

## 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.



### October 22, 2014 REGULAR BOARD MEETING

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

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

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

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

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

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

1.1 Call to Order

1.2 Public comments on closed session agenda.

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

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

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

- 3.1 Pledge of Allegiance
- 3.2 Welcome by Board President  
Trustees Leslie DeRose, Maria Orozco, Karen Osmundson, Lupe Rivas, Jeff Ursino, Willie Yahiro and President Kim De Serpa
- 3.3 Superintendent Comments  
Jacob Young Financial – Employee of the Month for September 2014
  - *Classified Employee of the Month: Mariela De La Torre, Community Service Liaison, Watsonville High School*
  - *Teacher of the Month: Daphne “Kim” Sakamoto, Renaissance High School*
- 3.4 Governing Board Comments/Reports Standing Committees Meetings (1 min per trustee)
- 3.5 Student Recognition
  - *Crystal Salazar, Freedom Elementary School*
  - *Nicolas Vinuela-Yodar, Alianza Charter School*
  - *Dante Gomez, Aptos High School*
  - *Ruby Vega, Renaissance High School*

## **4.0 APPROVAL OF THE AGENDA**

## **5.0 APPROVAL OF MINUTES**

- a. Minutes for October 8, 2014

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

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

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

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

**5 Min. Each**

## **9.0 CONSENT AGENDA**

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

- 9.1 Purchase Orders October 2 - 15, 2014  
The PO's will be available in the Superintendent's Office.
- 9.2 Warrants October 2 -15, 2014  
The warrants will be available in the Superintendent's Office.
- 9.3 Approve Local Education Agency (LEA) Plan Update.
- 9.4 Approve Amended List of Representatives to California Interscholastic Federation for Pajaro Valley High School, to Include Administrators; Original List was Approved by the Board on May 28, 2104.
- 9.5 Approve Notice of Completion and Change Order for New Flooring at 13 PVUSD Sites Project, Bid #B01-0601-8951, Measure L Bond Project #8950.
- 9.6 Approve Notice of Completion for Aptos High School Visitor Bleachers and Sound System Replacement Project, Measure L Bond Project #8102.
- 9.7 Approve CAHSEE Passage Waiver for Student #14-15-04, English Language Arts, Watsonville High School.

The administration recommends approval of the Consent Agenda.

## **10.0 DEFERRED CONSENT ITEMS**

### **11.0 REPORT ITEMS**

- 11.1 Report and discussion on District's Energy Savings Program.  
*Report by Steve Okamura, Energy Education Manager* 10 min. report; 10 min discussion
- 11.2 Report and discussion on Summer Science Technology Engineering and Mathematics Solar Academy Update.  
*Report by Brett McFadden, CBO, and Robert Hoffman, Teacher on Special Assignment (TOSA), Science* 10 min. report; 10 min discussion
- 11.3 Report and discussion on District's LEA and Medi-Cal Administrative Activities (MAA) Reimbursement Program Update.  
*Report by Brett McFadden, CBO* 10 min. report; 10 min discussion

11.4 Report and discussion on 2014-15 School Summits.

*Report by Susan Perez, Assistant Superintendent*

*10 min. report; 10 min discussion*

**12.0 ACTION ON CLOSED SESSION**

**13.0 UPCOMING BOARD MEETINGS/REMAINING BOARD MEETINGS FOR 2014**

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

		Comment
November	▪ 12	
December	▪ 10 Annual Org. Mtg.	▪ Approve 1 <sup>st</sup> Interim Report

**14.0 ADJOURNMENT**



PAJARO VALLEY UNIFIED SCHOOL DISTRICT  
CLOSED SESSION AGENDA  
October 22, 2014

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

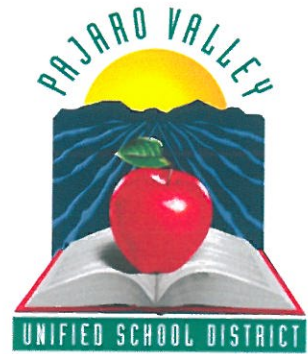
<b>New Hires – Probationary</b>	
1	Instructional Assistant – General
1	Bus Driver
1	Parent Education Specialist
1	Administrative Secretary III
2	Custodian II
1	Office Assistant II
<b>Rehires</b>	
	None
<b>Promotions</b>	
1	Transportation Dispatcher
<b>New Hires</b>	
1	Guidance Counselor
1	Nurse
13	Teacher
<b>New Substitutes</b>	
	None
<b>Administrative Appointments</b>	
3	Coordinators
1	Coordinator, Scholarship and College Pathways
<b>Transfers</b>	
3	Teachers
<b>Other</b>	
4	Assistant Principals
1	Mentor
2	Principal
<b>Extra Pay Assignments</b>	
	None

<b>Extra Period Assignments</b>	
	None
<b>Leaves of Absence</b>	
1	Health Care Assistant
2	Instructional Assistant - Moderate/Severe
2	Cafeteria Assistant
1	Custodian II
1	Principal
1	Teacher
<b>Retirements</b>	
	None
<b>Resignations/Terminations</b>	
	None
<b>Supplemental Service Agreements</b>	
1	Nurse
1	Psychologist
146	Teacher
<b>Miscellaneous Actions</b>	
1	Accounting Specialist
1	Lead Custodian II
	None
<b>Separations From Service</b>	
1	Interpreter Tutor Sign Language
<b>Limited Term – Projects</b>	
1	Attendance Specialist
6	Enrichment Specialist
1	Health Care Assistants
12	Instructional Assistant – General
10	Instructional Assistant – Migrant
4	Language Support Liaison II
1	Office Assistant I
1	Office Assistant II
4	Office Assistant III
2	Translator
<b>Exempt</b>	
6	Childcare

8	Safety Monitor
45	Student Helper
15	Yard Duty
<b>Provisional</b>	
1	Office Assistant II
<b>Limited Term - Substitute</b>	
1	Behavior Technician
1	Cafeteria Assistant
2	Instructional Assistant – Child Development
1	Library Media Technician
1	Office Assistant II
1	Office Assistant III

**October 8, 2014  
REGULAR BOARD MEETING  
UNADOPTED MINUTES**

**CLOSED SESSION – 6:00 p.m. – 7:00 p.m.  
PUBLIC SESSION – 7:00 p.m.  
DISTRICT OFFICE BOARDROOM  
292 Green Valley Road, Watsonville, CA 95076**



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

**1.1 Call to Order**

Vice President Rivas called the meeting of the Board to order at 6:08 PM at 292 Green Valley Road, Watsonville, CA.

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

None.

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

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

**a. Certificated Employees**

**b. Classified Employees**

<b>New Hires – Probationary</b>	
	None
<b>Rehires</b>	
	None
<b>Promotions</b>	
	None
<b>New Hires</b>	
1	Curriculum Coach
<b>New Substitutes</b>	
15	Substitutes
<b>Administrative Appointments</b>	
	None
<b>Transfers</b>	
	None
<b>Other</b>	
	None
<b>Extra Pay Assignments</b>	
	None

<b>Extra Period Assignments</b>	
	None
<b>Leaves of Absence</b>	
1	Counselor
1	Behavior Technician
1	Administrative Secretary III
1	Registration Specialist I
<b>Retirements</b>	
	None
<b>Resignations/Terminations</b>	
	None
<b>Supplemental Service Agreements</b>	
2	Nurse
1	Psychologist
97	Teacher
<b>Miscellaneous Actions</b>	
	None
<b>Separations From Service</b>	
1	Counselor
1	Teacher
1	Behavior Technician
1	Instructional Assistant Mild/Moderate
1	Instructional Assistant Moderate/Severe
<b>Limited Term – Projects</b>	
1	Attendance Specialist
6	Campus Safety & Security Officers
1	Career Development Specialist I
1	Career Development Specialist II
29	Enrichment Specialist
1	Health Care Assistant
1	Human Resources Technician
9	Instructional Assistant – Child Development
142	Instructional Assistant – General Ed
1	Language Support Liaison I
1	Library Media Technician
5	Office Assistant II

19	Office Assistant III
1	Occupational Therapist
1	Textbook Media Specialist
<b>Exempt</b>	
13	Childcare
1	Crossing Guard
4	Student Helper
13	Yard Duty
<b>Provisional</b>	
	None
<b>Limited Term - Substitute</b>	
3	Behavior Technician
2	Campus Safety Security Officer
2	Custodian I
1	Instructional Assistant – General Ed
7	Instructional Assistant – Mild/Moderate
10	Instructional Assistant – Moderate/Severe

## **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**

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

President De Serpa called the meeting of the Board in public to order at 7:06 PM.

### **3.1 Pledge of Allegiance**

Trustee Osmundson led the Board in the Pledge of Allegiance.

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

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

### **3.3 Superintendent Comments**

Superintendent Baker commented on a Register Pajaronian article regarding Pajaro Middle School supporting injured veterans as they rode through the school participating in the Riders to Recovery program. She mentioned that she had attended an AB86 planning summit on Monday and Tuesday where stakeholders discussed the restructuring of Adult Education program; she added that PVSDU has a strong program that really fits this community.

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

Trustee Rivas attended a presentation at Stanford University with photojournalist Bob Fitch; Stanford will archive all his Civil Rights movement work. She noted that Mr. Fitch is a local resident who was an eye to history. His picture of Cesar Chavez was used for the US Commemorative Stamp.

Trustee Ursino reported that he made a presentation on saving to first graders at Rio Del Mar and that he will be cooking during the school's Harvest Festival on the 24<sup>th</sup> of October.

Trustee Osmundson announced that she will attend the Seed to Table event where students will cook food from items they have grown.

Trustee Yahiro expressed his concern for the planned 80-unit apartment development on Atkinson Lane and the impact it will have on school capacity, especially at Hyde School. When planning housing it is important to also think about where students will be housed. The City will have an Environmental Impact Report hearing on October 15.

