategy

- A review of the accuracy of the data being collected
- A thorough review of the efficacy of instruction within each classroom supported by specific assessment data (Data Team generated assessments)

A review of resource allocation that ensures support of continued implementation of the school site strategies

## **8.2 MONITORING PROCESS FOR DISTRICT DEPARTMENTS NOT MEETING PERFORMANCE STANDARDS**

Departments not in compliance with State and Federal Accountability and Auditing Requirements will be supported and monitored for progress based upon the department's goals as specified in their improvement plan. The Business Services Associate Superintendent will provide additional data analysis, support, and assessment of the identified situation. The Ongoing Evaluation component of the District Improvement Plan will be closely monitored by the department director and that work is overseen by the associate superintendent. If improvement is not noted in department performance indicators after modifications have been in place for two months, more explicit, short-term plans will be developed and monitored.

**SECTION 9  
COMPREHENSIVE ACCOUNTABILITY FRAMEWORK  
DESIGN MONITORING**

**9.0 INTRODUCTION**

This is a dynamic framework, driven by continuous improvement principles. The changes made in the content or the process will be reflective of refinements in the PVUSD Local Education Agency (LEA) and focus on student achievement. Upon approval of the Comprehensive Accountability Framework (CAF) by the Board of Trustees, the Design Team's name transitioned to the Guiding Coalition (GC). The GC oversees any refinements needed to the CAF.

**9.1 CHANGES TO THE COMPREHENSIVE ACCOUNTABILITY FRAMEWORK**

Policy changes, approved by the Board of Trustees, which directly impact the CAF, will result in appropriate changes to the CAF. The GC will receive notification of changes and provide input as appropriate. When there are revisions, the revised document will be accessible on the district website by July 1<sup>st</sup> of each year.

**9.2 ONGOING GUIDING COALITION ROLE**

The GC will meet minimally two times per school year: October and March. These meetings will review policy changes, approved by the Board of Trustees, which directly impact the CAF and result in appropriate changes to the CAF. The GC will also review procedural issues as they arise in the CAF implementation.



**APPENDICES**

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**APPENDIX A**  
**COMPREHENSIVE ACCOUNTABILITY FRAMEWORK**  
 Pajaro Valley Unified School District

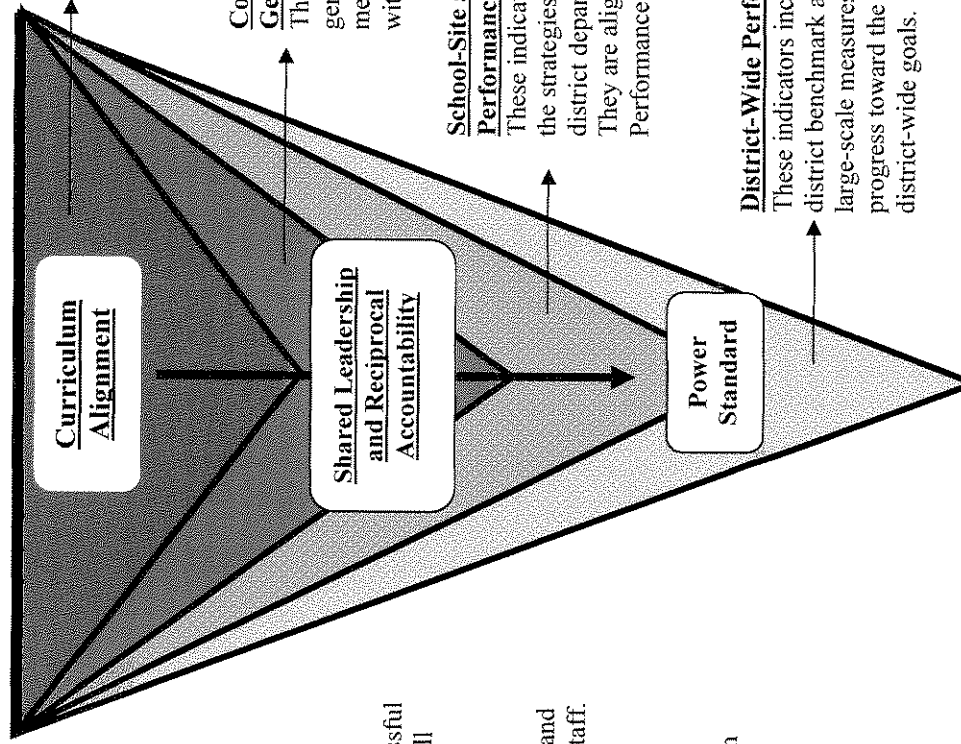
Words into Actions →

**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:**

- 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.
- Provide a consistent and strategic program to achieve the goal of English acquisition.
- Ensure that all schools provide a safe, healthy and positive school environment for students and staff.
- Attract, hire, develop and retain an excellent professional staff throughout the district.
- 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.
- Maintain a balanced budget while effectively maximizing all resources to fulfill educational priorities.



**Classroom Assessments:**

These formative assessments (informal and formal) are generated by classroom teachers and serve as frequent indicators of individual student mastery of priority standards.

**Common Formative Assessments Generated by Data Team:**

These common formative assessments are generated and analyzed by Data Teams to measure student mastery of priority standards within specific units of instruction.

**School-Site and District Department Performance Indicators:**

These indicators measure the impact of the strategies included in school site and district department improvement plans. They are aligned with District-Wide Performance Indicators.

**District-Wide Performance Indicators:**

These indicators include State tests, district benchmark assessments, and other large-scale measures used to determine progress toward the achievement of district-wide goals.

**Reflections & Next Steps:**

Qualitative narratives focused on the impact of school site and district department strategies. These narratives explain the extent to which expectations were met and focus on next steps toward continuous improvement.

<b>SUPPORTING COMPONENTS</b>				
<b><u>Improvement Plans</u></b> Provide templates to guide schools & central office depts. as they plan, implement, and monitor selected strategies.	<b><u>Professional Dev.</u></b> Offer effective job-embedded professional development in alignment with the stated goals and strategies.	<b><u>Communication</u></b> Present clear communication about school and district progress to all stakeholders on a frequent basis.	<b><u>Evaluation</u></b> Align evaluation protocols at all levels with the key elements of the accountability framework.	<b><u>Rewards &amp; Support</u></b> Maintain a consistent system of rewards and support to recognize and encourage the achievement of goals. Celebrate success.
			<b><u>Resources</u></b> Allocate resources in support of the district and school goals and strategies that are grounded in a comprehensive needs analysis and focused on student learning.	<b><u>Timeline</u></b> Follow a clear and focused timeline to map out accountability framework implementation.

**APPENDIX B  
SAMPLE SCHOOL SITE AND DISTRICT DEPARTMENT  
STRATEGIES AND PERFORMANCE INDICATORS**

**Sample 1: Middle School Writing**

<p><b>PVUSD GOAL</b></p>	<p>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.</p>
<p><b>DISTRICT-WIDE PERFORMANCE INDICATOR</b></p>	<p>Percentage of students scoring proficient or above in reading, writing, math, social studies, and science.</p>
<p><b>SCHOOL SITE OR DISTRICT DEPARTMENT SMART GOAL</b></p>	<p>The percent of students scoring proficient and above on non-fiction writing assessments will increase from _____% to _____% as measured on the PVUSD On-Demand Writing Assessment given in the Fall and Spring.</p>
<p><b>RESEARCH-BASED STRATEGY (Include differentiation to ensure access for targeted student populations)</b></p>	<p>Implement non-fiction writing with fidelity (using PVUSD writing rubric and district anchor papers to score student writing and providing clear teacher feedback to each student) in each content area minimally two times per grading period. <b>Differentiation to ensure access for targeted student populations:</b></p>
<p><b>DATA TEAM IMPLEMENTATION (Explain how Data Teams implement and measure school-wide strategies.)</b></p>	<p>Emphasize pre-writing strategies for EL students, continuously checking for understanding, and build from oral language to print accordingly with their English proficiency levels</p>
<p><b>SCHOOL SITE OR DISTRICT DEPARTMENT PERFORMANCE INDICATORS AND DATA SOURCES</b></p>	<p>Each Data Team will build non-fiction writing experiences into units of instruction, minimally two each quarter. Core area Data Teams will report the scores of non-fiction writing assessments to the principal at the end of each quarter. All Data Teams will use the PVUSD writing rubric to guide scoring.</p>
<p><b>ADULT IMPLEMENTATION INDICATOR</b></p>	<p><b>STUDENT PERFORMANCE INDICATOR</b></p>
<p>Increase the percent of non-fiction writing opportunities provided by teachers and implemented with fidelity (using PVUSD writing rubric and district anchor papers to score student writing and providing clear teacher feedback to each student)</p>	<p>Increase the percent of students scoring proficient or above on quarterly non-fiction formative writing assessments (disaggregated by subgroups)</p>
<p><b>Data Source:</b> Daily Agendas and Data Team Minutes</p>	<p><b>Data Source:</b> Assessments given and scored (using PVUSD rubric) in each core class and reported to principal, i.e. through My Access or Step-Up-To-Writing</p>

**Sample 2: High School Speaking and Listening**

<b>PVUSD GOAL</b>	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.
<b>DISTRICT-WIDE PERFORMANCE INDICATOR</b>	Percentage of students scoring proficient or above on the reading, writing, math, social studies, and science.
<b>SCHOOL SITE OR DISTRICT DEPARTMENT SMART GOAL</b>	The percent of students scoring proficient and above on the speaking and listening assessment will increase from _____% to _____% as measured on the Speaking and Listening Assessment given on _____.
<b>RESEARCH-BASED STRATEGY (Include differentiation to ensure access for targeted student populations)</b>	Implement oral presentations with fidelity (using the school speaking and listening rubric to score student speaking and listening skills for each student) in each content area minimally two times per grading period. <b>Differentiation to ensure access for targeted student populations:</b>  Scaffold and chunk explanation of rubric. Implement expectations to students in phases.
<b>DATA TEAM IMPLEMENTATION (Explain how Data Teams implement and measure school-wide strategies.)</b>	Each Data Team will build oral presentation skills into units of instruction, minimally two each quarter. Content area Data Teams will report the assessments to the principal at the end of each quarter. All Data Teams will use the Speaking and Listening Rubric to guide scoring.
<b>SCHOOL SITE OR DISTRICT DEPARTMENT PERFORMANCE INDICATORS AND DATA SOURCES</b>	
<b>ADULT IMPLEMENTATION INDICATOR</b>	<b>STUDENT PERFORMANCE INDICATOR</b>
Increase the percent of speaking and listening opportunities provided by teachers and implemented with fidelity (using the speaking and listening rubric to score student oral presentations providing clear teacher feedback to each student)	Increase the percent of students scoring proficient or above on quarterly school-wide formative speaking and listening assessments.
<b>Data Source:</b> Daily Agendas, Data Team Minutes and Electronic Grade Book records	<b>Data Source:</b> Assessments given and scored (using rubric) in each Content Area class and reported to principal.

### Sample 3: Elementary ELL

<b>PVUSD GOAL</b>	Provide consistent and strategic program to achieve the goal of English Language acquisition
<b>DISTRICT-WIDE PERFORMANCE INDICATOR</b>	Percentage of students progressing one or more levels per year in reading, writing, math, social studies, science.
<b>SCHOOL SITE OR DISTRICT DEPARTMENT SMART GOAL</b>	Percent of ELL students who score a 3 in writing a "perfect sentence" will increase from _____ to _____ as measured on the CELDT Writing Rubric
<b>RESEARCH-BASED STRATEGY (Include differentiation to ensure access for targeted student populations)</b>	<p>Implement Daily Oral Language "Perfect Sentence" activities in which students review and edit sentences with errors. Teachers will utilize structured engagement strategies (ie. Think-pair-share, ) to model and support students write "Perfect Sentences" in their interactive journals.</p> <p><b>Differentiation to ensure access for targeted student populations:</b></p> <p>Utilize sentence frames, vocabulary lists, and modeled perfect sentences to scaffold the activity for students who are in CELDT level Beginning and Early Intermediate using the results indicators of the Side by Side tool.</p> <p>Data team will collaborate and score samples of "Perfect Sentence" quarterly using the CELDT writing rubric</p>
<b>DATA TEAM IMPLEMENTATION (Explain how Data Teams implement and measure school-wide strategies.)</b>	
<b>SCHOOL SITE OR DISTRICT DEPARTMENT PERFORMANCE INDICATORS AND DATA SOURCES</b>	
<b>ADULT IMPLEMENTATION INDICATOR</b>	<b>STUDENT PERFORMANCE INDICATOR</b>
Increase the Percentage of daily oral language opportunities provided by teachers "Daily Oral Language" Activities with fidelity	Increase the number of students who use oral language opportunities to analyze, edit, and explain what makes a perfect sentence.
<b>Data Source:</b> Side by Side indicators and Perfect Sentence Strips	<b>Data Source:</b> CELDT rubrics-all domains (listening, speaking, reading, writing)

**Sample 4: Elementary Science**

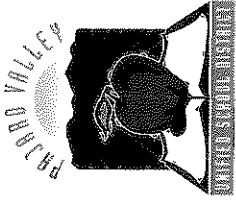
<b>PVUSD GOAL</b>	Provide academic challenges for all students. Support and maintain programs that are successful and help build new opportunities so we keep all students engaged in their learning.
<b>DISTRICT-WIDE PERFORMANCE INDICATOR</b>	Percentage of students progressing one or more levels per year in reading, writing, math, social studies, science
<b>SCHOOL SITE OR DISTRICT DEPARTMENT SMART GOAL</b>	The percent of students increasing one or more levels on site-created science assessments will increase from ___ % to ___ % as measured by common formative and summative science assessments given
<b>RESEARCH-BASED STRATEGY (Include differentiation to ensure access for targeted student populations)</b>	Implement reading comprehension strategies using science content sources and measure student progress through site-created science assessments given after each unit. <b>Differentiation to ensure access for targeted student populations: including instructional and engagement strategies from the district English Learner plan.</b>
<b>DATA TEAM IMPLEMENTATION (Explain how Data Teams implement and measure school-wide strategies.)</b>	Scaffold new vocabulary, implement graphic organizer note chart, guide students in highlighting key concepts in text, and frequently check for understanding. Each grade level Data Team will incorporate science content area reading into literacy blocks minimally four times per month and evaluate student mastery of science concepts minimally once per month.
<b>SCHOOL SITE OR DISTRICT DEPARTMENT PERFORMANCE INDICATORS AND DATA SOURCES</b>	
<b>ADULT IMPLEMENTATION INDICATOR</b>	<b>STUDENT PERFORMANCE INDICATOR</b>
Increase explicit reading comprehension strategies (i.e., word walls, graphic organizers, note taking, highlighting) related to science content.	Increase the percent of students improving one or more levels on site-created science formative assessments
Data Source: Lesson plans, Data Team minutes, room displays	Data Source: Site-created assessments given and scored in grade level teams; results reported to principal