Trustee Orozco announced that Parks and Recreation approved the request for a community garden on Riverside Street; many families and students will benefit from that project.

President De Serpa thanked Olga de Santa Ana for a photo of some trustees and Superintendent Baker from an Association of California School Administrators' event.

## **4.0 APPROVAL OF THE AGENDA**

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

## **5.0 APPROVAL OF MINUTES**

### **a. Minutes for Special Meeting, Interview of Board Appointed Personnel Commissioner, September 24, 2014**

Trustee DeRose moved to approve the minutes for Special Meeting of September 24. Trustee Rivas seconded the motion. The motion passed 6/0/1 (Orozco abstained).

### **b. Minutes for September 24, 2014**

Trustee Rivas moved to approve the minutes for September 24. Trustee DeRose seconded the motion. The motion passed unanimously.

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

Felicia Davidson of Pajaro Valley High School commented on the events during cancer awareness week, on National Coming Out Day, on volunteer opportunities for students, and provided a sports update. She noted that the school will soon create a student store. She requested a Measure L update at their School Site Council meeting.

Maria Rosas and Destany Vargas of Watsonville High School reported on planned events during National Coming Out Day, on Homecoming days, starting October 15 and ending October 17, with the parade



taking place on Friday at 2:30. They commented on upcoming sports event. They attended the Advanced Placement Spanish class and observed students' appreciation of the class.

Elias Nepa and Leela Stevens of Aptos High School stated that the school has many athletes in school, including its principal; student are doing great in sports and will be going to the State Championship on Mountain Biking. Parent-student college workshop is taking place and College Awareness week is coming up. Shakespeare is being presented by the Theatre Department. Aptos has had a successful homecoming week. Our school wants to keep students away from trouble by adding courses to the day that will count towards college credits, including a WATCH course in environmental science.

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

Dan Hernandez, community member, glad to hear on what is going on to celebrate Veterans adding that 58,197 soldiers died in Vietnam. He asked the district to reinstate the Pledge of Allegiance in schools.

Chris Rodriguez, Gabby Davidson and Rocio Sanchez, Student Government from Pajaro Valley High, had questions about Measure L and would like an update on their school projects. They asked if the district could guarantee that there will be sufficient funds to complete those projects. They asked about the start of the installation of solar panels and the auditorium constructions will start and if students could provide input on the design.

President De Serpa mentioned that construction projects are generally a very slow process due to the various requirements.

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

Jack Carroll, PVFT, noted that a quality review of first interim reports should be conducted to be sure that the errors are adequate. Mr. Carroll used as an example what the first interim report looked like in June compared to actuals presented a couple of months later. Revenues were underestimated and expenditures overestimated which resulted in 10 million dollars variance. The current multi-year projection shows a \$5 to \$6 million dollar deficit 3 years from now but it may be more like a \$30 million dollar miss based on the variances seen on this budget. In reference to the AB86 Summit, he was surprised at the array of possibilities for Adult Education. Mr. Carroll requested to defer item #9.8 from consent.

Olga de Santa Anna, PVAM co-president, commented on a successful start of the year that included a few new administrators. It should be acknowledged that administrators can be stressed. This month has been deemed National Principals Month by the Principals' National Association and to honor this, members of the Association of California Schools Administrators (ACSA) will give away pizza to principals. PVAM thanks Human Resources for their work in helping find counselors and all needed staff.

## **9.0 CONSENT AGENDA**

Trustee Rivas requested to defer item #9.7. Trustee Osmundson moved to approve the consent agenda, pulling items #9.7 and #9.8 and with gratitude for the generous donations. Trustee DeRose seconded the motion. The motion passed unanimously.

**9.1 Purchase Orders September 18 – October 1, 2014**

**9.2 Warrants September 18 – October 1, 2014**

**9.3 Acknowledge with Gratitude Donation of Funds Equaling \$4,300 to the Aptos High School Athletics from Wharf to Wharf.**

**9.4 Acknowledge with Gratitude Donation of Funds Equaling \$1,000 to the Aptos High School Physical Education Department from Marcus Monte.**



- 9.5 **Acknowledge with Gratitude Donation of funds equaling \$7,000 to the Bradley Elementary School Special Day Class from Eleanor Jaffe and Joyce Reynolds**
- 9.6 **Approve Williams Quarterly Report, Number of Complaints for July, August and September 2014: Zero**
- 9.7 **Approve Amending February 5, 2014 Charter Renewal for Academic Vocational Charter Institute to Extend for Five Years to January 2019.**

This item was deferred.

- 9.8 **Approve Management Assistance Contract between the Fiscal Crisis Management Assistance Team (FCMAT) and PVUSD.**

This item was deferred.

#### **10.0 DEFERRED CONSENT ITEMS**

- 9.7 **Approve Amending February 5, 2014 Charter Renewal for Academic Vocational Charter Institute to Extend for Five Years to January 2019.**

Dorma Baker commented that the item was being brought back for a couple of reasons, one being that concerns about the charter have been addressed, and another reason is that the law does not allow for a charter to be approved for less than 5 years.

Trustee Rivas expressed her concern for the 14 online courses by Edgenuity and 6 live courses and how that would affect the district's accountability to students.

Murry Schekman noted that those courses are A-G courses that are available for this school and that teachers are always supervising students taking those courses.

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

- 9.8 **Approve Management Assistance Contract between the Fiscal Crisis Management Assistance Team (FCMAT) and PVUSD.**

Dorma Baker clarified that FCMAT's contract lists auditing the district's finances to analyze past audits. The contract is standard and looks at past variances on budget. In gathering data, Ms. Baker noted that there are no restrictions for the union to provide input, along with various other stakeholders.

Public comment

Jack Carroll, PVFT, expressed his concern for the lack of audit to internal reports, such as first interim reports and he'd like to have those documents analyzed as well. The district will begin negotiations on November 24 and it is seldom that actuals are used due to the timing. First Interim reports are used and both sides of the table have to have faith in the numbers.

The board participated with comments and questions.

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

The board participated with additional comments.

The motion passed unanimously.

## 11.0 REPORT ITEMS

### 11.1 Report and discussion on Mathematics Implementation and Teacher Support.

#### *Report by Susan Perez, Assistant Superintendent*

Susan Perez gave a brief background: in April and September that data shared with the board showed that scores decreased as student progressed in school and it is an area of significant concern. Denise Henry, Mathematics Coordinator, and Araceli Mendez, mathematics coach, are part of a team working hard to roll out transition to common core mathematics standards. Broadly, the change is going from algorithms to a deep mathematics understanding.

Denise Henry began by stating that the transition involved training in instruction, assessment and parent education. Ms. Henry and Araceli Mendez had a mathematics exercise for the board to illustrate the process of understanding numbers through different approaches. The transition in mathematics is going from memorizing to deep understanding. Common Core gets to the heart of mathematics. Learning happens in a developmental and gradual progression across the grades. Instruction allows for more time to teach a lesson so that students develop that understanding.

It was noted that, when compared to other countries in mathematics performance, the United States showed lower performance and inconsistency in teaching in the traditional approach. Common Core looked at how math is taught in countries with best performances in the world to develop effective standards. Mathematic domains have been rearranged to develop number sense and computational fluency.

Ms. Henry explained how math standards are organized and how the district has supported implementing these standards. In the first of three years, 2010-11, a group of teachers volunteered to be part of a grant to learn about model coaching, performance training, and to be part of a summer institute discussing contents and pedagogy. In the transition year of 2012-13, the district helped its administrators understand what it takes to teach these standards and developed a training to focus on math instructional shifts. In year two of three, the grant allowed for coach teachers to present to groups of teachers.

Ms. Mendez commented on beginning implementation during 2013-14 with kindergarten. Due to concerns voiced by parents, Ruby Vasquez, Parent Outreach Coordinator, helped the team put together parent sessions led by teachers to help parents better understand the transition and new approach. Middle school teachers attended monthly meetings provided by university professors to focus on content and pedagogy.

In the current school year the district continues their professional development with administration on how instruction looks in the classroom. This training helps teachers and administrators have a common language and understanding in instruction. Teachers are working horizontally and vertically to help support students through the shifts.

In reference to curriculum, Ms. Henry stated the district is using the "Engage New York" model, which includes teaching materials, formative assessment that is simple and helps design lessons. The series is published under Eureka Math. She noted that Ms. Mendez has translated 4 grade levels of the series.

#### Public comment

Sarah Henne, teacher, commented that it is obvious that there is a lot of good and hard work from everyone. Teachers have concerns and this is an opportunity for that feedback: frustration level is hard during transition; small things that are taking time, i.e. due to new curriculum teachers read through several pages to understand and prepare lessons; materials are an issue, trickling in slowly and with some sites are not getting materials to teach on time; there seems to be more of a focus on assessment than supporting implementation and figuring out how to bridge the gap because students are seeing this for the first time and don't have the background.



Bill Beecher, community member, supports the planning part but is concerned that PVUSD has not acted when falling short in performance. He added that the board has an obligation to review and act on the district's School Accountability Report Card as there is a misalignment between math test scores and grades given to students. He offered a suggestion as to how the district can improve performance.

Board participated with comments and questions.

## **12.0 ACTION ITEMS**

### **12.1 Approve Resolution #14-15-08 in Support of National Hispanic Heritage Month, September 15 – October 15, 2014.**

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

Trustee Rivas moved to approve this item and requested the resolution be amended to include the mention of México. Trustee Ursino seconded the motion. The motion passed unanimously.

## **13.0 ACTION ON CLOSED SESSION**

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

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

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

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

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

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

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

		Comment
October	▪ 22	
November	▪ 12	
December	▪ 10 Annual Org. Mtg.	▪ Approve 1 <sup>st</sup> Interim Report

## **15.0 ADJOURNMENT**

There being no further business to discuss, the board adjourned at 9.55 pm.