**Sample 7: Maintenance (Note that this template has been adjusted for Business Services.)**

<p><b>PVUSD GOAL</b></p>	<p>Goal#3: PVUSD will ensure that all schools provide a safe, healthy and positive school environment for students and staff.</p>
<p><b>DISTRICT-WIDE PERFORMANCE INDICATOR</b></p>	<p>Percentage of health and safety work orders that are completed within 48 hours.</p>
<p><b>SCHOOL SITE OR DISTRICT DEPARTMENT SMART GOAL</b></p>	<p>Increase the percentage of health and safety work order requests online from 0% to 85% by 12-01-09.</p>
<p><b>RESEARCH-BASED STRATEGY</b> (Include differentiation to ensure access for targeted student populations)</p>	<p>Install an online work order request program and ensure that site and district staff is trained on using the process.</p>
<p><b>DATA TEAM IMPLEMENTATION</b> (Explain how District and Site Teams within a department will implement and measure department strategies.)</p>	<p>District and site maintenance departments will coordinate efforts on supporting online work order requests and responding to these requests in a timely manner.</p>
<p><b>DISTRICT DEPARTMENT PERFORMANCE INDICATORS AND DATA SOURCES</b></p>	
<p><b>ADULT IMPLEMENTATION INDICATOR</b></p>	<p><b>PERFORMANCE INDICATOR</b></p>
<p>Increase the number of district and site maintenance personnel using and responding to the online work order system.</p>	<p>Increase the percentage of maintenance requests made online and decrease the response time.</p>
<p><b>Data Source:</b> Records generated by the online system</p>	<p><b>Data Source:</b> Records generated by the online system</p>

APPENDIX C  
SCHOOL AND DISTRICT IMPROVEMENT PLAN TEMPLATES

# Pajaro Valley Unified School District



School Site Council Chairperson or District Office Department  
Improvement Plan

Principal or Director

Superintendent



## Pajaro Valley Unified School District Improvement Plan

### School Site or District Department Leadership Team Members

**School Site Leadership Team Members shall include:**

- Teachers (Representation of each grade level or dept/team-specify position, i.e. 2<sup>nd</sup> grade teacher, mathematics chair, etc.)
- Representatives of support populations (Special Education, English Learners, Migrant, and other support staff)
- Administration (Principal, Assistant Principal)

**School Site Council:**

- The school site council must approve the plan, recommend it to the local governing board for approval, monitor implementation of the plan, and evaluate the results. At least annually, the school site council must revise the plan, including proposed expenditures of funds allocated to the school through the Consolidated Application, and recommend it to the local governing board for approval.

**District Department Leadership Team Members shall include:**

- Assistant Superintendent/Director/Coordinator, technician, administrative assistant, etc. (depends on size and function of department)

<b>School Site/ District Department:</b>	<b>School Year:</b>
<b>Principal/Director:</b>	<b>Date:</b>
<b>Name</b>	<b>Position</b>

**School Site Council Members**

Name	Position

**Dates of Meetings**

School Site or District Department Leadership Team Meetings	School Site Council Meetings or Human Resources and Business Services Ad Hoc Committees

## The District / English Learner Advisory Committee (D/ELAC) Members

### English Learner Advisory Committee (ELAC)

- Each school with 21 or more English learners must establish a functioning English Learner Advisory Committee (ELAC).
- Each LEA with 51 parents or more of English learners must establish a functioning District English Learner Advisory Committee (DELAC).

### District English Learner Advisory Committee (DELAC)

Name	Position

## Dates of Meetings

School Site / District

**Pajaro Valley Unified School District  
School and Department Improvement Plan Template  
District-Wide Performance Indicators Checklist**

District-Wide Performance Indicators measure the progress toward PVUSD Goals. Prior to completing your School or District Improvement Plans reflect on the results of the appropriate District-Wide Performance Indicators for your school site or district department.

**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.**

<b>District-Wide Performance Indicators</b>	<b>Data Source</b>	<b>Disaggregate by Subgroup</b>	<b>Data collected and included in improvement plan</b>
Percentage of students scoring proficient or above in reading, writing, math, social studies, science	CST, STS, CMA, CAPA, District Benchmarks	Yes	
Percentage of students progressing one or more levels per year in reading, writing, math, social studies, science	CST, STS, CMA, CAPA	Yes	
Percentage of English learners progressing one or more levels per year	CELDT, CST (separately and together)	No	
Percentage of students attending schools 95% or more of the time	District Student Information System	Yes	
Percentage of eighth graders meeting promotion requirements	District Student Information System	Yes	
Percentage of high school students with credit on track to graduate in four years by grade level	District Student Information System	Yes	
Percentage of 10 <sup>th</sup> grade students passing CAHSEE	CAHSEE	Yes	

Percentage of students enrolled in AP classes	District Student Information System	Yes	
Percentage of students in AP classes who pass AP exams	District Student Information System	Yes	
Percentage of graduates who receive a high school diploma (Pass CAHSEE & meet grade requirements)	District Student Information System	Yes	
Percentage of graduating seniors who have been accepted to colleges and universities	CAL-PASS	Yes	
Percentage of 5 <sup>th</sup> , 7 <sup>th</sup> and 9 <sup>th</sup> graders who achieve Proficiency on the state Physical Fitness exam	BMI baseline readings (kindergarten), State test data	Yes	

**GOAL 3: Ensure that all schools provide a safe, healthy and positive school environment for students and staff.**

District-Wide Indicators	Data Source	Disaggregate by Subgroup	Data collected and included in improvement plan
Percentage of students, staff and parents who report schools as being safe (agree or higher)	Healthy Kids Survey District Parent Survey Staff Survey	Yes	
Percentage of health and safety work orders that are completed within 48 hours.	SIMMS data base	No	
Percentage of schools passing safety inspections	William's Inspection Report Fire Marshall Report Safety Inspections (required by underwriters and pool insurance indicators)	No	

Ratio of incidents to number of students that threaten the health and safety of others and that lead to suspensions or expulsions	District Student Information System	Yes (by site)
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**GOAL 4: Attract, hire, develop and retain an excellent professional staff throughout the district.**

District-Wide Indicators	Data Source	Disaggregate by Subgroup	Data collected and included in improvement plan
Percentage of teachers meeting the highly qualified criteria	Title II, Level C, Human Resources Highly Qualified Report	Yes	
Percentage of highly qualified teachers who stay in the District for more than five years	Human Resources Longitudinal Data Spread Sheet	Yes	
Percentage of district and site initiated professional development experiences that meet four critical components of professional development (theoretical, demonstrations, practice and feedback, and on-the-job peer-to-peer coaching)	District Professional Development Survey (Title 2)	Yes	
Percentage of teachers who participated in district and site initiated professional development experiences	District Professional Development Survey (Title 2)	Yes	
Relative ranking of PVUSD in overall compensation with comparative districts	HR, PVFT, CSEA, and PVAM	No	

**GOAL 5: 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.**

District-Wide Indicators	Data Source	Disaggregate by Subgroup	Data collected and included in improvement plan
Percentage of parents who register overall satisfaction with school and district-wide communication	Parent survey	Yes	
Number of schools that have a community organization/business partnership	School report	No	
Percentage of schools with organized community service projects/programs for students	School report	No	
Percentage of schools participating in Parent Outreach Network (PON)	School report	No	
Percentage of school site parent committees (ELAC, PTSA, SSC) meeting compliance requirements	School report	Yes	

**PVUSD GOAL 6: PVUSD will maintain a balanced budget while effectively maximizing all resources to fulfill educational priorities.**

District-Wide Indicators	Data Source	Disaggregate by Subgroup	Data collected and included in improvement plan
Percentage of early/on-time budgets for approval of PVUSD Board of Trustees and Santa Cruz County Office of Education	Accounting Records	No	
Percentage of budgets submitted with State requirement of 3% reserve and positive undesignated fund balance	Accounting Records	No	
Percentage of staffing ratios met (classified, certified, and management)	Human Resource /Budget Records	Yes	
Percentage of cost claims decreased in liability and workers compensation	Monthly Claims Reports, Budget Accounts Payable, Attorney Fees, and Third Party Administrators	Yes	
Amount of district liability on books	Payroll, Workers' Compensation, and Safety	Yes	

## Comprehensive Needs Analysis

Complete this summary of strengths and concerns after you have completed a thorough data analysis. Refer to your District Data Source Book.

Areas of Strength
Areas of Concern



**Action and Monitoring Plan for School Sites**

Each school site will complete an Action and Monitoring Plan for each of its school SMART goals. At least two of the SMART Goals will be related to the PVUSD student achievement goals.

<b>PVUSD GOAL</b>	
<b>DISTRICT-WIDE PERFORMANCE INDICATOR</b>	
<b>SCHOOL SITE SMART GOAL</b>	
<b>RESEARCH-BASED STRATEGY</b> (Include differentiation to ensure access for targeted student populations)	
	Differentiation to ensure access for targeted student populations
<b>DATA TEAM IMPLEMENTATION</b> (Explain how Data Teams implement and measure school-wide strategies.)	
<b>SCHOOL SITE PERFORMANCE INDICATORS AND DATA SOURCES</b>	
<b>ADULT IMPLEMENTATION INDICATOR</b>	<b>STUDENT RESULTS INDICATOR</b>
<b>Data Source:</b>	<b>Data Source:</b>

**Action and Monitoring Plan for District Departments**

Each district department will complete an Action and Monitoring Plan for each of its department SMART goals.

<b>PVUSD GOAL</b>	
<b>DISTRICT-WIDE PERFORMANCE INDICATOR</b>	
<b>SCHOOL SITE OR DISTRICT DEPARTMENT SMART GOAL</b>	
<b>RESEARCH-BASED STRATEGY</b> (Include differentiation to ensure access for targeted student populations)	
<b>DATA TEAM IMPLEMENTATION</b> (Explain how District and Site Teams within a department will implement and measure department strategies.)	
<b>DISTRICT DEPARTMENT PERFORMANCE INDICATORS AND DATA SOURCES</b>	
<b>ADULT IMPLEMENTATION INDICATOR</b>	<b>PERFORMANCE INDICATOR</b>
<b>Data Source:</b>	<b>Data Source:</b>

**Action and Monitoring Plan for School Site and District Departments (Continued)**

Please include action steps for the implementation of each strategy. There should be no more than ten action steps per strategy.  
 At least one action step needs to address parent inclusion.

ACTION STEPS	TIMELINE	PERSON(S) RESPONSIBLE	MEASURES USED	RESOURCES (Including Financial)

## Professional Development Plan

Each Action and Monitoring Plan requires a separate "Professional Development Plan."

STRATEGY	ACTION STEPS			RESPONSIBILITY	RESOURCES	TIMELINE
Theoretical Understanding						
Demonstrations						
Practice and Feedback						
On-the-Job Coaching						

## Ongoing Evaluation

Monthly, the School Site Leadership Teams or District Department Leadership Teams will meet to evaluate their progress toward their SMART goals by reflecting on their selected strategies and referring to their performance indicators. These evaluations will be discussed during staff, School Site Leadership Team, and District Department Leadership Team meetings. An Ongoing Evaluation form should be completed for each evaluation.

Date: \_\_\_\_\_

STRATEGY	INDICATOR	MONTHLY REFLECTIONS & RECOMMENDATIONS (Refer to each strategies Action and Monitoring Plan)	NEXT STEPS
	<u>Adult Implementation Indicator</u>	<u>Reflect on Implementation of Action Steps</u>	<input type="checkbox"/> Maintain <input type="checkbox"/> Modify
	<u>Student Results or Performance Indicator</u>	<u>Reflect on Implementation of Action Steps</u>	<input type="checkbox"/> Maintain <input type="checkbox"/> Modify
	<u>Adult Implementation Indicator</u>	<u>Reflect on Implementation of Action Steps</u>	<input type="checkbox"/> Maintain <input type="checkbox"/> Modify
	<u>Student Results or Performance Indicator</u>	<u>Reflect on Implementation of Action Steps</u>	<input type="checkbox"/> Maintain <input type="checkbox"/> Modify
	<u>Adult Implementation Indicator</u>	<u>Reflect on Implementation of Action Steps</u>	<input type="checkbox"/> Maintain <input type="checkbox"/> Modify
	<u>Student Results or Performance Indicator</u>	<u>Reflect on Implementation of Action Steps</u>	<input type="checkbox"/> Maintain <input type="checkbox"/> Modify

### **End-of-Year Reflections & Next Steps**

Each year, school and department leadership teams reflect on their yearly progress as measured by adult action and student performance indicators and recommend future actions. Refer to section 2.4 in the CAF for guiding questions.

<b>What worked well?</b>	
<b>What improvements are needed?</b>	
<b>What are our next steps?</b>	

- A review of the accuracy of the data being collected
- A thorough review of the efficacy of instruction within each classroom supported by specific assessment data (Data Team generated assessments)

A review of resource allocation that ensures support of continued implementation of the school site strategies

## **8.2 MONITORING PROCESS FOR DISTRICT DEPARTMENTS NOT MEETING PERFORMANCE STANDARDS**

Departments not in compliance with State and Federal Accountability and Auditing Requirements will be supported and monitored for progress based upon the department's goals as specified in their improvement plan. The Business Services Associate Superintendent will provide additional data analysis, support, and assessment of the identified situation. The Ongoing Evaluation component of the District Improvement Plan will be closely monitored by the department director and that work is overseen by the associate superintendent. If improvement is not noted in department performance indicators after modifications have been in place for two months, more explicit, short-term plans will be developed and monitored.

**SECTION 9  
COMPREHENSIVE ACCOUNTABILITY FRAMEWORK  
DESIGN MONITORING**

**9.0 INTRODUCTION**

This is a dynamic framework, driven by continuous improvement principles. The changes made in the content or the process will be reflective of refinements in the PVUSD Local Education Agency (LEA) and focus on student achievement. Upon approval of the Comprehensive Accountability Framework (CAF) by the Board of Trustees, the Design Team's name transitioned to the Guiding Coalition (GC). The GC oversees any refinements needed to the CAF.

**9.1 CHANGES TO THE COMPREHENSIVE ACCOUNTABILITY FRAMEWORK**

Policy changes, approved by the Board of Trustees, which directly impact the CAF, will result in appropriate changes to the CAF. The GC will receive notification of changes and provide input as appropriate. When there are revisions, the revised document will be accessible on the district website by July 1<sup>st</sup> of each year.

**9.2 ONGOING GUIDING COALITION ROLE**

The GC will meet minimally two times per school year: October and March. These meetings will review policy changes, approved by the Board of Trustees, which directly impact the CAF and result in appropriate changes to the CAF. The GC will also review procedural issues as they arise in the CAF implementation.



**APPENDICES**

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**APPENDIX A**  
**COMPREHENSIVE ACCOUNTABILITY FRAMEWORK**  
 Pajaro Valley Unified School District

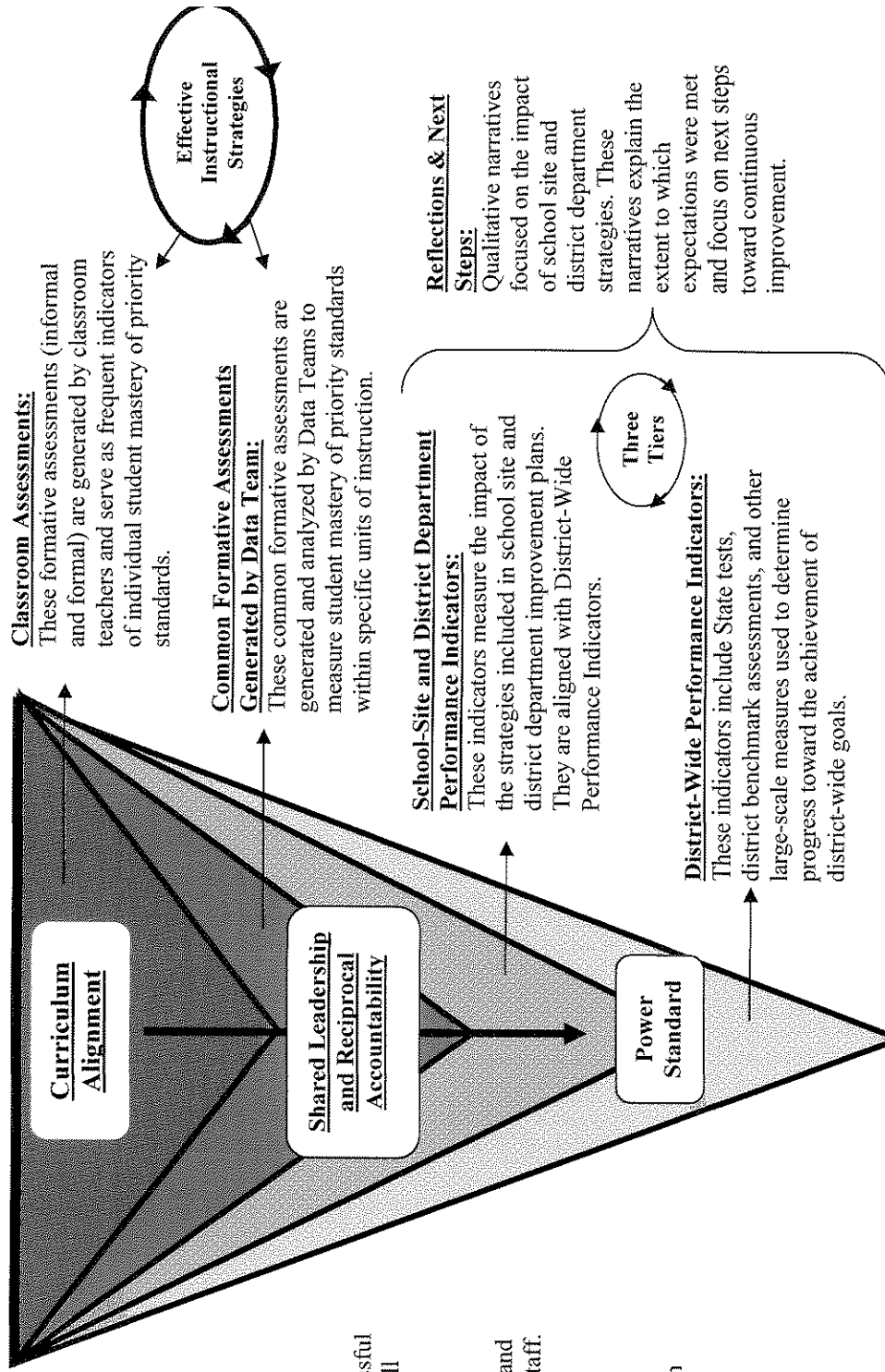
Words into Actions →

**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:**

- 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.
- Provide a consistent and strategic program to achieve the goal of English acquisition.
- Ensure that all schools provide a safe, healthy and positive school environment for students and staff.
- Attract, hire, develop and retain an excellent professional staff throughout the district.
- 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.
- Maintain a balanced budget while effectively maximizing all resources to fulfill educational priorities.



**Data Sources**

**Classroom Assessments:**

These formative assessments (informal and formal) are generated by classroom teachers and serve as frequent indicators of individual student mastery of priority standards.

**Common Formative Assessments Generated by Data Team:**

These common formative assessments are generated and analyzed by Data Teams to measure student mastery of priority standards within specific units of instruction.

**School-Site and District Department Performance Indicators:**

These indicators measure the impact of the strategies included in school site and district department improvement plans. They are aligned with District-Wide Performance Indicators.

**District-Wide Performance Indicators:**

These indicators include State tests, district benchmark assessments, and other large-scale measures used to determine progress toward the achievement of district-wide goals.

**Reflections & Next Steps:**

Qualitative narratives focused on the impact of school site and district department strategies. These narratives explain the extent to which expectations were met and focus on next steps toward continuous improvement.

**SUPPORTING COMPONENTS**

<p><b><u>Improvement Plans</u></b>                  Provide templates to guide schools &amp; central office depts. as they plan, implement, and monitor selected strategies.</p>	<p><b><u>Professional Dev.</u></b>                  Offer effective job-embedded professional development in alignment with the stated goals and strategies.</p>	<p><b><u>Communication</u></b>                  Present clear communication about school and district progress to all stakeholders on a frequent basis.</p>	<p><b><u>Evaluation</u></b>                  Align evaluation protocols at all levels with the key elements of the accountability framework.</p>	<p><b><u>Resources</u></b>                  Allocate resources in support of the district and school goals and strategies that are grounded in a comprehensive needs analysis and focused on student learning.</p>	<p><b><u>Rewards &amp; Support</u></b>                  Maintain a consistent system of rewards and support to recognize and encourage the achievement of goals. Celebrate success.</p>	<p><b><u>Timeline</u></b>                  Follow a clear and focused timeline to map out accountability framework implementation.</p>
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**APPENDIX B  
SAMPLE SCHOOL SITE AND DISTRICT DEPARTMENT  
STRATEGIES AND PERFORMANCE INDICATORS**

**Sample 1: Middle School Writing**

<b>PVUSD GOAL</b>	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.
<b>DISTRICT-WIDE PERFORMANCE INDICATOR</b>	Percentage of students scoring proficient or above in reading, writing, math, social studies, and science.
<b>SCHOOL SITE OR DISTRICT DEPARTMENT SMART GOAL</b>	The percent of students scoring proficient and above on non-fiction writing assessments will increase from _____ % to _____ % as measured on the PVUSD On-Demand Writing Assessment given in the Fall and Spring.
<b>RESEARCH-BASED STRATEGY (Include differentiation to ensure access for targeted student populations)</b>	<p>Implement non-fiction writing with fidelity (using PVUSD writing rubric and district anchor papers to score student writing and providing clear teacher feedback to each student) in each content area minimally two times per grading period.</p> <p><b>Differentiation to ensure access for targeted student populations:</b></p> <p>Emphasize pre-writing strategies for EL students, continuously checking for understanding, and build from oral language to print accordingly with their English proficiency levels</p>
<b>DATA TEAM IMPLEMENTATION (Explain how Data Teams implement and measure school-wide strategies.)</b>	Each Data Team will build non-fiction writing experiences into units of instruction, minimally two each quarter. Core area Data Teams will report the scores of non-fiction writing assessments to the principal at the end of each quarter. All Data Teams will use the PVUSD writing rubric to guide scoring.
<b>SCHOOL SITE OR DISTRICT DEPARTMENT PERFORMANCE INDICATORS AND DATA SOURCES</b>	
<b>ADULT IMPLEMENTATION INDICATOR</b>	<b>STUDENT PERFORMANCE INDICATOR</b>
Increase the percent of non-fiction writing opportunities provided by teachers and implemented with fidelity (using PVUSD writing rubric and district anchor papers to score student writing and providing clear teacher feedback to each student)  <b>Data Source:</b> Daily Agendas and Data Team Minutes	Increase the percent of students scoring proficient or above on quarterly non-fiction formative writing assessments (disaggregated by subgroups)  <b>Data Source:</b> Assessments given and scored (using PVUSD rubric) in each core class and reported to principal, i.e. through My Access or Step-Up-To-Writing

**Sample 2: High School Speaking and Listening**

<p><b>PVUSD GOAL</b></p>	<p>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.</p>
<p><b>DISTRICT-WIDE PERFORMANCE INDICATOR</b></p>	<p>Percentage of students scoring proficient or above on the reading, writing, math, social studies, and science.</p>
<p><b>SCHOOL SITE OR DISTRICT DEPARTMENT SMART GOAL</b></p>	<p>The percent of students scoring proficient and above on the speaking and listening assessment will increase from _____% to _____% as measured on the Speaking and Listening Assessment given on _____.</p>
<p><b>RESEARCH-BASED STRATEGY (Include differentiation to ensure access for targeted student populations)</b></p>	<p>Implement oral presentations with fidelity (using the school speaking and listening rubric to score student speaking and listening skills for each student) in each content area minimally two times per grading period. <b>Differentiation to ensure access for targeted student populations:</b>  Scaffold and chunk explanation of rubric. Implement expectations to students in phases.</p>
<p><b>DATA TEAM IMPLEMENTATION (Explain how Data Teams implement and measure school-wide strategies.)</b></p>	<p>Each Data Team will build oral presentation skills into units of instruction, minimally two each quarter. Content area Data Teams will report the assessments to the principal at the end of each quarter. All Data Teams will use the Speaking and Listening Rubric to guide scoring.</p>
<p><b>SCHOOL SITE OR DISTRICT DEPARTMENT PERFORMANCE INDICATORS AND DATA SOURCES</b></p>	
<p><b>ADULT IMPLEMENTATION INDICATOR</b></p>	<p><b>STUDENT PERFORMANCE INDICATOR</b></p>
<p>Increase the percent of speaking and listening opportunities provided by teachers and implemented with fidelity (using the speaking and listening rubric to score student oral presentations providing clear teacher feedback to each student)</p>	<p>Increase the percent of students scoring proficient or above on quarterly school-wide formative speaking and listening assessments.</p>
<p><b>Data Source:</b> Daily Agendas, Data Team Minutes and Electronic Grade Book records</p>	<p><b>Data Source:</b> Assessments given and scored (using rubric) in each Content Area class and reported to principal.</p>

**Sample 3: Elementary ELL**

<b>PVUSD GOAL</b>	Provide consistent and strategic program to achieve the goal of English Language acquisition
<b>DISTRICT-WIDE PERFORMANCE INDICATOR</b>	Percentage of students progressing one or more levels per year in reading, writing, math, social studies, science.
<b>SCHOOL SITE OR DISTRICT DEPARTMENT SMART GOAL</b>	Percent of ELL students who score a 3 in writing a "perfect sentence" will increase from _____ to _____ as measured on the CELDT Writing Rubric
<b>RESEARCH-BASED STRATEGY</b> (Include differentiation to ensure access for targeted student populations)	Implement Daily Oral Language "Perfect Sentence" activities in which students review and edit sentences with errors. Teachers will utilize structured engagement strategies (e. Think-pair-share.) to model and support students write "Perfect Sentences" in their interactive journals. <b>Differentiation to ensure access for targeted student populations:</b>
<b>DATA TEAM IMPLEMENTATION</b> (Explain how Data Teams implement and measure school-wide strategies.)	Utilize sentence frames, vocabulary lists, and modeled perfect sentences to scaffold the activity for students who are in CELDT level Beginning and Early Intermediate using the results indicators of the Side by Side tool. Data team will collaborate and score samples of "Perfect Sentence" quarterly using the CELDT writing rubric
<b>SCHOOL SITE OR DISTRICT DEPARTMENT PERFORMANCE INDICATORS AND DATA SOURCES</b>	
<b>ADULT IMPLEMENTATION INDICATOR</b>	<b>STUDENT PERFORMANCE INDICATOR</b>
Increase the Percentage of daily oral language opportunities provided by teachers "Daily Oral Language" Activities with fidelity	Increase the number of students who use oral language opportunities to analyze, edit, and explain what makes a perfect sentence.
<b>Data Source:</b> Side by Side indicators and Perfect Sentence Strips	<b>Data Source:</b> CELDT rubrics-all domains (listening, speaking, reading, writing)

**Sample 4: Elementary Science**

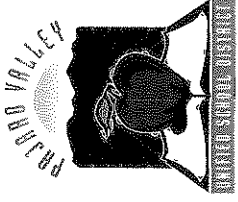
<b>PVUSD GOAL</b>	Provide academic challenges for all students. Support and maintain programs that are successful and help build new opportunities so we keep all students engaged in their learning.
<b>DISTRICT-WIDE PERFORMANCE INDICATOR</b>	Percentage of students progressing one or more levels per year in reading, writing, math, social studies, science
<b>SCHOOL SITE OR DISTRICT DEPARTMENT SMART GOAL</b>	The percent of students increasing one or more levels on site-created science assessments will increase from ___ % to ___ % as measured by common formative and summative science assessments given
<b>RESEARCH-BASED STRATEGY (Include differentiation to ensure access for targeted student populations)</b>	Implement reading comprehension strategies using science content sources and measure student progress through site-created science assessments given after each unit. <b>Differentiation to ensure access for targeted student populations: including instructional and engagement strategies from the district English Learner plan.</b> Scaffold new vocabulary, implement graphic organizer note chart, guide students in highlighting key concepts in text, and frequently check for understanding.
<b>DATA TEAM IMPLEMENTATION (Explain how Data Teams implement and measure school-wide strategies.)</b>	Each grade level Data Team will incorporate science content area reading into literacy blocks minimally four times per month and evaluate student mastery of science concepts minimally once per month.
<b>SCHOOL SITE OR DISTRICT DEPARTMENT PERFORMANCE INDICATORS AND DATA SOURCES</b>	
<b>ADULT IMPLEMENTATION INDICATOR</b>	<b>STUDENT PERFORMANCE INDICATOR</b>
Increase explicit reading comprehension strategies (i.e., word walls, graphic organizers, note taking, highlighting) related to science content.	Increase the percent of students improving one or more levels on site-created science formative assessments
Data Source: Lesson plans, Data Team minutes, room displays	Data Source: Site-created assessments given and scored in grade level teams; results reported to principal