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Dorma Baker, Superintendent



# PAJARO VALLEY UNIFIED SCHOOL DISTRICT



## Board Agenda Backup

Item No: 9.3

**Date:** October 22, 2014

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

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

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

Attached is the LEA Plan for the 2014-15 school year. It includes updated budget figures, demographics and alignment of our improvement efforts with the new Common Core State Standards.

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

**Budget Considerations:** N/A

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

**Superintendent's Signature:**

*Dorm Bot*

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

**LOCAL EDUCATIONAL AGENCY (LEA) PLAN**

Please submit your completed revised LEA Plan by e-mail to [LEAP@cde.ca.gov](mailto:LEAP@cde.ca.gov) no later than **April 19, 2010**. Please indicate in the subject line of the e-mail: 1) the name of your LEA; 2) the Program Improvement Year; and 3) the name of the document attached (e.g., ZZZ Unified School District; PI Year 3; Revised LEA Plan).

**LEA Plan Information:**

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

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

Dates of Plan Duration (should be up to three years): **September 2014- March 2017**

Date of Local Governing Board Approval:

District Superintendent: **Dorma Baker, Superintendent**

Address: **294 Green Valley Road**

City: **Watsonville**

State: **CA**

Zip: **95076**

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

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

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

# LEA Plan

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## FEDERAL AND STATE PROGRAMS CHECKLIST

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

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

[illegible]



## DISTRICT BUDGET FOR FEDERAL PROGRAMS

Please complete the following table with information for your district.

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

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

## DISTRICT BUDGET FOR STATE PROGRAMS

Please complete the following table with information for your district.

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

Program (SB 65)				
Other: Quality Education Investment Act (QEIA)	173,662	1,457,800	1,406,736	96%
Other: ASES (After School Program)	0	4,396,564	3,737,079	85%
Other: CA Clean Energy Jobs Act	887,957.00	0.00	0.00	0%
Other: Lottery	190,613	3,272,724	2,479,718	76%
Other: Adults in Correctional Facilities	0	47,187	45,534	96%
Other: Transportation	0	0	0	0%
Other: Spec Ed Project Workability	0	226,058	218,142	96%
Other: Governor's CTE Initiative: California Partnership Academies	72,224	214,560	207,044	96%
Other: Partnership Academies Program	108,132	210,330	202,962	96%
Other: Special Ed Infant Discretionary Funds	0	13,876	11,795	85%
Other: Special Ed Infant Program	0	560,069	458,089	82%
Other: Special Education Apportionment	0	10,680,587	10,680,587	100%
Other: Special Education Mental Health Services	1,188,582	1,155,173	1,153,706	99%
Other: Common Core State Standards Implementation	1,676,245	0	0	0%

Funds				
Other: Child Nutrition	215,109	678,232	576,497	85%
<b>TOTAL</b>	<b>4,639,848</b>	<b>25,551,158</b>	<b>21,573,588</b>	<b>89%</b>

## ***District Profile***

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

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

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

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

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

**Table 1**

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

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

**Table 2**

*English Language Learners*  
Pajaro Valley Unified Compared to County and State  
Language Group Data  
2011-2012 CBEDS & Language Census Data

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

\* English Language Learners numbers and percentages includes students who have been designated as fully English proficient and are not native English speakers.

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

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

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

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

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

#### **PVUSD Mission Statement**

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

#### **PVUSD Goals**

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

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

1. *PVUSD will provide academic challenges for all students and will support and maintain programs that are successful and help build new opportunities so we keep all students engaged in their learning.*

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

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

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

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

PVUSD is mandated to perform as specified by federal, state and local guidelines, laws, policies, and procedures. Governing these are federal, state, local laws, and Board of Trustees' policies and procedures. The results of federal and state performance assessments such as, Annual Yearly Progress



(AYP) and Annual Performance Indicators (API) as well as profiles such as the School Accountability Report Card (SARC) serve as indicators for the progress of the District. The CAF is aligned to support these performance standards and focuses the District's efforts on continuous improvement and student achievement.

## Local Measures of Student Performance (other than State-level assessments)

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

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

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

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

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

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

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

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

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

**Planned Improvement in Student Performance in Reading**

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

Description of Specific Actions to Improve Education Practice in <b>Reading</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
1. Alignment of instruction with content standards: a) Implement Common Core State Standards b) Revise and Implement District Benchmarks, District Scope and Sequence to align with CCSS c) Utilize District Content Coaches d) Implement Writing Performance Tasks and unit performance tasks	a) District Curriculum Committee, Training presentations to district instructional leaders and teachers, SBC Professional Development, LA/ELD Coordinator / <i>Ongoing</i>  b) Teachers, LA/ELD Coordinator, LA/ELD Curriculum Coaches, Assessment & Accountability Coordinator/ c) Four Curriculum Coaches supporting site teachers in all subject areas, including ELD/ <i>Ongoing</i>  d) Ongoing meetings with teachers, AC, ELS's, LA/ELD Coordinator / 4 – 5 times/year	Supplemental pay Substitutes  Salary Costs Translations  Salary Costs  Substitute Costs	\$ 20,000  \$175,000  \$360,000  \$ 20,000	Title I  Title I Title III  Title I Title III  Title I
2. Use of standards-aligned instructional materials and strategies: a) Continue to implement Renaissance Learning (Accelerated Reader, STAR Enterprise, STAR Spanish) to support student independent reading	a) Students use on a daily basis/ <i>On-site support 3-4 times/year from Renaissance Learning</i> and ACs, ELSs, LMTs, LA/ELD Coordinator, Principals attend AR round-table 2x	Previous contract		

<ul style="list-style-type: none"> <li>b) Support Response to Instruction (Targeted homogenous instruction during LA block across grade level)</li> <li>c) Provide Training and Support for Inside and Edge Secondary ELD Implementation</li> <li>d) Continued support for Systematic English Language Development for Elementary</li> </ul>	<ul style="list-style-type: none"> <li>b) 9 Elementary School sites with outside consultant/ <i>4/times year</i></li> <li>c) District CURRICULUM COACH supports ELD teachers and ELs in secondary schools/ <i>Ongoing</i></li> <li>d) District CURRICULUM COACH supports teachers on site with implementation for continued support/ <i>Ongoing</i></li> </ul>		\$192,000	Title I
<p>3. Extended learning time:</p> <ul style="list-style-type: none"> <li>a) Small group instruction</li> <li>b) Read 180 and System 44 instruction</li> </ul>	<ul style="list-style-type: none"> <li>a) Various sites offer a second block of ELA time devoted to small group instruction./ <i>Ongoing</i>.</li> <li>b) Special Education teachers are using Read 180 and/or System 44/Ongoing.</li> </ul>	<p>Site supported</p> <p>Site License upgrades</p>	\$50,000	Special Ed.

Description of Specific Actions to Improve Education Practice in <b>Reading</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>4. Increased access to technology:</p> <p>a) Continue to Support Renaissance Learning</p> <p>b) Support Read 180 and System 44</p> <p>c) Continue use of Lexia &amp; Achieve 3000 (Kid Biz, Teen Biz)</p> <p>d) Collaborative Planning with Technology Department</p>	<p>a) All elementary and middle and two high schools use Accelerated Reader on a daily basis/ <i>Ongoing</i></p> <p>b) All programs have a strong technological component to the daily lessons/ <i>Ongoing</i></p> <p>c) Used at school sites to support reading instruction/ <i>Ongoing</i></p> <p>d) Monthly meeting to provide updates regarding technology directed by Director of Ed. and Educational Services/ <i>Ongoing</i></p>	Previously purchased licenses for all software listed in this section		
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <p>a) LA Curriculum Committee : CCSS, Benchmark Performance Task review and input</p> <p>b) Renaissance Learning</p>	<p>a) on-site coaching by grade level of ELA/ELD by staff</p> <p>b) Training and coaching and coaching for ACs, ELSs and LMTs, LA/ELD Coordinator, Curriculum coaches/<i>Ongoing</i></p>	<p>See 1(a)</p> <p>See 2 (a)</p>		

c) Systematic English Language Development  d) Site Academic Assessment and Accountability Coordinators  e) English Learner Specialists  f) DnA Illuminate  g) Data Teams	c) Use of district and outside trainers / <i>Ongoing</i>			
	d) Monthly training and support from LA/ELD Coordinator/ <i>Ongoing</i>	Training materials, trainers, substitutes	\$20,000	Title III
	e) Monthly training directed by Director of Equity, State and Federal Programs and Accountability, LA/ELD Coordinator, District Coaches/ <i>Ongoing</i>	None		
	f) Site-based teacher training provided by site administrators. District training provided for site administrators, Assessment & Accountability Coordinator and LA/ELD Coordinator/ <i>Ongoing</i>	None		
	g) Ongoing support for data team leads, site and district administrators/ <i>Ongoing</i>	None		
		Outside consultants	\$20,000	Title 1

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



<p>8. Monitoring program effectiveness:</p> <p>a) DnA Illuminate</p> <ul style="list-style-type: none"> <li>i. Assemble development teams to rework existing yearly benchmarks to mirror Smarter Balanced Assessment Consortia's Common Core assessment structure and content</li> <li>ii. Monitor administration of assessments</li> <li>iii. Monitor scanning of benchmarks into DnA</li> <li>iv. Provide reports to stakeholders</li> </ul> <p>b) STAR Reading/Accelerated Reader</p> <p>c) District Leadership Summits</p>	<p>a) Grade-level teacher leaders, Site Leadership, LA/ELD Coordinator, Assessment &amp; Accountability Coordinator/<i>2014-2015 school year</i></p> <p>b) Results from computerized assessments and updates on reading progress given to District Leadership, LA/ELD Coordinator oversees with site leads <i>/Ongoing</i></p> <p>c) Principals provide updates of program effectiveness to district leadership/<i>yearly</i></p>	<p>See 1(a)</p> <p>Previous contract</p> <p>None</p>		
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<p>9. Targeting services and programs to lowest-performing student groups:</p> <p>a) Systematic English Language Development</p> <p>b) Response to Instruction</p> <p>c) Renaissance Learning (Accelerated Reader)</p> <p>d) Data Teams</p>	<p>a) LA/ELD Coordinator, District Curriculum Coaches, grade-level teachers and site administrators/<i>Ongoing</i></p> <p>b) LA/ELD Coordinator, District Curriculum Coaches, ELSS, grade-level teachers and site administrators/<i>Ongoing</i></p> <p>c) LA/ELD Coordinator, District Curriculum Coaches, ELSS, district instructional technology staff, grade- level teachers and site administrators/<i>Ongoing</i></p> <p>d) LA/ELD Coordinator, District Curriculum coaches, ELSS, grade-level teachers and site administrators/<i>Ongoing</i></p>	<p>Substitutes, materials</p> <p>Itemized in 1(b)</p> <p>Previous Contract</p> <p>None</p>	<p>\$20,000</p>	<p>Title III</p>
<p>10. Any additional services tied to student academic needs:</p> <p>Supplemental small group instructional interventions offered to migrant students during the day.</p>	<p>17 Migrant Teachers</p>	<p>Salaries for teachers</p>	<p>\$1,564, 383</p>	<p>Title 1 Part C, Migrant Education</p>