**Sample 7: Maintenance (Note that this template has been adjusted for Business Services.)**

<b>PVUSD GOAL</b>	Goal#3: PVUSD will ensure that all schools provide a safe, healthy and positive school environment for students and staff.
<b>DISTRICT-WIDE PERFORMANCE INDICATOR</b>	Percentage of health and safety work orders that are completed within 48 hours.
<b>SCHOOL SITE OR DISTRICT DEPARTMENT SMART GOAL</b>	Increase the percentage of health and safety work order requests online from 0% to 85% by 12-01-09.
<b>RESEARCH-BASED STRATEGY (Include differentiation to ensure access for targeted student populations)</b>	Install an online work order request program and ensure that site and district staff is trained on using the process.
<b>DATA TEAM IMPLEMENTATION (Explain how District and Site Teams within a department will implement and measure department strategies.)</b>	District and site maintenance departments will coordinate efforts on supporting online work order requests and responding to these requests in a timely manner.
<b>DISTRICT DEPARTMENT PERFORMANCE INDICATORS AND DATA SOURCES</b>	
<b>ADULT IMPLEMENTATION INDICATOR</b>	<b>PERFORMANCE INDICATOR</b>
Increase the number of district and site maintenance personnel using and responding to the online work order system.	Increase the percentage of maintenance requests made online and decrease the response time.
<b>Data Source:</b> Records generated by the online system	<b>Data Source:</b> Records generated by the online system

APPENDIX C  
SCHOOL AND DISTRICT IMPROVEMENT PLAN TEMPLATES

# Pajaro Valley Unified School District



School Site Council Chairperson or District Office Department  
Improvement Plan

Principal or Director

Superintendent



## Pajaro Valley Unified School District Improvement Plan

### School Site or District Department Leadership Team Members

**School Site Leadership Team Members shall include:**

- Teachers (Representation of each grade level or dept/team-specify position, i.e. 2<sup>nd</sup> grade teacher, mathematics chair, etc.)
- Representatives of support populations (Special Education, English Learners, Migrant, and other support staff)
- Administration (Principal, Assistant Principal)

**School Site Council:**

- The school site council must approve the plan, recommend it to the local governing board for approval, monitor implementation of the plan, and evaluate the results. At least annually, the school site council must revise the plan, including proposed expenditures of funds allocated to the school through the Consolidated Application, and recommend it to the local governing board for approval.

**District Department Leadership Team Members shall include:**

- Assistant Superintendent/Director/Coordinator, technician, administrative assistant, etc. (depends on size and function of department)

<b>School Site/ District Department:</b>	<b>School Year:</b>
<b>Principal/Director:</b>	<b>Date:</b>
<b>Name</b>	<b>Position</b>

### School Site Council Members

Name	Position

### Dates of Meetings

School Site or District Department Leadership Team Meetings	School Site Council Meetings or Human Resources and Business Services Ad Hoc Committees

## The District / English Learner Advisory Committee (D/ELAC) Members

### English Learner Advisory Committee (ELAC)

▪ Each school with 21 or more English learners must establish a functioning English Learner Advisory Committee (ELAC).

### District English Learner Advisory Committee (DELAC)

▪ Each LEA with 51 parents or more of English learners must establish a functioning District English Learner Advisory Committee (DELAC).

Name	Position

## Dates of Meetings

School Site / District	

**Pajaro Valley Unified School District  
School and Department Improvement Plan Template  
District-Wide Performance Indicators Checklist**

District-Wide Performance Indicators measure the progress toward PVUSD Goals. Prior to completing your School or District Improvement Plans reflect on the results of the appropriate District-Wide Performance Indicators for your school site or district department.

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

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

District-Wide Performance Indicators	Data Source	Disaggregate by Subgroup	Data collected and included in improvement plan
Percentage of students scoring proficient or above in reading, writing, math, social studies, science	CST, STS, CMA, CAPA, District Benchmarks	Yes	
Percentage of students progressing one or more levels per year in reading, writing, math, social studies, science	CST, STS, CMA, CAPA	Yes	
Percentage of English learners progressing one or more levels per year	CELDT, CST (separately and together)	No	
Percentage of students attending schools 95% or more of the time	District Student Information System	Yes	
Percentage of eighth graders meeting promotion requirements	District Student Information System	Yes	
Percentage of high school students with credit on track to graduate in four years by grade level	District Student Information System	Yes	
Percentage of 10 <sup>th</sup> grade students passing CAHSEE	CAHSEE	Yes	

Percentage of students enrolled in AP classes	District Student Information System	Yes	
Percentage of students in AP classes who pass AP exams	District Student Information System	Yes	
Percentage of graduates who receive a high school diploma (Pass CAHSEE & meet grade requirements)	District Student Information System	Yes	
Percentage of graduating seniors who have been accepted to colleges and universities	CAL-PASS	Yes	
Percentage of 5 <sup>th</sup> , 7 <sup>th</sup> and 9 <sup>th</sup> graders who achieve Proficiency on the state Physical Fitness exam	BMI baseline readings (kindergarten), State test data	Yes	

**GOAL 3: Ensure that all schools provide a safe, healthy and positive school environment for students and staff.**

District-Wide Indicators	Data Source	Disaggregate by Subgroup	Data collected and included in improvement plan
Percentage of students, staff and parents who report schools as being safe (agree or higher)	Healthy Kids Survey District Parent Survey Staff Survey	Yes	
Percentage of health and safety work orders that are completed within 48 hours.	SIMMS data base	No	
Percentage of schools passing safety inspections	William's Inspection Report Fire Marshall Report Safety Inspections (required by underwriters and pool insurance indicators)	No	

Ratio of incidents to number of students that threaten the health and safety of others and that lead to suspensions or expulsions	District Student Information System	Yes (by site)
---	-------------------------------------	---------------

**GOAL 4: Attract, hire, develop and retain an excellent professional staff throughout the district.**

<b>District-Wide Indicators</b>	<b>Data Source</b>	<b>Disaggregate by Subgroup</b>	<b>Data collected and included in improvement plan</b>
Percentage of teachers meeting the highly qualified criteria	Title II, Level C, Human Resources Highly Qualified Report	Yes	
Percentage of highly qualified teachers who stay in the District for more than five years	Human Resources Longitudinal Data Spread Sheet	Yes	
Percentage of district and site initiated professional development experiences that meet four critical components of professional development (theoretical, demonstrations, practice and feedback, and on-the-job peer-to-peer coaching)	District Professional Development Survey (Title 2)	Yes	
Percentage of teachers who participated in district and site initiated professional development experiences	District Professional Development Survey (Title 2)	Yes	
Relative ranking of PVUSD in overall compensation with comparative districts	HR, PVFT, CSEA, and PVAM	No	

**GOAL 5: 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.**

District-Wide Indicators	Data Source	Disaggregate by Subgroup	Data collected and included in improvement plan
Percentage of parents who register overall satisfaction with school and district-wide communication	Parent survey	Yes	
Number of schools that have a community organization/business partnership	School report	No	
Percentage of schools with organized community service projects/programs for students	School report	No	
Percentage of schools participating in Parent Outreach Network (PON)	School report	No	
Percentage of school site parent committees (ELAC, PTSA, SSC) meeting compliance requirements	School report	Yes	

**PVUSD GOAL 6: PVUSD will maintain a balanced budget while effectively maximizing all resources to fulfill educational priorities.**

District-Wide Indicators	Data Source	Disaggregate by Subgroup	Data collected and included in improvement plan
Percentage of early/on-time budgets for approval of PVUSD Board of Trustees and Santa Cruz County Office of Education	Accounting Records	No	
Percentage of budgets submitted with State requirement of 3% reserve and positive undesignated fund balance	Accounting Records	No	
Percentage of staffing ratios met (classified, certified, and management)	Human Resource /Budget Records	Yes	
Percentage of cost claims decreased in liability and workers compensation	Monthly Claims Reports, Budget Accounts Payable, Attorney Fees, and Third Party Administrators	Yes	
Amount of district liability on books	Payroll, Workers' Compensation, and Safety	Yes	

## Comprehensive Needs Analysis

Complete this summary of strengths and concerns after you have completed a thorough data analysis. Refer to your District Data Source Book.

Areas of Strength
Areas of Concern



**Action and Monitoring Plan for School Sites**

Each school site will complete an Action and Monitoring Plan for each of its school SMART goals. At least two of the SMART Goals will be related to the PVUSD student achievement goals.

<b>PVUSD GOAL</b>	
<b>DISTRICT-WIDE PERFORMANCE INDICATOR</b>	
<b>SCHOOL SITE SMART GOAL</b>	
<b>RESEARCH-BASED STRATEGY</b> (Include differentiation to ensure access for targeted student populations)	
	<b>Differentiation to ensure access for targeted student populations</b>
<b>DATA TEAM IMPLEMENTATION</b> (Explain how Data Teams implement and measure school-wide strategies.)	
<b>SCHOOL SITE PERFORMANCE INDICATORS AND DATA SOURCES</b>	
<b>ADULT IMPLEMENTATION INDICATOR</b>	<b>STUDENT RESULTS INDICATOR</b>
<b>Data Source:</b>	<b>Data Source:</b>

**Action and Monitoring Plan for District Departments**

Each district department will complete an Action and Monitoring Plan for each of its department SMART goals.

<p><b>PVUSD GOAL</b></p>	
<p><b>DISTRICT-WIDE PERFORMANCE INDICATOR</b></p>	
<p><b>SCHOOL SITE OR DISTRICT DEPARTMENT SMART GOAL</b></p>	
<p><b>RESEARCH-BASED STRATEGY</b> (Include differentiation to ensure access for targeted student populations)</p>	
<p><b>DATA TEAM IMPLEMENTATION</b> (Explain how District and Site Teams within a department will implement and measure department strategies.)</p>	
<p><b>DISTRICT DEPARTMENT PERFORMANCE INDICATORS AND DATA SOURCES</b></p>	
<p><b>ADULT IMPLEMENTATION INDICATOR</b></p>	<p><b>PERFORMANCE INDICATOR</b></p>
<p><b>Data Source:</b></p>	<p><b>Data Source:</b></p>

**Action and Monitoring Plan for School Site and District Departments (Continued)**

Please include action steps for the implementation of each strategy. There should be no more than ten action steps per strategy.  
 At least one action step needs to address parent inclusion.

ACTION STEPS	TIMELINE	PERSON(S) RESPONSIBLE	MEASURES USED	RESOURCES (Including Financial)

**Professional Development Plan**

Each Action and Monitoring Plan requires a separate "Professional Development Plan."

STRATEGY				
COMPONENTS	ACTION STEPS	RESPONSIBILITY	RESOURCES	TIMELINE
Theoretical Understanding				
Demonstrations				
Practice and Feedback				
On-the-Job Coaching				

### Ongoing Evaluation

Monthly, the School Site Leadership Teams or District Department Leadership Teams will meet to evaluate their progress toward their SMART goals by reflecting on their selected strategies and referring to their performance indicators. These evaluations will be discussed during staff, School Site Leadership Team, and District Department Leadership Team meetings. An Ongoing Evaluation form should be completed for each evaluation.

Date: \_\_\_\_\_

STRATEGY	INDICATOR	MONTHLY REFLECTIONS & RECOMMENDATIONS (Refer to each strategies Action and Monitoring Plan)	NEXT STEPS
	<u>Adult Implementation Indicator</u>	<u>Reflect on Implementation of Action Steps</u>	<input type="checkbox"/> Maintain <input type="checkbox"/> Modify
	<u>Student Results or Performance Indicator</u>	<u>Reflect on Implementation of Action Steps</u>	<input type="checkbox"/> Maintain <input type="checkbox"/> Modify
	<u>Adult Implementation Indicator</u>	<u>Reflect on Implementation of Action Steps</u>	<input type="checkbox"/> Maintain <input type="checkbox"/> Modify
	<u>Student Results or Performance Indicator</u>	<u>Reflect on Implementation of Action Steps</u>	<input type="checkbox"/> Maintain <input type="checkbox"/> Modify
	<u>Adult Implementation Indicator</u>	<u>Reflect on Implementation of Action Steps</u>	<input type="checkbox"/> Maintain <input type="checkbox"/> Modify
	<u>Student Results or Performance Indicator</u>	<u>Reflect on Implementation of Action Steps</u>	<input type="checkbox"/> Maintain <input type="checkbox"/> Modify

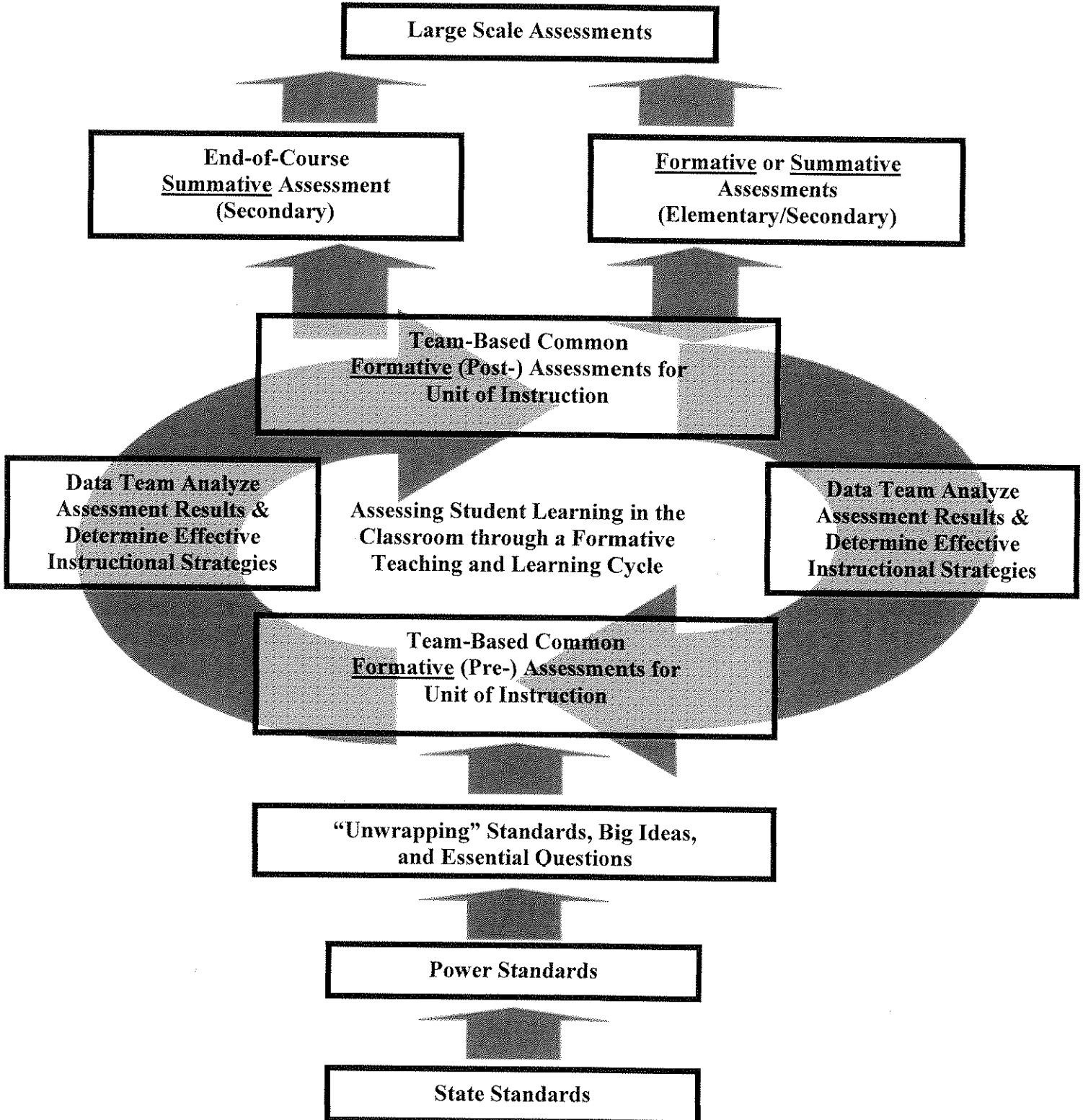
### **End-of-Year Reflections & Next Steps**

Each year, school and department leadership teams reflect on their yearly progress as measured by adult action and student performance indicators and recommend future actions. Refer to section 2.4 in the CAF for guiding questions.