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

**Planned Improvement in Student Performance in Mathematics**

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

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

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

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



Description of Specific Actions to Improve Education Practice in <b>Mathematics</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>9. Targeting services and programs to lowest-performing student groups:</p> <p>a) Data Team support, Grades K-HS Mathematics</p> <p>b) Vertical and horizontal collaboration</p> <p>c) Computer-based instruction</p> <p>i. Provide low-cost, web-based, adaptive learning software to students throughout the district</p> <p>ii. Support district implementation using blended learning formats</p>	<p>a) Math Coordinator, grade-level teachers, and site administrators, <i>2014-2015 school year</i></p> <p>b) Math Coordinator, grade-level teachers, and site administrators, <i>2014-2015 school year</i></p> <p>c) Math Coordinator, grade-level teachers, site administrators, site's technology liaison, and district instructional technology staff, <i>2014-2015 school year</i></p>	<p>See 2 (a) &amp; (b)</p> <p>None</p> <p>See 3 (a)</p>		
<p>10. Any additional services tied to student academic needs:</p> <p>Supplemental small group instructional interventions offered to migrant students during the school day.</p>	<p>17 Migrant Teachers</p>	<p>Salaries for teachers</p>	<p>\$1,564, 383</p>	<p>Title 1 Part C, Migrant Education</p>

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

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

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

1. (Per Sec. 3116(b) of NCLB, this Plan must include the following:
  - a. Describe the programs and activities to be developed, implemented, and administered under the subgrant;

**English Language Mainstream (ELM)**

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

**Structured English Immersion (SEI):**

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

**The Alternative Bilingual Education Program Options:**

- **K-8 Dual Language Bilingual Model**

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

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

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

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

Students in grades K- 5 receive instruction and support in the targeted primary language and English. Academic instruction provides access to the core curriculum in both languages and develops literacy in the native language while developing literacy in the second language. Students are expected to be at grade level in English by their 3<sup>rd</sup> year and reclassify no later than fifth grade. Students are expected to meet all grade level standards and assessments.



• **Newcomer Bilingual Program Model**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

***Advisory Committees***

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

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

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

***Parent Education Opportunities***

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

- Leadership training for ELAC and DELAC committee members;
- Leadership training for School Site Council members;
- Programs available at different school sites;
- Successful instructional models and innovative programs;

- Information to all parents on district programs for ELL students: SEI, Mainstream Programs, and all alternative program models;
- Programs (i.e., GATE, Special Education) for English learners with special needs;
- Strategies for assisting children with literacy and with other homework;
- Graduation, college entrance information;
- Career awareness for students and parents;
- Understanding achievement test data for their children and their school;
- Understanding state standards and the standards-based report cards;
- Information about the educational system and advocacy for their children.

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

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

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

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

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

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

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

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

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

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

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

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



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

### Plans to Provide Services for Immigrants

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

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

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

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

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

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

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

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

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

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

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. How the professional development activities are aligned with the State's challenging academic content standards and student academic achievement standards, State assessments, and the curricula and programs tied to the standards:</p> <p>The SC/SVNTP's professional development is content related, standards based and includes synthesizing student data, determining flexible groupings, lesson planning, analyzing student work, case studies, SC/SVNTP seminar series focused on student content; i.e. how to teach ELL's and special populations effectively, formative assessments aligned with the new Common Core Standards (CCS), work in setting standards for student behavior, and how to communicate with students' families about individual progress and writing district goals/individual learning plans in specific content area. Programs to assist teachers with peer support in meeting the CCS.</p> <p>The New Teacher Center work is aligned with the California Administrative Standards as is the administrative evaluation system. The district's state-wide recruitment process promotes a standardized approach to hiring and induction that aligns with state standards. Human Resources coordinator participates as a member of the SC/SVNTP "Steering Committee" designed to ensure a match of services to teachers meet identified student needs.</p> <p>District Coordination of services and training related to recruitment, hiring, credentialing and evaluating, all within the realm of compliance under bargaining unit contract language. Activities and support of certificated staff related to the development, articulation and implementation of school community, culture, instructional programs and proper management of the organization and its resources to provide for a safe, efficient and effective learning environment for all stakeholders.</p>	<p>SCNTP</p> <p>New Administrator Project</p> <p>Teacher Assistance Program</p> <p>WestEd</p> <p>Director, Human Resources</p>	<p>\$2,500 per new teacher</p> <p>\$4,000 per new administrator</p> <p>PAR: mentoring and coaching teachers</p> <p>Training &amp; Collaborative work w/ WestEd</p>	<p>\$157,500</p> <p>\$8,000</p> <p>\$37,000</p> <p>\$2,500</p> <p>\$85,000</p>	<p>Title II A State block funding for BTSA</p> <p>Title II A</p> <p>HR Budget</p> <p>Title II A</p> <p>Title II A</p>

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

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>3. How the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students:</p> <p>Beginning teachers meet weekly with New Teacher Advisors to determine areas of growth to improve practice. NTP Advisors support teachers with current resource s ad research regarding best practices to build a strong foundation. On-going student assessments are part of the on-going advisors focus.</p> <p>Trained administrators assisting teachers in meeting the academic needs, as identified by District and site goals derived from tracked student data as well as supporting teachers in meeting the CSTP as documented through a rigorous evaluation process.</p>	<p>NTP Advisors</p> <p>Assistant Principals</p>	<p>(listed above under new teacher support)</p>	<p>\$229,000</p>	<p>Title II A</p> <p>Title II A</p>
<p>4. How the LEA will coordinate professional development activities authorized under Title II, Part A, Subpart 2 with professional development activities provided through other Federal, State, and local programs:</p> <p>Collaborative meetings are regularly scheduled with all participating partners to coordinate services including: New Teacher Project, UCSC, EPC-Gear-Up, SCCOE, Assistant Superintendents, Human Resources, State &amp; Federal Programs, and Curriculum and Instruction and Technology Services.</p> <p>Peer-Assistance opportunity for supporting teachers in meeting the CSTP.</p>	<p>SCNTP UCSC EPC-Gear-Up SCCOE District Personnel</p> <p>Teacher Assistance Program (PAR); mentioned above</p>		<p>\$37,000</p>	<p>Title IIA</p>
<p>5. The professional development activities that will be made available to teachers and principals and how the LEA will ensure that professional development (which may include teacher mentoring) needs of teachers and principals will be met:</p> <p>First and secondary year teachers participate in professional development seminars. Beginning teachers also meet with their advisors weekly.</p>	<p>SCNTP</p>			

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>New principals receive coaches through the New Teacher Center. In addition, they attend in-services organized by the PUVSD Human Resources department as part of district support for understanding the contractual and legal aspects of administration; this support also includes understanding and applying the certificated evaluation process.</p> <p>District Pre-Assistance Program available to all teachers not qualifying for new teacher support offers the support of a consulting teacher from the SCNTP.</p>	<p>SCNAP</p> <p>Human Resources</p>	<p>(listed above under new administrator support)</p>		



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

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

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

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

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

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

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

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

District-wide anti-bullying efforts.

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

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

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

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

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

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

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

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

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

**ACTIVITIES**

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

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

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

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

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

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

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

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

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

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

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

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

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

School site safety assessments are conducted.

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

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

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

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

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

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



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

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

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

### Other Performance Measures

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

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

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

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

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

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

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

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

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

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

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

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

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

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

☐

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## Additional Mandatory Title I Descriptions (continued)

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

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

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



## Additional Mandatory Title I Descriptions

(continued)

<p>Please describe how teachers, in consultation with parents, administrators, and pupil services personnel in targeted assistance schools under Section 1115, "Targeted Assistance Schools," will identify the eligible children most in need of services under this part. <b>Please note that multiple, educationally related criteria must be used to identify students eligible for services.</b> Where applicable, provide a description of appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children in community day school programs, and homeless children.</p>	
	Description of how the LEA is meeting or plans to meet this requirement:
<p>Describe who is involved and the criteria used to identify which students in a targeted assistance school will receive services. The criteria should:</p> <ul style="list-style-type: none"> <li>• Identify children who are failing or most at risk of failing to meet the state academic content standards.</li> <li>• Use multiple measures that include objective criteria such as state assessments, and subjective criteria such as teacher judgment, parent interviews and classroom grades.</li> <li>• Include solely teacher judgment, parent interviews and developmentally appropriate measures, if the district operates a preschool through grade 2 program with Title I funds.</li> </ul>	N/A
The description should include services to homeless children, such as the appointment of a district liaison, immediate enrollment, transportation, and remaining in school of origin.	
The description should include services to children in a local institution for neglected or delinquent children and youth or attending a community day program, if appropriate.	

## Additional Mandatory Title I Descriptions

(continued)

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

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

## Additional Mandatory Title I Descriptions

(continued)

Please describe the actions the LEA will take to implement public school choice with paid transportation and Supplemental Educational Services, consistent with the requirements of Section 1116, "Academic Assessment and Local Educational Agency and School Improvement."	
	Description of how the LEA is meeting or plans to meet this requirement:
Describe the process for parent notification of the school's identification as PI, including notification of the right for students to transfer to another school that is not PI with paid transportation, and the right to receive supplemental services.	<p>District staff provides a letter for distribution to all parents of schools identified for Program Improvement at the end and the start of the school year. The letter is sent to parents in Program Improvement schools. It informs parents of the opportunity to choose another school for their child to attend which is not a Program Improvement School.</p> <p>The letter will contain, at a minimum, statement that the school is in Program Improvement, the definition of the term, and what the school is doing to improve achievement. A list of schools not in Program Improvement is included.</p>
Describe how the LEA will provide school choice and supplemental services to eligible children, including the selection of the children to receive services.	<p>District staff will provide a letter for distribution to all parents of schools identified for Program Improvement at the end of the school year and at start of the school year. The letter will be sent to all parents in Program Improvement schools.</p> <p>The letter contains information as to how and why they may transfer their child to a non-program improvement school. Parents are provided a choice of more than one school. Lack of capacity at a parent's first (or second) school of choice will not deny the child's transfer to a school in the district not in Program Improvement. The letter also includes information on how transportation is provided for transfers to other schools within the district.</p> <p>At the beginning of the school year, and immediately after publication of the state's list of approved providers of supplemental educational services, PVUSD will notify parents of <u>eligible students in eligible schools</u> of these</p>

opportunities. The letter includes a list of approved providers serving students within PVUSD, and an application form. The information will be in both English and in Spanish. Parents will be given application forms to complete and return. Services will commence no later than thirty days following receipt of their application.

Providers selected by parents will use district generated student performance data and the Supplemental Education Services program pre-testing to place individual students into appropriate groupings or levels. The provider will develop goals for each student based upon this information and meet with parents. This process will be completed no later than the end of the first four weeks of services.

## Additional Mandatory Title I Descriptions

(continued)

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

## Additional Mandatory Title I Descriptions

(continued)

### ***Coordination of Educational Services***

In the space below, please describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. Include programs such as: Even Start; Head Start; Reading First; Early Reading First and other preschool programs (including plans for the transition of participants in such programs to local elementary school programs; services for children with limited English proficiency; children with disabilities; migratory children; neglected or delinquent youth; Native American (Indian) students served under Part A of Title VII; homeless children; and immigrant children.

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

## **ASSURANCES**

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

### **GENERAL ASSURANCES**

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

### **TITLE I, PART A**

The LEA, hereby, assures that it will:

11. Participate, if selected, in the State National Assessment of Educational Progress in 4<sup>th</sup> and 8<sup>th</sup> grade reading and mathematics carried out under section 411(b)(2) of the National Education Statistics Act of 1994.
12. If the LEA receives more than \$500,000 in Title I funds, it will allow 1 percent to carry out NCLB Section 1118, Parent Involvement, including promoting family literacy and parenting skills; 95 percent of the allocation will be distributed to schools.
13. Inform eligible schools and parents of schoolwide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources.
14. Provide technical assistance and support to schoolwide programs.
15. Work in consultation with schools as the schools develop the schools' plans pursuant to section 1114 and assist schools as the schools implement such plans or undertake activities pursuant to section 1115 so that each school can make adequate yearly progress toward meeting the State student academic achievement standards.
16. Fulfill such agency's school improvement responsibilities under section 1116, including taking actions under paragraphs (7) and (8) of section 1116(b).
17. Provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1120, and timely and meaningful consultation with private school officials regarding such services.
18. Take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part.
19. In the case of an LEA that chooses to use funds under this part to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act.
20. Work in consultation with schools as the schools develop and implement their plans or activities under sections 1118 and 1119 and *California Education Code Section 64001*.
21. Comply with requirements regarding the qualifications of teachers and paraprofessionals and professional development.
22. Inform eligible schools of the local educational agency's authority to obtain waivers on the school's behalf under Title IX.
23. Coordinate and collaborate, to the extent feasible and necessary as determined by the local educational agency, with the State educational agency and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under section 1116 if such a school requests assistance from the local educational agency in addressing major factors that have significantly affected student achievement at the school.
24. Ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students



are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.

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

## **TITLE I, PART D – SUBPART 2**

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

## **TITLE II, PART A**

34. The LEA, hereby, assures that:

- The LEA will target funds to schools within the jurisdiction of the local educational agency that:

**(A) Have the lowest proportion of highly qualified teachers;**  
**(B) Have the largest average class size; or**  
**(C) Are identified for school improvement under section 1116(b).**

- The LEA will comply with section 9501 (regarding participation by private school children and teachers).
- The LEA has performed the required assessment of local needs for professional development and hiring, taking into account the activities that need to be conducted in order to give teachers the means, including subject matter knowledge and pedagogy skills, and to give principals the instructional leadership skills to help teachers, to provide students with the opportunity to meet California's academic content standards. This needs assessment was conducted with the involvement of teachers, including teachers participating in programs under Part A of Title I.
- The LEA will assure compliance with the requirements of professional development as defined in section 9101 (34).

## **TITLE II, PART D**

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

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

- A description of how the applicant will use technology effectively to promote parental involvement and increase communication with parents.
  - Collaboration with adult literacy service providers.
  - Accountability measures – a description of the process and accountability measures that the applicant will use to evaluate the extent to which activities funded under the program are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling student to reach challenging state academic standards.
  - Supporting resources – a description of the supporting resources, such as services, software, other electronically delivered learning materials, and print resources that will be acquired to ensure successful and effective uses of technology.
36. The LEA must use a minimum of 25 percent of their funds to provide ongoing, sustained, and intensive high quality professional development in the integration of advanced technology into curricula and instruction and in using those technologies to create new learning environments.
37. **Any LEA that does not receive services at discount rates under section 254(h)(5) of the Communications Act of 1934 (47 U.S.C. 254(h)(5) hereby assures the SEA** that the LEA will not use any Title II, Part D funds to purchase computers used to access the Internet, or to pay for direct costs associated with accessing the Internet, for such school unless the school, school board, local educational agency, or other authority with responsibility for administration of such school:
- Has in place a policy of Internet safety for minors that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene, child pornography, or harmful to minors
  - Is enforcing the operation of such technology protection measure during any use of such computers by minors
  - Has in place a policy of Internet safety that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene or child pornography, and is enforcing the operation of such technology protection measure during any use of such computers, and
  - Any LEA that *does* receive such discount rates hereby assures the SEA that it will have in place a policy of Internet safety for minors required by Federal or State law.

### TITLE III

38. The LEA assures that it consulted with teachers, researchers, school administrators, parents, and, if appropriate, with education-related community groups, nonprofit organizations, and institutions of higher education in developing the LEA Plan.
39. The LEA will hold elementary and secondary schools accountable for increasing English language proficiency and for LEP subgroups making adequate yearly progress.

40. The LEA is complying with Section 3302 prior to, and throughout, each school year.
41. The LEA annually will assess the English proficiency of all students with limited English proficiency participating in programs funded under this part.
42. The LEA has based its proposed plan on scientifically based research on teaching limited-English-proficient students.
43. The LEA ensures that the programs will enable to speak, read, write, and comprehend the English language and meet challenging State academic content and student academic achievement standards.
44. The LEA is not in violation of any State law, including State constitutional law, regarding the education of limited-English-proficient students, consistent with Sections 3126 and 3127.

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

45. The LEA assures that it has developed its application through timely and meaningful consultation with State and local government representatives, representatives of schools to be served (including private schools), teachers and other staff, parents, students, community-based organizations, and others with relevant and demonstrated expertise in drug and violence prevention activities (such as medical, mental health, and law enforcement professionals).
46. The activities or programs to be funded comply with the principles of effectiveness described in section 4115(a) and foster a safe and drug-free learning environment that supports academic achievement.
47. The LEA assures that funds under this subpart will be used to increase the level of State, local, and other non-Federal funds that would, in the absence of funds under this subpart, be made available for programs and activities authorized under this subpart, and in no case supplant such State, local, and other non-Federal funds.
48. Drug and violence prevention programs supported under this subpart convey a clear and consistent message that acts of violence and the illegal use of drugs are wrong and harmful.
49. The LEA has, or the schools to be served have, a plan for keeping schools safe and drug-free that includes:
  - Appropriate and effective school discipline policies that prohibit disorderly conduct, the illegal possession of weapons, and the illegal use, possession, distribution, and sale of tobacco, alcohol, and other drugs by students.
  - Security procedures at school and while students are on the way to and from school.
  - Prevention activities that are designed to create and maintain safe, disciplined, and drug-free environments.
  - A crisis management plan for responding to violent or traumatic incidents on school grounds.
  - A code of conduct policy for all students that clearly states the responsibilities of students, teachers, and administrators in maintaining a classroom environment that:
    - Allows a teacher to communicate effectively with all students in the class.

- Allows all students in the class to learn.
- Has consequences that are fair, and developmentally appropriate.
- Considers the student and the circumstances of the situation.
- Is enforced accordingly.

50. The application and any waiver request under section 4115(a)(3) (to allow innovative activities or programs that demonstrate substantial likelihood of success) will be available for public review after submission of the application.

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

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

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

52. The LEA has provided, in the allocation of funds for the assistance authorized by this part and in the planning, design, and implementation of such innovative assistance programs, for systematic consultation with parents of children attending elementary schools and secondary schools in the area served by the LEA, with teachers and administrative personnel in such schools, and with such other groups involved in the implementation of this part (such as librarians, school counselors, and other pupil services personnel) as may be considered appropriate by the LEA.

53. The LEA will comply with this Part, including the provisions of section 5142 concerning the participation of children enrolled in private nonprofit schools.