<b>What worked well?</b>	
<b>What improvements are needed?</b>	
<b>What are our next steps?</b>	

APPENDIX D  
DATA TEAMS  
DIAGRAM

The Standards-Assessment Alignment Diagram  
(Based on a Diagram by Larry Ainsworth)



## APPENDIX E

### DATA TEAMS MEETING CYCLE

- **Meeting 1: First Ever**
  - Establish norms
  - Understand the purpose of the Data Teams
  - Understand the five-step process
- **Meeting 2: Before Instruction**
  - Create or select pre-assessment (common formative assessment)
  - Identify date to administer pre-assessment
- **Meeting 3: Before-Instruction Collaboration**
  - Analyze pre-assessment results
  - Follow the Five-step process
    - 1) Collect and Chart Data
    - 2) Analyze Strengths and Obstacles
    - 3) Establish Goals for Teaching and Learning
    - 4) Implement Effective Instructional Strategies
    - 5) Determine Results Indicators
- **Alternate Meeting (As necessary)**
  - Occur between Meeting 3 and Meeting 4
  - Discuss the strategies: are they working?
  - Bring student work sample showing evidence of effectiveness of strategies
  - Model the strategies to ensure fidelity of implementation
  - Undertake other job-embedded staff development
- **Meeting 4: After-Instruction Collaboration**
  - Review post-assessment data
  - If the goal was met, create or select next pre-assessment
  - If the goal was not met, repeat steps of the Data Team process
- **Cycle Continues**
  - Meeting before instruction (same as Meeting 3)
  - Meeting after instruction (same as Meeting 4)
  - Alternate meetings



**Common Formative Assessments** are teacher generated periodic or interim assessments that are collaboratively designed by Data Teams for specific units of instruction. They are created as short matching pre- and post-assessments to ensure same-assessment to same-assessment comparison of student growth. Items included in common formative assessments should represent essential (Priority) standards only. Common formative assessments usually contain a blend of item types, including selected-response (multiple choice, true/false, matching) and constructed-response (short- or extended). Student results are analyzed in Data Teams (grade level or content area teams) to guide instructional planning and delivery.



**APPENDIX F**  
**SUGGESTIONS FOR SCHOOL SITE AND**  
**DISTRICT DEPARTMENT RECOGNITION**

The following list of suggestions is not intended to be all-inclusive. School Sites and District Departments may create their own forms of recognition.

**Categories**

- Community Outreach Award
- Attendance Award
- Partnership Award
- Volunteerism Award
- Technology Award
- Above and Beyond Award
- School Safety Award
- Data Board Award
- End of Year Celebrations
- Celebrations for Professional Growth
- Monthly Acknowledgement of Outstanding Contributions, e.g., student, parent, staff member

**Examples**

- Newsletter recognition
- Lapel pins, Medals, and Ribbons
- Thank You Cards and Letters
- Posting Recognition on Bulletin Boards and Web Sites
- Certificates
- Trophies
- Announcements
- Assemblies

**APPENDIX G  
PVUSD COMPREHENSIVE ACCOUNTABILITY FRAMEWORK TIMELINE**

<b>Action</b>	<b>Target Date</b>	<b>Person(s) Responsible</b>
Presented to Board of Trustees	March 16, 2010	Superintendent Dorma Baker
Approved by Board of Trustees	March 24, 2010	Superintendent Dorma Baker
Data Team Leaders – Secondary Professional Development	March 24, 2010, Fall, Winter, Spring	Educational Services Department
Data Team Leaders – Elementary Professional Development	March 25, 2010, Fall, Winter, Spring	Educational Services Department
Data Team Certified Trainers Professional Development	March 26, 2010, Monthly	Educational Services and Categorical Programs Departments
Guidance Coalition Meeting PIM Rubric Development	April 15, 2010	Superintendent, Educational Services and Categorical Programs Departments
School Plan forms on line	April 16, 2010	Assistant Superintendents
Review current School Plan: begin revision process	April-May 2010	Principals, School Site Councils
Academic Program Survey English Learner Self-Study (ELSSA)	April-May 2010	Principals, Educational Services and Categorical Programs Departments
Present to Staff at School-Sites and in District Departments	May 4, 2010	Principals, Teacher Leaders, and Department Directors
Data Summit	September 2010	Educational Services Department, All School Sites' Data Team Leaders
Data Team Professional Development	October 2010	Educational Services Department
School Plans to Assistant Superintendents	Late October 2010	Principals
Guidance Coalition Meeting	November 2010 and February 2011	Superintendent, Educational Services and Categorical Programs Department
Final School Plans to Board	Winter 2010	Superintendent
School Site Councils review implementation of the School Plan	February 2011 and May 2011	Principals

## **APPENDIX H GLOSSARY OF TERMS**

### **Adult Implementation Indicators**

Term used in the School Plan that defines the impact of adult behaviors on student learning

### **Achievement Data**

Data derived from assessments given to students

### **Benchmark Assessments**

Assessments given three to four times a year for the purpose of indicating and predicting student outcomes on required skills (standards)

### **Common Formative Assessments (CFA)**

Assessments created by teachers that assess student learning between benchmark assessments

### **Core Area**

State of California defines four subject matters areas: language arts, mathematics, science, and social science

### **Data Source**

Federal, State, or local measures that serve as a resource for decision-making

### **Data Teams**

A group of educators who use a process to analyze student assessment data for the purpose of determining strategies to make academic gains

### **Data Team Cycle**

The cycle of inquiry that uses a five-step process: collecting and charting data; analyzing performance data; setting, reviewing, and revising goals; determining strategies; identifying results indicators.

### **Data Team Leader**

The team member that facilitates the work of the team

### **Disaggregate**

Provide data for a variety of specific subgroups, rather than reporting only whole group totals

### **District Local Education Agency Plan**

District plan submitted to the California Department of Education

### **District Department Leadership Team**

Department directors at the district level

### **District Departments**

The units in which the district is organized; (e.g. Business, Migrant, Curriculum, etc.)

**District-Wide Performance Indicators**

Descriptions of desired state of implementation of initiatives across the district

**Local Education Agency (LEA)**

An organization that oversees the achievement of common goals

**Learning Communities**

All stakeholders unified by their focus on improving teaching and learning

**Master Plan for EL**

District plan for addressing the learning needs of English Learners (EL)

**Milestone**

A measurement of progress towards meeting a larger goal

**National Staff Development Council**

Large, non-profit association dedicated to promote educational professional development

**No Child Left Behind**

Federal legislation created in 2001 to hold schools accountable for student achievement

**Performance Data**

Data indicating what skills students have mastered

**Power Standards**

The content standards that anchor and connect all other learning in a subject area, grade level, or that endure over the grades

**Professional Development**

Educational activities and experiences that support the continuous learning and professional growth of all employees

**Professional Development Council**

District level committee to establish professional development goals and programs

**Program Improvement**

State-imposed sanctions for districts and schools that fail to meet student achievement and goals

**Sanctions**

Corrective actions imposed on schools failing to meet all accountability requirements

**School Performance Indicators**

Measurements that provide evidence of progress toward meeting school site goals; these measurements come from a variety of quantitative sources

**School-Site Leadership Team**

Members of staff whose role it is to develop the Single Plan for Student Achievement

**School Site Council**

A school committee made up of parents, teachers, the principal and staff, and sometimes, students for the purpose of approving a the Single Plan for Student Achievement

**School Improvement Plan**

A document that establishes annual goals and action plans based on analysis of data, e.g., student performance data, climate surveys, discipline, attendance, etc.

**Stakeholders**

Groups and individuals who affect or can be affected by an organization's actions

**Research-Based Strategy**

A practice designed for instruction or implementation of a desired skill

**Student Results Indicators**

Evidence used by district and school staff members to determine the degree of student mastery of specific skills

**Targeted Student Population**

Group of students identifiable by specific criteria

## ACRONYMS

**AP** (Advanced Placement)  
**API** (Academic Performance Indicator)  
**APS** (Academic Program Survey)  
**AYP** (Adequate Yearly Progress)  
**BMI** (Body Mass Index)  
**CAL-PASS** (California Partnership for Achieving Student Success)  
**CALPADS** (California Longitudinal Pupil Achievement Data System)  
**CAF** (Comprehensive Accountability Framework)  
**CAPA** (California Alternate Performance Assessment)  
**CAHSEE** (California High School Exit Exam)  
**CBEDS** (California Basic Education Data Systems)  
**CELDT** (California English Language Development Test)  
**CMA** (California Modified Assessment)  
**CSEA** (California School Employee Association)  
**CST** (California Standards Test)  
**DIP** (District Improvement Plan -- created by district departments)  
**ELA** (English Language Arts)  
**ELAC** (English Learners Advisory Committee)  
**EPC** (Essential Program Components)  
**HR** (Human Resources)  
**IEP** (Individualized Educational Plan)  
**LEAP** (Local Education Agency Plan)  
**LEP** (Limited English Proficient)  
**PON** (Parent Outreach Network)  
**PVFT** (Pajaro Valley Federation of Teachers)  
**PVAM** (Pajaro Valley Association of Managers)  
**PTSA** (Parent Teacher Student Association)  
**SARC** (School Accountability Report Card)  
**SIMMS** (Maintenance software used to manage work orders)  
**SIP** (School Improvement Plan)  
**SIS** (Student Information System)  
**SMART Goals** (specific, measurable, attainable, relevant, timely)  
**SPSA** (Single Plan for Student Achievement)  
**SSC**(School Site Council)  
**STS** (Standardized-Based Tests in Spanish)



# PAJARO VALLEY UNIFIED SCHOOL DISTRICT

## Board Agenda Backup

Item No: 13.2

**Date:** May 12, 2010

**Item:** Site and District Personnel Support for Student Achievement

**Overview and Rationale:** Being a Program Improvement Year (3) district, it is critical that all resources and support is focused strategically on best practices to make the greatest gains in student success. That support includes strategic and focused use of categorical funds, meeting the mandates of the funding sources and constantly reviewing site and district needs and priorities. With that in mind, plans for district office structure and site support personnel for the '10-'11 will be presented. Communication and meeting structure will be a part of the presentation. The detailed plans will be made available at the Board meeting because they are still in development.

**Recommendation:**

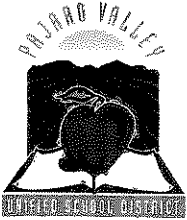
**Budget Considerations:**

**Funding Source:** Categorical and General Revenue

**Budgeted:** Yes

**Prepared By:** Dorma Baker, Superintendent

**Superintendent's Signature:** *Dorma Baker*



## Board Agenda Backup

Item No: 13.3

**Date:** May 12, 2010

**Item:** Proposed Calendars for the school years:  
2010-2011, 2011-2012 and 2012-2013

**Overview:** The PVUSD Calendar Committee, composed of all school district stakeholders, including Teachers, Classified Employees, Union Reps, Parents and Administrators, met six times to develop our proposed student and teacher calendars, covering the next three school years.

The committee took several factors and challenges into consideration in developing the three calendars.

- Rationale:**
- Student Academic Needs
  - P.V.F.T. Teacher survey results from December 2009
    - Furlough days at the beginning of school year
    - First semester to end before winter break starts
  - Balance both semesters
  - Address Payroll concerns  
(loss of holiday pay, no paycheck in June, extra paperwork for all employees)
  - Annual official holidays and celebrations
  - Particular needs of both, Elementary and Secondary Programs:
    - Ways to maximize student attendance (ADA which sustains us financially)
    - Testing windows
    - Graduation events
  - Overall community impact

The first set of calendars: A, B and C were drafted prior to the furlough day agreement with the unions. The second set of calendars: D, E and F were developed after the agreements.

The choice to put furlough days at the end of the school year was made to enable schools to enroll and schedule all students before the start of the school year. Placing them at the beginning of the school year, would result in the schools being closed at the beginning of the school year.