54. The LEA will keep such records, and provide such information to the SEA, as may be reasonably required for fiscal audit and program evaluation.

55. The LEA will annually evaluate the programs carried out under this Part, and that evaluation:

- Will be used to make decisions about appropriate changes in programs for the subsequent year;
- Will describe how assistance under this part affected student academic achievement and will include, at a minimum, information and data on the use of funds, the types of services furnished, and the students served under this part; and
- Will be submitted to the SEA at the time and in the manner requested by the SEA.

#### **New LEAP Assurances**

56. Uniform Management Information and Reporting System: the LEA assures that it will provide to the California Department of Education (CDE) information for the uniform management information and reporting system required by No Child Left Behind, Title IV in the format prescribed by CDE. That information will include:

- (i) Truancy rates;
- (ii) The frequency, seriousness, and incidence of violence and drug-related offenses resulting in suspensions and expulsions in elementary schools and secondary schools in the State;

(iii) The types of curricula, programs, and services provided by the chief executive officer, the State educational agency, local educational agencies, and other recipients of funds under this subpart; and

(iv) The incidence and prevalence, age of onset, perception of health risk, and perception of social disapproval of drug use and violence by youth in schools and communities. (Section 4112, General Provisions, Title IV, Part A, PL 107-110)

57. Unsafe School Choice Policy: the LEA assures that it will establish and implement a policy requiring that a student attending a persistently dangerous public elementary school or secondary school, as determined by the State, or who becomes a victim of a violent criminal offense, as determined by State law, while in or on the grounds of a public elementary school or secondary school that the student attends, be allowed to attend a safe public elementary or secondary school within the local educational agency, including a public charter school. The LEA will submit on a format to be designated by CDE the information the state requires to complete annual federal reporting requirements on the number of schools that have been designated "persistently dangerous" in accordance with California State Board of Education policy. (Section 9532, General Provisions, Title IX, PL 107-110.)

#### **Other**

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

## SIGNATURE PAGE

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

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

---

Dorma Baker

Print Name of Superintendent

---

Signature of Superintendent

---

Date

---

Willie Yahiro

Print Name of Board President

Pending Board Approval on March 23

---

Signature of Board President

---

Date

---

Print Name of District Assistance and Intervention Team (DAIT)

---

Signature of DAIT Lead

---

Date

---

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

---

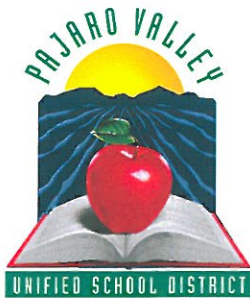
Signature of Title III Regional  
County Office of Education Lead (if applicable)

---

Date

---

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



## PAJARO VALLEY UNIFIED SCHOOL DISTRICT

### Board Agenda Backup

Item No: **9.4**

**Date:** October 22, 2014

**Item:** Amend May 28, 2014 Board Action on List of Representatives to Leagues for the California Interscholastic Federation for Pajaro Valley High School.

**Overview:** Recently a Central Coast Section (SSC) Commissioner contacted the district regarding the responsibility of CIF representatives as voting members of CCS. Representatives have the opportunity to vote on issues that impact athletics at the league and section levels: at CCS governance meetings, during League Board meetings, League of Athletic Director meetings and League Board of Managers meetings.

The amendment to the action taken on May 2014 is to add PVHS's Principal and Assistant Principal to the list of representatives to CIF as outlined attached.

**Recommendation:** Approve amendment to PVHS list of representatives to CIF.

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

**Superintendent's Signature:** Dorm Bet





TO: SUPERINTENDENT OF PUBLIC SCHOOLS  
PRINCIPAL OF PRIVATE SCHOOLS

FROM: ROGER L. BLAKE

RE: FORM TO RECORD DISTRICT AND/OR SCHOOL REPRESENTATIVES TO LEAGUES

DATE: APRIL 23, 2014

Enclosed is a form upon which to record your district and/or school representatives to leagues for **next year, 2014-2015**. It is a form sent every year to you in order 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 or school governing boards. **It is a legal requirement that league representatives be so designated.**

The education code gives the authority for high school athletics to high school governing boards. The code also requires that the boards, after joining CIF, designate their representatives to CIF leagues. This is a necessity! (Ed. Code 33353 (a) (1))

We are asking that, after action by the governing board, you **send the names of league representatives to your CIF Section office**. Obviously, the presumption behind this code section is that the representatives of boards are the only people who will be voting on issues, at the league and section level, that impact athletics.

If a governing board does not take appropriate action to designate representatives or this information is not given to Section offices within the required time frame, CIF is required to suspend voting privileges (CIF Constitution, Article 2, Section 25, p.17) for the affected schools.

At the State Federated Council level we will be asking that Sections verify that their representatives are designated in compliance with this Ed. Code section.

I hope this gives you a bit of background. Thank you for all you do to help support high school athletics. It is a valuable program in all high schools and we appreciate the support you give to the program and to CIF.

**Please return the enclosed form no later than June 25, 2014 directly to your CIF Section Office. Addresses of each section are listed on the back of the form.** Please contact us if we can give you further information.

### 2014-2015 Designation of CIF Representatives to League

Please complete the form below for each school under your jurisdiction and **RETURN TO THE CIF SECTION OFFICE (ADDRESSES ON REVERSE SIDE) no later than June 25, 2014.**

Pajaro Valley Unified School District School District/Governing Board at its \_\_\_\_\_ meeting,  
(Name of school district/governing board) (Date)  
appointed the following individual(s) to serve for the 2014-2015 school year as the school's league representative:

#### **PHOTOCOPY THIS FORM TO LIST ADDITIONAL SCHOOL REPRESENTATIVES**

NAME OF SCHOOL Pajaro Valley High School  
NAME OF REPRESENTATIVE Alison Niizawa POSITION Principal  
ADDRESS 500 Harkins Slough Rd CITY Watsonville ZIP 95076  
PHONE 728-8102 FAX 728-6944 E-MAIL alison\_niizawa@pvusd.net

\*\*\*\*\*

NAME OF SCHOOL Pajaro Valley High School  
NAME OF REPRESENTATIVE Consuelo Mason POSITION Assistant Principal  
ADDRESS 500 Harkins Slough Rd CITY Watsonville ZIP 95076  
PHONE 728-8102 FAX 728-6944 E-MAIL consuelo\_mason@pvusd.net

\*\*\*\*\*

NAME OF SCHOOL Pajaro Valley High School  
NAME OF REPRESENTATIVE Joseph Manfre POSITION Athletic Director  
ADDRESS 500 Harkins Slough Rd CITY Watsonville ZIP 95076  
PHONE 728-8102 FAX 728-6944 E-MAIL joseph\_manfre@pvusd.net

\*\*\*\*\*

NAME OF SCHOOL \_\_\_\_\_  
NAME OF REPRESENTATIVE \_\_\_\_\_ POSITION \_\_\_\_\_  
ADDRESS \_\_\_\_\_ CITY \_\_\_\_\_ ZIP \_\_\_\_\_  
PHONE \_\_\_\_\_ FAX \_\_\_\_\_ E-MAIL \_\_\_\_\_

If the designated representative is not available for a given league meeting, an alternate designee of the district governing board may be sent in his/her place. **NOTE:** League representatives from public schools and private schools must be designated representatives of the school's governing boards in order to be eligible to serve on the section and state governance bodies.

Superintendent's or Principal's Name \_\_\_\_\_ Signature \_\_\_\_\_

Address \_\_\_\_\_ City \_\_\_\_\_ Zip \_\_\_\_\_

Phone \_\_\_\_\_ Fax \_\_\_\_\_

**PLEASE MAIL OR FAX THIS FORM DIRECTLY TO THE CIF SECTION OFFICE.**  
**SEE REVERSE SIDE FOR CIF SECTION OFFICE ADDRESSES.**





## Board Agenda Backup

Item No: 9.5

**Date:** October 22, 2014

**Item:** New Flooring at 13 PVUSD Sites Project, Bid #B01-0601-8951, Measure L Bond Project #8950, Project Notice of Completion and Change Order

**Comments:** The New Flooring Project at 13 PVUSD sites was awarded to JB Jordan & Associates by the Board on their regular meeting June 25, 2014. The Bid amount was \$331,085.00. This project is now complete and final payment of retention is due to the contractor.

**Overview:** This project is now complete with thirteen (13) Proposed Change Orders which we have combined into one Change Order, as well as the need to file a Notice of Completion for this project.

<b>Original Contract Amount:</b>	<b>\$331,085.00</b>
Credit for change of product	(\$2,877.60)
New carpet at staff office in Admin. Wing at Aptos High	\$822.21
Error in sq. ft. calculation – additional linoleum at PVHS	\$3,698.40
Additional Linoleum – one classroom at W.C.S.S.	\$7,362.94
Additional carpet – one classroom at Ann Soldo ES	\$5,596.63
Additional flooring: two classrooms at Linscott C.S.	\$12,981.92
Additional flooring: one Kinder Rm. Added at Mintie White	\$5,709.70
Deduction: One kinder Rm was removed from scope of work at Linscott C.S.	(\$1,963.28)
Deduction: scope of work was removed Bradley E.S.	(\$941.12)
Deduction: scope of work for three classroom at H.A. Hyde E.S. was removed	(\$4,256.74)
Deduction: scope of work for two classroom at Rio del Mar E.S. were removed	(\$4,499.00)
Credit/Charge back: Contractor failed to properly clean after work was completed.	(\$2,500.00)
Deduction: scope of work for two RR & one common area were removed at Starlight E.S.	(\$5,281.19)
Total of approved PCO's to create one Change Order	\$13,852.87
<b>New Total Contract Amount</b>	<b>\$344,937.87</b>


**Recommendation:** It is recommended that the Board accept the Notice of Completions for this project and authorize the Director of Maintenance Operations and Facilities to Sign, File & Record them at the Santa Cruz or Monterey County Recorder's Office; as well as approve the Change Order and authorize the Director of Maintenance Operations and Facilities to increase the Contractors purchase order to the new contract amount.

**Budget Considerations:**

**Funding Source:** Measure L Bond Fund

**Budgeted:** Yes: ☒ No: ☐

**Amount:** \$13,852.87

**Prepared By:**   
Richard Mullikin, Director of Maintenance, Operations & Facilities

**Superintendent's Signature:**   
Dorma Baker



**PAJARO VALLEY UNIFIED SCHOOL DISTRICT**  
**Maintenance, Operations & Facilities Department**  
294 Green Valley Road, Watsonville, CA 95076  
Phone: (831) 786-2100 Ext. 2557 Fax: 728-0136

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**CHANGE ORDER REQUEST – SUMMARY**

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**PROJECT NAME:** New flooring at 13 PVUSD Sites – Summer 2014 - Bid # B01-0601-8951  
**CONTRACTOR:** JB Jordan and Associates  
**DSA App #:** N/A - **DSA File #:** N/A  
**CO #:** 1 – With 13 Items  
**APPROVAL DATE:** 7/7/2014  
**ORIGINAL CONTRACT AMOUNT:** \$331,085.00 - P.O# 150672

---

The Owner (PVUSD) accepts the above noted change order request in the amount of: **\$13,852.87**  
and agrees to extend the contract completion date by: **0 days for this C.O.R.**

The change order request amount is to be: ☐ deducted from allowance  
☒ Added to contract sum

**LEGEND – Reason(s) for Change**

**AV = ADDED VALUE**  
**CE = CONTRACTOR ERROR**  
**UC = UNFORSEEN CONDITIONS**  
**RS = REDUCED SCOPE**

**The description of the change order is as follows:**

- Item No. 1: **AV** – Credit back for change of product change.  
**Cost = \$2,877.60**
- Item No. 2: **AV** – Installation of new carpeting in staff office rooms in Admin wing  
At Aptos High School:  
**Cost = \$822.21**
- Item No. 3: **UC** – An error was made on the project manual in regards to square footage resulting in  
an addition of materials at Pajaro Valley H.S. More Linoleum was installed.  
**Cost = \$3,698.40**
- Item No. 4: **AV** – A room was added at Watsonville Charter School of the Arts correcting a Williams  
Act notation. Linoleum was installed.  
**Cost = \$7,362.94**
- Item No. 5: **AV** – A room was added at Ann Soldo E.S. This room was missed on  
a separate modernization project. Carpeting was installed.  
**Cost = \$5,596.63**
- Item No. 6: **AV** – Two rooms were added at Linscott Charter School correcting a Williams  
Act notation. Carpeting was installed.  
**Cost = \$12,981.92**
- Item No. 7: **AV** – A kindergarten room was added at Mintie White E.S correcting a Williams  
Act notation. Carpet and linoleum were installed.  
**Cost = \$5,709.70**

RECEIVED  
PVUSD  
MAINT, OPERATIONS  
& FACILITIES  
2014 OCT 14 PM 3:03

Continued on next page.

Item No. 8: UC - A kindergarten room was deleted from the scope of work at Linscott Charter School due to unforeseen conditions in the subfloor that needs to be corrected by a general contractor and not a flooring contractor.

**Deduction = (\$1,963.28)**

Item No. 9: RS - Bradley Elementary Schools scope of work was deleted from project

**Deduction = (\$941.12)**

Item No. 10: UC - Three classrooms were deleted from the scope of work at H.A Hyde E.S due to unforeseen conditions in the subfloor that needs to be corrected by a general contractor and not a flooring contractor.

**Deduction = (\$4,256.74)**

Item No. 11: UC - Two classrooms were deleted from the scope of work at Rio Del Mar E.S due to unforeseen conditions in the subfloor that needs to be corrected by a general contractor and not a flooring contractor.

**Deduction = (\$4,499.00)**

Item No. 12: CE - A credit was given back to the district due to the contractor's failure to properly clean a library and computer lab after causing dust to accumulate in both rooms which required the services of a professional cleaning company to alleviate the issue.

**Deduction = (\$2,500.00)**

Item No. 13: UC = Two restrooms and one common area were deleted from the scope of work at Starlight E.S due to unforeseen conditions in the subfloor that needs to be corrected by a general contractor and not a flooring contractor.

**Deduction = (\$5,281.19)**

**Total of all Items: \$13,852.87 + \$331,085.00 = \$344,937.87 - New contract total.**

**Total of all days added to contract: 0**

On behalf of the Owner (PVUSD):

Signature: \_\_\_\_\_

Richard Mullikin, Director - Maintenance, Operations & Facilities Department

The Contractor accepts the above as full and complete compensation and contract time adjustments for the described change order request. The Contractor has no reservation of rights to adjust the contract amount or time based on this change order request unless there is a material change in the scope of work as described above and the Contractor provides notice immediately to the Owner or Construction Manager of any perceived change of scope and prior to performing any additional scope.

On behalf of the Contractor:

Signature: \_\_\_\_\_

JB Jordan & Associates

*Vene Barney*



RECORDING REQUESTED BY  
[PAJARO VALLEY UNIFIED SCHOOL DISTRICT]

AND WHEN RECORDED MAIL TO:

PAJARO VALLEY UNIFIED SCHOOL DISTRICT  
CONSTRUCTION DEPT.  
294 GREEN VALLEY ROAD  
WATSONVILLE, CALIFORNIA 95076

Complimentary Recording, Pursuant to Government Code 27383

SPACE ABOVE THIS LINE FOR RECORDERS USE

### NOTICE of COMPLETION

Notice pursuant to Civil Code Section 3093, must be filed within 10 days after completion. Notice is hereby given that:

1. The undersigned is owner or corporate officer of the owner of the interest or state stated below in the property hereinafter described:
2. The full name of the owner is: Pajaro Valley Unified School District
3. The full address of the owner is: 294 Green Valley Rd., Watsonville, CA 95076  
The nature of the interest of estate of the owner is: In Fee  
(IF OTHER THAN FEE, STRIKE "IN FEE" AND INSERT, FOR EXAMPLE, "PURCHASE UNDER CONTRACT OF PURCHASE", OR "LESSEE")
4. The full names and full addresses of all persons, if any, who hold title with the undersigned as joint tenants or as tenants in common are:  
N/A NAMES: ADDRESSES:
5. The full names and full addresses of the predecessors in interest of the undersigned, if the property was transferred subsequent to the Commencement of the work or improvements herein referred to:  
N/A NAMES: ADDRESSES:
6. A work of improvement on the property hereinafter described was completed on 10/8/14 the work done was: New flooring at various PVUSD sites:
7. The name of the contractor, if any, for such work of improvements was: JB Jordan & Associates, P.O Box 3629 Eureka, CA 95502
8. The property on which said work of improvements was completed is in the COUNTY OF SANTA CRUZ, and State of CALIFORNIA, and is described as follows: Amesti E.S (APN 047-031-02), Ann Soldo E.S (APN 017-551-04), Aptos H.S (APN 04-291-46/041-291-138), Cesar Chavez M.S (APN 016-421-02 03 04), H.A Hyde E.S (APN 016-481-01), Hall District E.S (APN 412-073-004), Linscott E.S (APN 017-202-13), Mintie White E.S (APN 018-071-06), Pajaro Valley H. S, (APN 018-281-19), Radcliff E.S (APN 018-231-49), Rolling Hills M.S (APN 015-041-01), Starlight E.S (APN 016-181-08), Watsonville H.S (APN 017-131-08), Watsonville Charter School of the Arts (APN 051-661-25).
9. The Street address of said property is NONE APN# SEE ABOVE (#8)  
(IF NO STREET ADDRESS HAS BEEN OFFICIALLY ASSIGNED, INSERT "NONE")

**Richard Mullikin**  
Director of Maintenance,  
Operations & Facilities

Dated: October 23, 2014

(SIGNATURE OF OWNER OR CORPORATE OFFICER OF OWNER NAMED IN PARAGRAPH 2 OR HIS AGENT)

### VERIFICATION

I, the undersigned, say: I am the Director of Maintenance, Operations & Facilities of Pajaro Valley Unified School District the declarant of the  
( "PRESIDENT OF", "MANAGER OF", "PARTNER OF", "OWNER OF", ETC.)  
foregoing Notice of Completion. I have read said Notice of Completion and know the contents thereof; the same is true of my own knowledge. I  
declare under penalty of perjury that the foregoing is true and correct.

Executed On: October 23, 2014 AT Watsonville California 95076  
(DATE) (CITY) (STATE) (ZIP)

x Richard Mullikin

(PERSONAL SIGNATURE OF THE INDIVIDUAL WHO IS SWEARING THAT THE CONTENTS OF THE NOTICE OF COMPLETION ARE TRUE)

DSA# 112736  
File# 44-H5



## Board Agenda Backup

Item No: 9.6

**Date:** October 22, 2014**Item:** Aptos High School – Visitor Bleachers & Sound System Replacement Project, Measure L Bond Project #8102, Project Notice of Completion

**Comments:** The Aptos High School Visitor Bleachers & Sound System Replacement project was awarded by the Board on their regular May 22, 2013 meeting to Earthworks Paving & Construction. Bid amount was \$412,000.00. This project is now complete and final payment of retention is due to the contractor.

**Overview:** This project is now complete with four (4) previously Board approved Change Orders, as well as the need to file a Notice of Completion for this project.

<b>Original Contract Amount:</b>	<b>\$412,000.00</b>
Board Approved Change Orders on (May 28, 2014)	\$31,356.00
<b>New Total Contract Amount</b>	<b>\$443,356.00</b>

**Recommendation:** It is recommended that the Board accept the Notice of Completions for this project and authorize the Director of Maintenance Operations and Facilities to Sign, File & Record them at the Santa Cruz or Monterey County Recorder's Office.