**Recommendation:** Report and Discussion Item Only.

**Prepared By:** Human Resources

**Superintendent's Signature:** Dorinda Bell



# Draft A

## Pajaro Valley Unified School District 2010 -2011



### Student Calendar

#### JULY

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

#### AUGUST

M	T	W	T	F
2	3	4	5	6
9	10	<del>11</del>	<del>12</del>	<del>13</del>
<del>16</del>	17	18	19	20
23	24	25	26	27
30	31			

#### SEPTEMBER

M	T	W	T	F
<del>6</del>	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

#### OCTOBER

M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	<del>15</del>
<del>18</del>	19	20	21	22
25	26	27	28	29

#### NOVEMBER

M	T	W	T	F
1	2	3	4	5
8	9	10	<del>11</del>	12
15	16	17	18	19
22	23	<del>24</del>	<del>25</del>	<del>26</del>
29	30			

#### DECEMBER

M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	<del>22</del>	<del>23</del>	<del>24</del>
<del>27</del>	<del>28</del>	<del>29</del>	<del>30</del>	<del>31</del>

1st Semester - 88 student days

5th of July - Holiday

CODE:

- Legal Holiday
- Stu/Tchr Recess
- Teacher Work Day
- Begin/End Qtr/Sem
- Trimesters
- SBC Days
- Non School Day
- Furlough Day - no school

11th SBC Day  
12th SBC Day  
13th Teacher Work Day  
16th Begin Qtr/Sem  
12 Student days

6th Labor Day

21 Student days

15th End Qtr/Sem  
18th Begin Qtr/Sem

21 Student days

5th Trimester ends  
11th Veteran's Day  
24-26 Recess  
25th Thanksgiving Day  
26th District Holiday

18 Student Days

22nd End Qtr/Sem  
12/23 - 1/10 Winter Break  
23rd Classified Holiday  
24th Classified Holiday  
27th Christmas Holiday  
31st Classified Holiday  
16 Student Days

#### JANUARY

M	T	W	T	F
<del>3</del>	<del>4</del>	<del>5</del>	<del>6</del>	<del>7</del>
<del>10</del>	<del>11</del>	<del>12</del>	13	14
<del>18</del>	19	20	21	22
24	25	26	27	28
31				

#### FEBRUARY

M	T	W	T	F
	1	2	3	4
7	8	9	10	11
<del>14</del>	15	16	17	18
<del>21</del>	22	23	24	25
28				

#### MARCH

M	T	W	T	F
	<del>1</del>	2	3	4
7	8	9	10	11
14	15	16	17	<del>18</del>
<del>21</del>	<del>22</del>	23	24	25
28	29	30	31	

#### APRIL

M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
<del>18</del>	<del>19</del>	<del>20</del>	<del>21</del>	<del>22</del>
<del>25</del>	26	27	28	29

#### MAY

M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
<del>30</del>	31			

#### JUNE

M	T	W	T	F
		1	2	<del>3</del>
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

2nd Semester 92 student days

3rd New Years Holiday  
11th SBC day  
12th Begin Qtr/Sem  
17th Martin Luther King Jr.  
12/23 - 1/10 Winter Break  
13 Student days

14th President's Holiday  
21st President's Holiday

18 Student days

1st Trimester Ends  
18th End Qtr/Sem  
22nd Begin Qtr/Sem

22 Student Days

18-25 Spring Recess

15 Student days

30th Memorial Day

21 Student days

3rd End Qtr/Sem  
3rd Trimester ends

3 Student days

180 Instructional Days

Draft  
Revised 4/13/10

# Draft B

## Pajaro Valley Unified School District 2011 -2012



### JULY

M	T	W	T	F
<del>4</del>	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
<del>8</del>	<del>9</del>	<del>10</del>	<del>11</del>	<del>12</del>
15	16	17	18	19
22	23	24	25	26
29	30	31		

### SEPTEMBER

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

### OCTOBER

M	T	W	T	F
3	4	5	6	7
<del>10</del>	<del>11</del>	<del>12</del>	<del>13</del>	<del>14</del>
17	18	19	20	21
24	25	26	27	28
31				

### NOVEMBER

M	T	W	T	F
	1	2	3	4
7	8	9	10	<del>11</del>
14	15	16	17	18
21	22	<del>23</del>	<del>24</del>	<del>25</del>
27	28	29	30	

### DECEMBER

M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	<del>21</del>	<del>22</del>	<del>23</del>
<del>26</del>	<del>27</del>	<del>28</del>	<del>29</del>	<del>30</del>

1st Semester - 89 student days

4th of July - Holiday

CODE
Legal Holiday
Stu/Tchr Recess
Teacher Work Day
Begin/End Qtr/Sem
Trimesters
SBC Days
Non School Day
Furlough Day - no school

10th SBC Day  
11th SBC Day  
12th Teacher Work Day  
15th Begin Qtr/Sem  
13 Student days

5th Labor Day

21 Student days

14th End Qtr/Sem  
17th Begin Qtr/Sem

21 Student days

4th Trimester ends  
11th Veteran's Day  
23-25 Recess  
24th Thanksgiving Day  
25th District Holiday  
19 Student Days

21st End Qtr/Sem  
12/22-1/13 Stu/Tchr Recess  
22nd Classified Holiday  
23rd Classified Holiday  
26th Christmas Day  
30th Classified Holiday  
15 Student Days

### JANUARY

M	T	W	T	F
<del>2</del>	3	4	5	6
<del>9</del>	<del>10</del>	<del>11</del>	12	13
<del>16</del>	17	18	19	20
23	24	25	26	27
30	31			

### FEBRUARY

M	T	W	T	F
		1	2	3
6	7	8	9	10
<del>13</del>	14	15	16	17
<del>20</del>	21	22	23	24
27	28	29		

### MARCH

M	T	W	T	F
			1	2
5	6	7	<del>8</del>	<del>9</del>
12	13	14	15	<del>16</del>
<del>19</del>	<del>20</del>	21	22	23
26	27	28	29	30

### APRIL

M	T	W	T	F
2	3	4	5	6
<del>9</del>	<del>10</del>	<del>11</del>	<del>12</del>	<del>13</del>
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
<del>28</del>	29	30	31	

### JUNE

M	T	W	T	F
			<del>1</del>	<del>2</del>
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

2nd Semester 91 student days

2nd New Years Day (observe)  
12/22 - 1/9 Winter Break  
10 SBC day  
11th Begin Qtr/Sem  
16th Martin Luther King J.

14 Student days

13th President's Holiday  
20th President's Holiday  
29th Leap day

19 Student days

8th Trimester ends  
9th Stu/Teacher Recess  
16th End Qtr/Sem  
19th Stu/Teacher Recess  
20th Begin Qtr/Sem  
20 Student days

4/6-4/13 Spring recess

15 Student days

28th Memorial Day

22 Student days

1st End Qtr/Sem  
1st Trimester ends

1 Student days

180 Instructional Days

Revised 4-13-10

# Draft C

## Pajaro Valley Unified School District 2012 -2013



### JULY

M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

### AUGUST

M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

### SEPTEMBER

M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

### OCTOBER

M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

### NOVEMBER

M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

### DECEMBER

M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

1st Semester - 88 student days

\* SBC DAYS are subject to change due to Financial Criteria

4th of July - Holiday

CODE
Legal Holiday
Stu/Tchr Recess
Teacher Work Day
Begin/End Qtr/Sem
Trimesters
SBC Days
Non School Day
Furlough Day - no school

13th \* SBC Day  
14th Teacher Work Day  
15th Begin Qtr/Sem  
13 Student days

3rd Labor Day

19 Student days

12th End Qtr/Sem  
15th Begin Qtr/Sem  
23 Student days

7th Trimester ends  
12th Veteran's Day  
21-23 Recess  
22nd Thanksgiving Day  
23rd District Holiday  
18 Student Days

21st End Qtr/Sem  
12/24-1/11 Stu/Tchr Recess  
24th Classified Holiday  
25th Christmas Day  
26th Classified Holiday  
31st Classified Holiday  
15 Student Days

### JANUARY

M	T	W	T	F
		2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

### FEBRUARY

M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	

### MARCH

M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

### APRIL

M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

### MAY

M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

### JUNE

M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

2nd Semester 92 student days

1st New Years Day  
12/24 - 1/11 Winter Break  
\* 14th-15th SBC day  
16th Begin Qtr/Sem  
21st Martin Luther King J.

11 Student days

11th President's Holiday  
18th President's Holiday

18 Student days

5th Trimester ends  
22nd End Qtr/Sem  
26th Begin Qtr/Sem  
3/29-4/5 Spring recess  
20 Student days

3/29-4/5 Spring recess

17 Student days

28th Memorial Day

22 Student days

6th End Qtr/Sem  
6th Trimester ends

4 Student days

180 Instructional Days

Draft 1 Late start  
Revised 2-23-10

# Draft D

## Pajaro Valley Unified School District 2010 -2011



### Student Calendar

#### JULY

M	T	W	T	F
<del>3</del>	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

#### AUGUST

M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

#### SEPTEMBER

M	T	W	T	F
<del>3</del>	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

#### OCTOBER

M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

#### NOVEMBER

M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

#### DECEMBER

M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

1st Semester - 87 student days

5th of July - Holiday

CODE	Testing Window
	Legal Holiday
	Stu/Tchr Recess
	Teacher Work Day
	Begin/End Qtr/Sem
	Trimesters
	SBC Days
	Non School Day
	Furlough Day - no school

11th SBC Day  
12th SBC Day  
13th Teacher Work Day  
16th Begin Qtr/Sem/Tri  
12 Student days

6th Labor Day

21 Student days

15th End Qtr/Sem  
18th Begin Qtr/Sem

21 Student days

4th Trimester ends  
11th Veteran's Day  
12th Recess  
24-26 Recess  
25th Thanksgiving Day  
26th District Holiday  
17 Student Days

22nd End Qtr/Sem  
12/23 - 1/14 Winter Break  
23rd Classified Holiday  
24th Christmas Eve Holiday  
27th Christmas Holiday  
31st New Year's Eve Holiday  
16 Student Days

#### JANUARY

M	T	W	T	F
<del>3</del>	4	5	6	7
<del>10</del>	<del>11</del>	<del>12</del>	<del>13</del>	<del>14</del>
<del>18</del>	19	20	21	
24	25	26	27	28
31				

#### FEBRUARY

M	T	W	T	F
	1	2	3	4
7	8	9	10	11
<del>14</del>	15	16	17	18
<del>21</del>	22	23	24	25
28				

#### MARCH

M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
<del>21</del>	22	23	24	25
28	29	30	31	

#### APRIL

M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
<del>25</del>	<del>26</del>	<del>27</del>	<del>28</del>	<del>29</del>

#### MAY

M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
<del>30</del>	31			

#### JUNE

M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

2nd Semester - 88 student days

175 Instructional Days  
5 Furlough Days

3rd New Year's Holiday  
12/23 - 1/14 Winter Break  
17th Martin Luther King J.  
18th Begin Qtr/Sem

9 Student days

14th President's Holiday  
21st President's Holiday

18 Student days

3rd Trimester Ends  
21st Recess  
24th End Qtr/Sem  
25th Begin Qtr/Sem  
22 Student Days

22-29 Spring Recess  
 Testing Window  
15 Student days

30th Memorial Day  
21 Student days

3rd End Qtr/Sem/Tri  
6-10 Furlough Days

3 Student days

Final Draft  
Revised 4/21/10

# Draft E

## Pajaro Valley Unified School District 2011 -2012



### JULY

M	T	W	T	F
				1
<del>4</del>	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

### AUGUST

M	T	W	T	F
1	2	3	4	5
8	9	10	11	<del>12</del>
<del>15</del>	<del>16</del>	<del>17</del>	18	19
22	23	24	25	26
29	30	31		

### SEPTEMBER

M	T	W	T	F
				1 2
<del>5</del>	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

### OCTOBER

M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
<del>17</del>	<del>18</del>	19	20	21
24	25	26	27	28
31				

### NOVEMBER

M	T	W	T	F
	1	2	3	<del>4</del>
7	8	9	10	<del>11</del>
14	15	16	17	18
21	<del>22</del>	<del>23</del>	<del>24</del>	<del>25</del>
27	28	28	30	

### DECEMBER

M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	<del>21</del>	<del>22</del>	<del>23</del>
<del>26</del>	<del>27</del>	<del>28</del>	<del>29</del>	<del>30</del>

### 4th of July - Holiday

CODE
Legal Holiday
Stu/Tchr Recess
Teacher Work Day
Begin/End Qtr/Sem
Trimesters
SBC Days
Non School Day
Furlough Day - no school

12th SBC Day  
15th SBC Day  
16th Teacher Work Day  
17th Begin Qtr/Sem  
11 Student days

### JANUARY

M	T	W	T	F
<del>3</del>	<del>4</del>	<del>5</del>	<del>6</del>	
<del>9</del>	<del>10</del>	<del>11</del>	<del>12</del>	<del>13</del>
<del>16</del>	<del>17</del>	<del>18</del>	19	20
23	24	25	26	27
30	31			

### FEBRUARY

M	T	W	T	F
		1	2	3
6	7	8	9	10
<del>13</del>	14	15	16	17
<del>20</del>	21	22	23	24
27	28	29		

### MARCH

M	T	W	T	F
			1	<del>2</del>
5	6	7	8	<del>9</del>
12	13	14	15	16
19	20	21	<del>22</del>	<del>23</del>
26	27	28	29	30

### APRIL

M	T	W	T	F
2	3	4	5	<del>6</del>
<del>9</del>	<del>10</del>	<del>11</del>	<del>12</del>	<del>13</del>
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
<del>28</del>	29	30	31	

### JUNE

M	T	W	T	F
				<del>1</del>
<del>4</del>	<del>5</del>	<del>6</del>	<del>7</del>	<del>8</del>
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

2nd New Years Day (observe)  
12/22 - 1/13 Winter Break  
1/16 Martin Luther King J.  
17th SBC Day  
18th Begin Qtr Sem

10 Student days

13th President's Holiday  
20th President's Holiday  
29th Leap day

19 Student days

2nd Trimester ends  
9th Stu/Teacher Recess  
22nd End Qtr/Sem  
23rd Begin Qtr/Sem

21 Student days

4/6-4/13 Spring recess

15 Student days

28th Memorial Day

22 Student days

1st End Qtr/Sem/Tri

4-8 Furlough Days

1 Student days

**175 Instructional Days**  
**5 Furlough Days**

1st Semester - 87 student days

2nd Semester 88 student days

# Draft F

## Pajaro Valley Unified School District 2012 -2013



### JULY

M	T	W	T	F
2	3	<del>4</del>	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

### AUGUST

M	T	W	T	F
		1	2	3
6	7	<del>8</del>	<del>9</del>	<del>10</del>
<del>13</del>	14	15	16	17
20	21	22	23	24
27	28	29	30	31

### SEPTEMBER

M	T	W	T	F
<del>1</del>	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

### OCTOBER

M	T	W	T	F
1	2	3	4	5
8	9	10	11	<del>12</del>
<del>15</del>	16	17	18	19
22	23	24	25	26
29	30	31		

### NOVEMBER

M	T	W	T	F
			1	2
<del>5</del>	6	7	8	9
<del>12</del>	13	14	15	16
19	20	<del>21</del>	<del>22</del>	<del>23</del>
26	27	28	29	30

### DECEMBER

M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	<del>20</del>	<del>21</del>
<del>24</del>	<del>25</del>	<del>26</del>	<del>27</del>	<del>28</del>
<del>31</del>				

1st Semester - 89 student days

4th of July - Holiday

CODE	Testing Window
	Legal Holiday
	Stu/Tchr Recess
	Teacher Work Day
	Begin/End Qtr/Sem
	Trimesters
	SBC Days
	Non School Day
	Furlough Day - no school

8 & 9 SBC days  
10th Teacher Work Day  
13th Begin Qtr/Sem

15 Student days

3rd Labor Day

19 Student days

12th End Qtr/Sem  
15th Begin Qtr/Sem

23 Student days

5th Trimester ends  
12th Veteran's Day  
21-23 Recess  
22nd Thanksgiving Day  
23rd District Holiday

18 Student Days

21st End Qtr/Sem  
12/21 - 1/11 Stu/Tchr Recess  
24th Christmas Eve Holiday  
25th Christmas Day  
26th Classified Holiday  
31st New Years Eve Holiday

15 Student Days

### JANUARY

M	T	W	T	F
	<del>2</del>	<del>3</del>	<del>4</del>	
<del>7</del>	<del>8</del>	<del>9</del>	<del>10</del>	<del>11</del>
<del>14</del>	<del>15</del>	<del>16</del>	17	18
<del>21</del>	22	23	24	25
28	29	30	31	

### FEBRUARY

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

### MARCH

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

### APRIL

M	T	W	T	F
<del>1</del>	<del>2</del>	<del>3</del>	<del>4</del>	<del>5</del>
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

### MAY

M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
<del>27</del>	28	29	30	31

### JUNE

M	T	W	T	F
3	4	<del>5</del>	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

2nd Semester 91 student days

1st New Years Day  
12/21 - 1/14 Winter Break  
1/15 SBC Day  
16th Begin Qtr/Sem  
21st Martin Luther King J.

11 Student days

11th President's Holiday  
18th President's Holiday

18 Student days

5th Trimester ends  
25th End Qtr/Sem  
26th Begin Qtr/Sem  
3/29-4/5 Spring recess

20 Student days

3/29-4/5 Spring recess

17 Student days

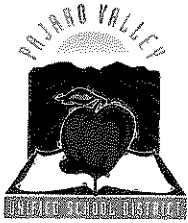
27th Memorial Day

23 Student days

5th End Qtr/Sem/Tri

3 Student days  
180 Student Days

**PAJARO VALLEY UNIFIED SCHOOL DISTRICT**



**Board Agenda Backup**

Item No: 14.1

<b>Date:</b>	May 12, 2010
<b>Item:</b>	<b>Resolution #09-10-35, Declaring May 4, 2010 as Day of the Teacher</b>
<b>Overview:</b>	<p>The attached resolution highlights a few of the reasons educators of Pajaro Valley Unified School District merit recognition and appreciation during Day of the Teacher.</p> <p>PVUSD believes the contribution of teachers is crucial and values the great work and positive impact that teachers have on the lives of the students of the Pajaro Valley Unified School</p>
<b>Recommendation:</b>	Approve resolution #09-10-35.

Prepared By: Dorma Baker, Superintendent

Superintendent's Signature: *Dorma Baker*

# PAJARO VALLEY UNIFIED SCHOOL DISTRICT

District Resolution No. 09-10-35  
On the motion of :  
Duly seconded by:

## *Resolution Declaring May 4<sup>th</sup> as Day of the Teacher*

*WHEREAS, the contribution of teachers is crucial in the lives of the students of Pajaro Valley Unified School District; and*

*WHEREAS, the economic, political and cultural well-being of this nation is enriched through public education and its teachers; and*

*WHEREAS, the Pajaro Valley Unified School District has over 1,300 certificated employees; and*

*WHEREAS, the Board of Trustees and citizens of the Pajaro Valley Unified School District are gratified by the dedicated, hard work of our teachers; and*

*NOW, THEREFORE BE IT RESOLVED that the Pajaro Valley Unified School District salutes its teachers and declares May 4, 2010, Day of the Teacher;*

*AND BE IT FURTHER RESOLVED, that the Board of Trustees of the Pajaro Valley Unified School District urges students, parents, and community members to take measures to give special meaning to this significant celebration.*

*PASSED AND ADOPTED this 12<sup>th</sup> day of May, 2010, by the Governing Board of Pajaro Valley Unified School District, County of Santa Cruz, State of California, by the following vote:*

**AYES:**

**NOES:**

**ABSENT:**

*The foregoing resolution is hereby adopted.*

---

*Libby Wilson, Board President*

---

*Dorma Baker, Superintendent*



**PAJARO VALLEY UNIFIED SCHOOL DISTRICT**



**Board Agenda Backup**

Item No: 14.2

<b>Date:</b>	May 12, 2010
<b>Item:</b>	<b>Resolution #09-10-36, Declaring May 16 - 22 as Classified Employees Week</b>
<b>Overview:</b>	This resolution highlights the importance of recognizing classified employees of Pajaro Valley Unified School District and their valuable work. PVUSD believes the contribution of classified employees is crucial and values the great work and positive impact they have on the lives of the students of our community.
<b>Recommendation:</b>	Approve resolution #09-10-36.

**Prepared By:** Dorma Baker, Superintendent

**Superintendent's Signature:** *Dorma Baker*

**PAJARO VALLEY UNIFIED SCHOOL DISTRICT**

District Resolution No.: 09-10-36  
On the motion of:  
Duly seconded by:

***Resolution Declaring May 16-22, 2010 as Classified Employees Week***

***WHEREAS***, the classified employees of the District support a positive instructional environment in a variety of ways each day; and

***WHEREAS***, the contributions of classified staff are invaluable to the PVUSD;

***WHEREAS***, almost half of the employees of the Pajaro Valley Unified School District are classified workers;

***WHEREAS***, the PVUSD has almost 1,000 dedicated and hard working classified employees;

***NOW, THEREFORE BE IT RESOLVED*** that the Pajaro Valley Unified School District salutes its classified employees and declares May 16-22, 2010 as Classified Employees Week.

***AND BE IT FURTHER RESOLVED***, that the Board of Trustees of the Pajaro Valley Unified School District urges students, parents, and community members to take measures to give special meaning to this significant celebration.

***PASSED AND ADOPTED*** this 12<sup>th</sup> day of May, 2010, by the Governing Board of Pajaro Valley Unified School District, County of Santa Cruz, State of California, by the following vote:

***AYES:***

***NOES:***

***ABSENT:***

*The foregoing resolution is hereby adopted.*

---

*Libby Wilson, Board President*

---

*Dorma Baker, Superintendent*



PAJARO VALLEY UNIFIED SCHOOL DISTRICT

**Board Agenda Backup**

Item No: 14.3

**Date:** May 12, 2010

**Item:** RESOLUTION #09-10-37, REGARDING NON REEMPLOYMENT OF CERTIFICATED EMPLOYEES

**Overview:** On February 17<sup>th</sup>, February 24<sup>th</sup> and March 10<sup>th</sup>, 2010. It was necessary for the Board of Trustees of the Pajaro Valley Unified School District to adopt Resolution No 09-10-20, 09-10-18, 09-10-26, and 09-10-25 to decrease certificated staff pursuant Education Code sections 44949 and 44955 due to a reduction in particular kinds of services.

Notice of non-reemployment were properly served to certificated employees listed on attachment A, attached hereto and incorporated herein by reference, on or before March 15, 2010.

It has been determined that up to 180 full-time equivalent services of the District be reduced and an equivalent number of certificated staff shall be laid off for the ensuing 2010-2011 school year.

**Recommendation:** It is recommended that the Board of Education approve the Resolution Regarding non-reemployment of certificated employees for the 2010-2011 school year.

**Budget Considerations:** N/A

**Funding Source:** \_\_\_\_\_

**Budgeted:** Yes:  No:

**Amount:** None

**Prepared By:** Dr. Albert J. Roman, HR Assistant superintendent

**Superintendent's Signature:** Dormir Bok



## Board Agenda Backup

Item No: 14.4

**Date:** May 12, 2010

**Item:** Approval of Proposed Job Description – Director, Maintenance, Operations and Facilities

**Overview:** As a budget reduction measure, the Board took action to eliminate one director position. Two director positions in the business division were given lay-off notices in order to provide flexibility within the division to address the Board's action. Due to a retirement, the Director of Maintenance and Operations position is vacant. Further, the Director of Construction and Governmental Relations was included in the lay-off process.

After reviewing the responsibilities of the two positions, the status of the outstanding Measure J projects, the current staffing within the two departments and overall budget considerations, it is being recommended that the two positions be eliminated and replaced with a Director of Maintenance, Operations and Facilities.

This will implement the Board's action to eliminate one director position, while providing a consolidated position to provide direction and leadership for the two departments. There are three supervisors within the two departments that will continue to provide direct supervision of the District's maintenance, operations and facilities staff.

The proposed job description is attached for discussion. Upon board approval, the job description will be presented to the Personnel Commission for approval. It is anticipated the position will be posted and filled by July 1, 2010 if Board and Personnel Commission actions are taken during May.

**Recommendation:** It is recommended that the Board approve the proposed management job description for the Director, Maintenance, Operations and Facilities.

**Budget Considerations:** Salary Range 41

**Funding Source:**

**Budgeted:** Yes:  No:

**Amount:** \$

**Prepared By:** HR

**Superintendent**

Donna Bost



**PAJARO VALLEY UNIFIED SCHOOL DISTRICT  
POSITION DESCRIPTION**

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**Position:** Director of Maintenance, ~~and~~ Operations, ~~and~~ Facilities  
**Department:** Maintenance, ~~and~~ Operations, ~~and~~ Facilities    **FLSA:**            Exempt  
**Reports To:** ~~Assoc. Superintendent~~ Chief Business Officer

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**SUMMARY / NATURE AND SCOPE**

Under general direction, Plans, directs, manages and oversees the activities and operations of the Maintenance ~~and~~ Operations, ~~and~~ Facilities department including routine on-going facilities and ground maintenance, ~~and~~ repair, deferred maintenance program, facilities and grounds improvements, modernization and new construction (including all activities associated with the District's Facilities Master Plan and state and local funding for capital building projects), remodeling, custodial services, and grounds upkeep maintenance. Coordinates assigned activities with other departments, exhibiting a high degree of competency in the areas of human relations and technical expertise in order to successfully manage a broad scope of activities in these program areas. Provides effective direction, supervision and evaluation of management and other subordinate staff.

**NATURE AND SCOPE**

~~Management level position with full operational responsibility for Building Maintenance, Grounds & Landscaping, and Custodial Services. Responsible for planning, evaluating and initiating programs to meet current and future District needs in each key area. Challenges are technical and tactical in nature, requiring the ability to sequence and integrate multiple projects and programs. The position is in continual contact with leadership at school sites, District administration, work crews, and outside contractors.~~

**ESSENTIAL TYPES OF DUTIES** (Examples) (Duties may include but are not limited to the following):

- ~~Manages the development and implementation of the department's goals, objectives, policies, and priorities for each assigned service area. Establishes within District policy, appropriate service and staffing levels. Allocates resources accordingly.~~
- ~~Directs, integrates, and coordinates the care of District facilities and grounds to ensure clean, aesthetic, functional and safe conditions, all maintenance and operations services and activities including maintenance, repair, remodeling, custodial, and grounds maintenance. Develops, recommends and administers policies and procedures that ensure optimal service levels to District sites.~~
- Develops, implements and manages the construction programs and associated contracts for school facilities.

- Acts as liaison between departments/site staff and design professionals to develop education specifications for construction and modernization projects and other needs that are related to instructional facility improvements.
- In cooperation with the Chief Business Officer, develop and monitor project budgets, assist with the development of funding applications, including working with State officials and other support service providers to establish eligibility for state funding.
- Ensure that all project costs are accounted for accurately by funding source in order to provide necessary documentation for state funding and reporting requirements and bond oversight review.
- Manage construction projects to ensure plans are properly implemented, remain on schedule and within budget, and manage all requests for information, change orders and pay requests.
- Councils/directs provides direction to principals on the operation and maintenance of school sites.
- Manages the coordination and scheduling of public use of school facilities, including the charging of the appropriate use of facilities fees as applicable.
- ~~Coordinates and directs the public and school use of facilities (contracted services).~~
- Continuously monitors and evaluates the efficiency and effectiveness of service delivery methods and procedures. Assesses and monitors work load, administrative and support systems, and internal reporting relationships. Identifies opportunities for improvement. Directs the implementation of changes.
- Manages, evaluates and directs construction services and staffing at school sites directly through supervisors and site principals.
- Selects, trains, motivates and evaluates maintenance, grounds, and custodial, and facilities personnel. Following the District's established procedures, provides effective evaluation of subordinate staff, including support in areas identified as needing improvement, which may include discipline and termination procedures. Provides or coordinates staff training. Works with employees to correct deficiencies. Implements discipline and termination procedures.
- Directs the operation of the Health and Safety Program District-wide.
- Plans, directs and coordinates, through subordinate supervisors, the department's work plan. Meets with management staff to identify and resolve problems. Assigns projects and programmatic areas of responsibility. Reviews and evaluates work methods and procedures.
- Manages and participates in the development and administration of the various department budgets, including preparation of budgetary adjustments as necessary. Plant Operations Department budget. Directs the forecast of additional funds needed for staffing, equipment, materials, and supplies. Directs the monitoring of and approves expenditures. Directs the preparation of and implements budgetary adjustments as necessary.
- ~~Meets with instructional staff developing needs that are related to instruction facility improvements.~~

- Meets, reviews and approves public and volunteer projects related to grounds and building improvements.
- Responds to and resolves difficult and sensitive maintenance inquiries and complaints: including compliance with the Williams Act.
- ~~Meets with public groups for the environmental improvements of grounds.~~
- Prepares cost, time, and labor estimates. Assists in the preparation of plans and bids for major construction projects. Contracts for labor and materials. Manages contracts for the Department.
- Meets with government departments and personnel on facilities-related concerns.
- Supervises the preventive maintenance program. Provides long range planning in computerized maintenance operations.
- Monitors compliance with appropriate laws, codes, and regulations: (including but not limited to hazardous materials, integrated pest management and energy management programs). ~~Monitors, reviews and implements Asbestos, hazardous materials, and Energy Management Programs.~~
- Develops and enforces applicable Board Policies and Administrative Regulations in areas of responsibility.
- Effectively communicates and maintains cooperative relationships with those contacted in the course of work.
- ~~Provides oversight for projects using contractors and laborers to perform contracted services.~~
- Performs other duties as required to accomplish the objectives of the position.

## **QUALIFICATIONS:**

### **Knowledge and Skills:**

~~The position requires a thorough~~ Knowledge of the operational characteristics of facilities, ~~and grounds, services and activities in addition to the services and activities of a comprehensive plant operations program.~~

Knowledge of the Uniform Building Code Title 24, including public school building regulations for the handicapped: and other related state and federal laws and codes related to school facilities construction.

~~Working~~ Knowledge of the budget preparation and administration process.

~~Requires~~ Skills in organization and management practices as applied to the analysis and evaluation of programs, policies and operational needs.

~~Requires in-depth~~ Knowledge and ability to apply of the principles of supervision, training and performance evaluation.

~~A working~~ Knowledge of pertinent Federal, State, and local laws, codes and regulations affecting the structural integrity of facilities.

~~An in-depth~~ Knowledge of the principles and practices of installation, operation, maintenance, and repair of heating, air conditioning, electrical, plumbing, carpentry, masonry, painting, and locksmithing, welding, refrigeration, and other mechanical systems.

Skill in organization and management practices as applied to the analysis and evaluation of programs, policies and operational needs.

~~Requires~~ Skill in organizing work and building an effective team to respond to a high volume of service requests.

#### **Abilities:**

~~Must be able~~ Ability to plan, organize, direct and coordinate the work of supervisory, professional, and trades personnel;

Ability to delegate authority and responsibility;

Ability to prepare and administer large and complex budgets.

Ability to allocate limited resources in a cost-effective manner; and the ability to sequence and execute a high volume of work projects.

Ability to sequence and integrate multiple projects and programs among and between school site and district personnel, outside contractors, consultants and other associated professionals.

Ability ~~Must be able~~ to prepare clear and concise reports; using correct grammar, syntax, punctuation and spelling.

~~Must have the~~ Ability to read, understand, and interpret plans, blueprints, and specifications for building and grounds projects as well as the ability to prepare cost estimates, write construction or equipment specifications, and prepare bids.

Ability to evaluate the daily cleaning of District facilities, grounds upkeep, and maintenance and repair needs and develop policies and procedures to maintain established standards.

#### **Physical Abilities:**

~~Requires~~ Sufficient ambulatory ability to inspect premises, including some ability to bend, stoop, and walk in confined areas; minimal exposure to safety or health hazards, with periodic work outside with exposure to inclement weather.

Sufficient visual acuity to read detailed drawings, recognizing words and numbers.

Sufficient auditory ability to carry on conversations in person and over the phone.

**Minimum Qualifications: (Education and/or Experience): This is the minimum experience and education/training standards which will be used to admit or reject applicants for examination as approved on May 20, 2010.**

Bachelors degree from an accredited college or university with major course work in engineering, architecture, industrial technology, or a related field and minimum of five years of increasingly responsible experience in the maintenance and construction of buildings, grounds and facilities preferably in a school district including two years of supervisory responsibility.

OR

Master-level experience in a skilled construction trade and a minimum of ten years of experience, with three of them in a supervisory capacity.

~~**Education and Experience:** Requires a Bachelors or equivalent from an accredited college or university with major course work in engineering, architecture, industrial technology, or a related field. Minimum of five years of increasingly responsible experience in the maintenance and construction of buildings,~~

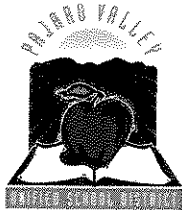


~~grounds and facilities preferably in a school district including two years of supervisory responsibility. Alternatively, the position may require recognition as master level in a skilled construction trade and have over eight years of experience, with three of them in a supervisory capacity.~~

**Licenses or Certificates:**

~~Requires a Valid California Driver's License~~

Contractor's license



## Board Agenda Backup

Item No: 14.5

**Date:** May 5, 2010

**Item:** **Administrative Position Request**  
**Coordinator Children's Center Programs**

**Overview:** PVSUD Child Development Programs in the Child Development / Early Childhood Education Department provide early care and education services to over 530 children at twelve children's center or state preschool sites. Health and Safety compliance regulations are provided and monitored for early care and education programs through Community Care Licensing, California Department of Social Services. In April of 2010 one of the facilities, the Watsonville Children's Center was placed on probationary license status, due to licensing violations that occurred in May 2009. The probation agreement stipulated that a part time administrator would be hired and placed on the Watsonville Site for a minimum of 20 hours per week to provide oversight, staff training, and licensing compliance. The stipulation also required that this individual be given formal authorization to act as Authorized Representative for the Watsonville Center with licensing. This position would fulfill this requirement at a .50 FTE for the probationary site and assist with program operations for other sites at .25 FTE.

**Recommendation:** Administration recommends approval of this position

**Budget Considerations: Position cost budgeted in program budgets**

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

**Budgeted:** Yes:  No:

**Amount:** Estimated maximum position cost ( including benefits)

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

**Superintendent's Signature:**

*Dorinda S. B. B.*

## 101215 ADMINISTRATOR QUALIFICATIONS AND DUTIES

101215

- (a) The administrator must be at least 18 years of age. The licensee, if an individual or any member of the governing board of the licensed corporation, may be the administrator provided that he/she meets the qualifications specified in this section and in applicable regulations elsewhere in this chapter.
- (b) The administrator shall have the following qualifications:
- (1) Knowledge of the requirements for providing the type of care and supervision children need, and the ability to communicate with such children.
  - (2) Knowledge of and ability to comply with applicable laws and regulations.
  - (3) Ability to maintain or supervise the maintenance of financial and other records.
  - (4) Ability to establish the center's policy, program and budget.
  - (5) Ability to recruit, employ, train, direct and evaluate qualified staff, and to terminate employment of staff.
- (c) Each licensee shall make provision for continuing operation and carrying out of the administrator's responsibilities during any absence of the administrator.

NOTE: Authority cited: Section 1596.81, Health and Safety Code. Reference: Sections 1596.72, 1596.73 and 1596.81, Health and Safety Code.

## 101215.1 CHILD CARE CENTER DIRECTOR QUALIFICATIONS AND DUTIES

101215.1

- (a) In addition to Section 101215, the following shall apply:
- (b) All child care centers shall have a director.
- (1) Only one director shall be required in a combination center.
- (c) The child care center director shall be responsible for the operation of the center, for compliance with regulations, and for communications with the Department; and has the authority to acknowledge receipt of deficiency notices and to correct deficiencies that constitute immediate threats to children's health and safety.
- (1) There shall be a clear written statement of the administrative responsibility and authority delegated to the child care center director.



**PAJARO VALLEY UNIFIED SCHOOL DISTRICT  
POSITION DESCRIPTION**

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**Position:** Coordinator, Children's Center Programs

**Department:** Child Development

**Reports To:** Child Development Director, Assistant Superintendents, or Superintendent

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**SUMMARY**

Assigned to a specific child development programs, and under general direction, this position oversees, organizes, coordinates, implements, and participates in the activities that assure efficient, compliant and effective early education programs.

**NATURE AND SCOPE**

Daily duties are dominated by routine interpretations, monitoring, coaching, training and oversight. There are significant challenges relating to the facilitating of staff and group processes toward common objectives and well coordinated operations, the conversion of broad program goals into action plans, and integrating the programs with other early education requirements and innovations education. Work is conducted in office and classroom environments, however, the work schedule is expected to include reasonable requirement for evening meetings. The Coordinator maintains continuous contact with other departments, school leadership, other schools and related agencies, students, and parents.

**DISTINGUISHING CHARACTERISTICS**

This is a senior-level professional position requiring a combination of informal leadership and professional-level skills in program administration, supervision, and evaluation. To qualify for this position, a prospective incumbent would need to meet the minimum qualifications set forth for the position.

**ESSENTIAL TYPES OF DUTIES** (Duties may include but are not limited to the following):

- Prepares and delivers presentations to school sites about the program requirements and goals. Meets with district and site staff to convey the program needs.
- Consults with school staff on processes, techniques, and ideas for optimizing compliance and meeting the needs of students. Provides training via meetings, conferences, and special in-service sessions to assist in developing the ability of staff to properly administer programs.
- Conducts reviews of school-based programs through classroom visitations, consultation, and review of pertinent documentation. Submits reports as requested, reviewing site plans, staffing schedules, enrollment and child attendance, and/or teacher assignments, to assess the level of service received by students.

- Coordinates the recruitment of staff as required program. Confers with the Human Resources Department and others to secure a qualified staff.
- Consults and otherwise provides expertise in curriculum development and improvement of programs. Supports implementation and compliance with instructional and health and safety standards set by Title 5 and Title 22 Regulations and CA Department of Education Child Development Division. Conveys state-of-the-art research and outcome-based methods to teachers so they can influence positive changes in educational results.
- Direct s the preparation and maintenance of detailed records of department functions and activities.
- Makes, recommends and implements modifications for programs.
- Performs other duties as required to accomplish the objectives of the position.
- For additional program essential duties, see attachment.

## **QUALIFICATIONS**

**Knowledge and Skills:** Requires specialized professional-level knowledge of concepts, principles, and practices in early childhood education and children’s center operations. Requires a thorough knowledge of the procedures, methods, and requirements for designing and implementing education programs. Requires knowledge of current Federal, State, and District laws, rules and regulations that pertain to children’s center operations. Requires well-developed human relation skills sufficient to conduct in-service education programs and facilitate group processes. Requires advanced language and writing skills to support report writing.

**Abilities:** Must be able to perform all of the duties of the job that support its objectives. Requires the ability to plan, prioritize, and assign work in order to meet yearly schedules and timelines. Must be able to write reports, direct and oversee records and operations processes. Ability to supervise, train, staff. Position requires the ability to interact on both a formal and informal basis with a wide range of contacts within and outside of the school setting. The ability to deliver education and other oral and written communications in English and a second language (e.g., Spanish) is desired.

**Physical Abilities:** Position involves standing, walking, stooping, and occasional carrying and lifting of lightweight materials (up to 20 pounds). Requires visual acuity and depth perception to recognize words and numbers, and speaking and hearing ability sufficient to hear over a phone and carry on conversations. Requires ambulatory ability to make presentations and travel to other locations.

**Minimum Qualifications: (Education and/or Experience):** This is the minimum experience and education/training standards which will be used to admit or reject applicants for examination as approved on May 20, 2010.

Requires the equivalent in education and experience to a Bachelors Degree, and at least 3 years increasingly responsibility in early education supervision experience. Two or more years as Site Supervisor or Program Director desired.

**Licenses and Certificates:**

Requires a valid California Driver's License.

Site Supervisor Permit. Program Director Permit Desired. Will be designated as agencies authorized Department of Social Services Authorized Representative for assigned centers. Must meet administrator qualifications stated in California DSS Manual 101215.

**PAJARO VALLEY UNIFIED SCHOOL DISTRICT**



*Board Agenda Backup*

Item No: 14.6

**Date:** March 24, 2010

**Item:** Approve Board Policy in Series 3517, Facilities Inspection, in the 3000 Series.

**Overview:** This policy is being updated as recommended by California School Boards Association (CSBA); this organization was hired to assist in the process to update and review current policies.

The attached policy has been reviewed by the administration. Once the Board approves the updates, policies will be updated and distributed as appropriate.

**Recommendation:** Review and adopt Board Policies as presented.

**Prepared By:** Dorma Baker, Superintendent

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

*Policy has been reviewed by staff.*

**Business and Noninstructional Operations**

BP 3517(a)

**FACILITIES INSPECTION**

The Governing Board recognizes that the condition of school facilities may have an impact on safety, student achievement, and employee morale and desires to provide school facilities that are safe, clean, and functional, as defined in Education Code 17002.

*(cf. 0510 - School Accountability Report Card)*

*(cf. 1312.4 - Williams Uniform Complaint Procedures)*

*(cf. 3111 - Deferred Maintenance Funds)*

*(cf. 3514 - Environmental Safety)*

The Superintendent or designee shall develop a facilities inspection and maintenance program to ensure that school facilities are maintained in good repair in accordance with law. At a minimum, the program shall analyze those facility conditions specified on the facilities inspection tool developed by the Office of Public School Construction, including the following:

1. Gas Leaks: Gas systems and pipes appear safe, functional, and free of leaks.
2. Mechanical Systems: Heating, ventilation, and air conditioning systems as applicable are functional and unobstructed.
3. Windows/Doors/Gates/Fences (interior and exterior): Conditions that pose a safety and/or security risk are not evident.
4. Interior Surfaces (floors, ceilings, walls, and window casings): Interior surfaces appear to be clean, safe, and functional.
5. Hazardous Materials (interior and exterior): There does not appear to be evidence of hazardous materials that may pose a threat to students or staff.
6. Structural Damage: There does not appear to be structural damage that could create hazardous or uninhabitable conditions.
7. Fire Safety: The fire equipment and emergency systems appear to be functioning properly.
8. Electrical (interior and exterior): There is no evidence that any portion of the school has a power failure and electrical systems, components, and equipment appear to be working properly.
9. Pest/Vermin Infestation: Pest or vermin infestation is not evident.
10. Drinking Fountains (inside and outside): Drinking fountains appear to be accessible and functioning as intended.



**FACILITIES INSPECTION** (continued)

11. Restrooms: Restrooms appear to be accessible during school hours, are clean, functional, and in compliance with Education Code 35292.5 (operational and supplied).
12. Sewers: Sewer line stoppage is not evident.
13. Roofs (observed from the ground, inside/outside the building): Roof system appears to be functioning properly.
14. Playground/School Grounds: The playground equipment and school grounds appear to be clean, safe, and functional.
15. Overall Cleanliness: School grounds, buildings, common areas, and individual rooms appear to be cleaned regularly.

The Superintendent or designee shall ensure that any necessary repairs identified during the inspection are made in a timely and expeditious manner. The Superintendent or designee shall provide the Board with regular reports regarding the district's facility inspection program and updates of any visits to district schools by the County Superintendent of Schools.

*Legal Reference (see next page).*

**FACILITIES INSPECTION (continued)**

*Legal Reference:*

EDUCATION CODE

1240 County superintendent of schools, duties

17002 Definitions

17070.10-17077.10 Leroy F. Greene School Facilities Act of 1998

17565-17591 Property maintenance and control, especially:

17584 Deferred maintenance

17592.72 Urgent or emergency repairs, School Facility Emergency Repair Account

33126 School accountability report card

35186 Williams uniform complaint procedure

CODE OF REGULATIONS, TITLE 2

1859.300-1859.330 Emergency Repair Program

*Management Resources:*

CSBA PUBLICATIONS

*Williams Settlement and the Emergency Repair Program, Policy Brief, January 2008*

COALITION OF ADEQUATE SCHOOL HOUSING PUBLICATIONS

*Facility Inspection Tool Guidebook, February 2008*

WEB SITES

CSBA: <http://www.csba.org>

California County Superintendents Educational Services Association: <http://www.ccsesa.org>

California Department of Education, Williams Case: <http://www.cde.ca.gov/eo/ce/wc/index.asp>

Coalition of Adequate School Housing: <http://www.cashnet.org>

State Allocation Board, Office of Public School Construction: <http://www.opsc.dgs.ca.gov>