**Budget Considerations:****Funding Source:** Measure L Bond Fund**Budgeted:** Yes: ☒ No: ☐**Amount:** \$443,356.00**Prepared By:**  
Richard Mullikin, Director of Maintenance, Operations & Facilities**Superintendent's Signature:**  
Dorma Baker



RECORDING REQUESTED BY  
**[PAJARO VALLEY UNIFIED SCHOOL DISTRICT]**

AND WHEN RECORDED MAIL TO:

PAJARO VALLEY UNIFIED SCHOOL DISTRICT  
CONSTRUCTION DEPT.  
294 GREEN VALLEY ROAD  
WATSONVILLE, CALIFORNIA 95076

Complimentary Recording, Pursuant to Government Code 27383

SPACE ABOVE THIS LINE FOR RECORDERS USE

### NOTICE of COMPLETION

Notice pursuant to Civil Code Section 3093, must be filed within 10 days after completion. Notice is hereby given that:

1. The undersigned is owner or corporate officer of the owner of the interest or state stated below in the property hereinafter described:
2. The full name of the owner is: Pajaro Valley Unified School District
3. The full address of the owner is: 294 Green Valley Rd., Watsonville, CA 95076

The nature of the interest of estate of the owner is: In Fee

(IF OTHER THAN FEE, STRIKE "IN FEE" AND INSERT, FOR EXAMPLE, "PURCHASE UNDER CONTRACT OF PURCHASE", OR "LESSEE")

4. The full names and full addresses of all persons, if any, who hold title with the undersigned as joint tenants or as tenants in common are:  
N/A

5. The full names and full addresses of the predecessors in interest of the undersigned, if the property was transferred subsequent to the Commencement of the work or improvements herein referred to:

N/A

6. A work of improvement on the property hereinafter described was completed on 10/1/14 the work done was:  
Visitor Bleacher & Sound System Replacement Project at the Aptos High School football field

7. The name of the contractor, if any, for such work of improvements was: Earthworks Paving Contractors, Inc.

8. The property on which said work of improvements was completed is in the COUNTY OF SANTA CRUZ, and State of CALIFORNIA, and is described as follows:

Aptos High School

9. The Street address of said property is 100 Mariner Way, Aptos, CA 95003 APN# 041-291-46/041-291-138  
(IF NO STREET ADDRESS HAS BEEN OFFICIALLY ASSIGNED, INSERT "NONE")

**Richard Mullikin**  
Director of Maintenance,  
Operations & Facilities

Dated: October 23, 2014

(SIGNATURE OF OWNER OR CORPORATE OFFICER OF OWNER NAMED IN PARAGRAPH 2 OR HIS AGENT)

### VERIFICATION

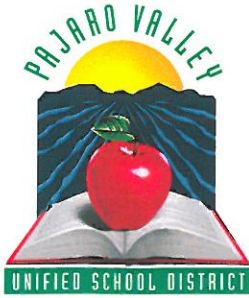
I, the undersigned, say: I am the Director of Maintenance, Operations & Facilities of Pajaro Valley Unified School District the declarant of the foregoing Notice of Completion. I have read said Notice of Completion and know the contents thereof; the same is true of my own knowledge. I declare under penalty of perjury that the foregoing is true and correct.

Executed On: October 23, 2014 AT Watsonville California 95076  
(DATE) (CITY) (STATE) (ZIP)

☒ Richard Mullikin

(PERSONAL SIGNATURE OF THE INDIVIDUAL WHO IS SWEARING THAT THE CONTENTS OF THE NOTICE OF COMPLETION ARE TRUE)

DSA# 112736  
File# 44-H5



## PAJARO VALLEY UNIFIED SCHOOL DISTRICT

### Board Agenda Backup

Item No: 9.7

**Date:** October 22, 2014

**Item:** CAHSEE Passage Waiver  
English Language Arts (WHS 14-15-04)

**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:** N/A

**Prepared By:** Denise Banghart-Bragg, Program Director, Special Services

**Superintendent's Signature:**

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Date: 5/7/14

To The Parent/Guardian of:

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

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

As 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: *Glenn Leggett* Date: 5/8/14

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

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

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

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

Date: 5-12-14

**FOR SITE USE ONLY**

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

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

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. (*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:  Date: 5/8/14  
Principal's Signature

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

  
Signature of Student's Special Education Teacher

5/7/14  
Date

Nari Munkami  
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

5/7/14  
Date

Ivan Akaraz  
Printed Name of Student's Academic Counselor

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Student's Name:

Student's ID Number:

Pursuant to Education Code 6051, the parent/guardian of \_\_\_\_\_ a student with disabilities, has requested that the Governing board waive the requirement that he/she successfully pass the high school exit exam 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 modification.*

- a. Describe the nature of the student's disability as identified on the IEP (please note if this will result in overt identification of the student).

*has challenges in the areas of visual processing, auditory processing, sensory-motor skills & association which affect her ability to listen, think, read & spell*

- b. Describe any modification used on the ☒ English/language arts or ☐ math section of the exam (separate form must be filled out for each section):

*test read aloud*

- c. State the rationale for applying the modification(s) used to achieve an equivalent passing score on the CAHSEE for this student.

*required that the test be read aloud due to her specific learning disability.*

- d. Describe the modification(s) that the student regularly uses in the classroom and on other assessments.

*shortened assignments, questions read aloud, extended time, tests in alternate settings*





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

Student \_\_\_\_\_

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

IEP Meeting Date 01/13/14

**SUPPLEMENTARY/SPECIALIZED SUPPORT**

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

- |  |  |
|--|--|
| <input type="checkbox"/> Supports for school personnel | <input type="checkbox"/> Specialized aids/materials/equipment (Assistive Technology) |
| <input type="checkbox"/> Program modifications         | <input checked="" type="checkbox"/> None   |

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

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

**PROMOTION STANDARDS**

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

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

- |   |  |
|---|--|
| <input type="checkbox"/> No accommodations or modifications   | <input type="checkbox"/> Exempt due to eligibility for participation in CAPA |
| <input checked="" type="checkbox"/> Modifications (specify) <u>test read aloud</u>                  | <input type="checkbox"/> Grade Exempt (below grade 10)                       |
| <input checked="" type="checkbox"/> Accommodations (specify) <u>Flexible Setting, Extended Time</u> | <input type="checkbox"/> 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 01/13/14

**INSTRUCTIONAL ACCOMMODATIONS**

Area of Difficulty	Accommodation	Responsible Agency/Personnel	Start Date
Association	aid in problem solving, teach use of mnemonic devices, test read aloud	District of Service, Assistant, Gen. Ed. Teacher, RS	02/27/13
Association	Directions Read Aloud, intensive repetiton, frequent check ins	District of Service, Assistant, Gen. Ed. Teacher, RS	02/27/13
Auditory Processing	open note/book test when possible, Preferential Seating, Provide with Notes, Take Tests in Alternate Setting	District of Service, Assistant, Gen. Ed. Teacher, RS	02/27/13
Auditory Memory	Calculator, Study Buddy	District of Service, Assistant, Gen. Ed. Teacher, RS	02/27/13
Visual Processing	Directions Read Aloud, Extra Time: Assignments/Tests (2.0), Test questions read aloud	District of Service, Assistant, Gen. Ed. Teacher, RS	02/27/13
Sensory-Motor Skills	allow use of computer to finish assign. when possible, Shortened Assignments	District of Service, Assistant, Gen. Ed. Teacher, RS	02/27/13

# Pajaro Valley Unified School District

School Name/Address

Watsonville High School  
250 East Beach St  
Watsonville, CA 95076

Tel: (831)728-6390

Fax: (831)761-6013

Enter Date: 8/23/2010

Leave Date: 6/6/2014

Class Of: 2014

Counselor:

SSID:

Community Service Hours: 56

Parent/Guardian  
Garcia, Adolfo  
16 Eaton AVE  
Watsonville, CA 95076  
(831)288-0329

CrsID	Course Title	Mark	Credit	CrsID	Course Title	Mark	Credit	Credit Summary - High School			
Watsonville High School Grd 09 12/2010				Watsonville High School Grd 11 12/2012				Subject Area	Req	Cmp	Def
9240	N Advisory 9th	B	0.500	9245	Advisory IEP	A-	0.500	A English	40.00	40.00	
2416	P Algebra 1A/B (9th)	C	5.000	8370	Directed Study	A-	5.000	B Math	20.00	15.00	5.00
1130	P English 1	RF	0.000	1330	P English 3	D	5.000	C Biological Science	10.00	10.00	
3910	Health	D	5.000	3050	P Environmental Horticult	D	5.000	D Physical Science	10.00	10.00	
3605	P Integ Science I	D	5.000	2510	P Geometry	D	5.000	E Health	5.00	5.00	
4510	N PE 9	C	5.000	7540	P Psychology	B	5.000	F Fine Arts / Foreign L	10.00	0.00	10.00
8365	Tutorial 9-12	A+	5.000	7210	P US History	D-	5.000	G Physical Education	20.00	20.00	
Crs Att: 30.500 Cmp: 25.500 Total GPA: 2.020				Crs Att: 30.500 Cmp: 30.500 Total GPA: 1.869				H Applied Arts	10.00	10.00	
Watsonville High School Grd 09 6/2011				Watsonville High School Grd 11 6/2013				I World Civilization	10.00	10.00	
9240	N Advisory 9th	A	0.500	9245	Advisory IEP	A	0.500	J US History	10.00	10.00	
2416	P Algebra 1A/B (9th)	D	5.000	8370	Directed Study	A	5.000	K Federal Government	5.00	5.00	
1130	P English 1	B-	5.000	1330	P English 3	D	5.000	L Economics	5.00	0.00	5.00
3605	P Integ Science I	D	5.000	3050	P Environmental Horticult	B	5.000	M Electives	45.00	45.00	
5051	Intro Computers	C	5.000	2510	P Geometry	F	0.000	N Algebra	10.00	10.00	
4510	N PE 9	B	5.000	7540	P Psychology	B-	5.000	O Science	10.00	10.00	
8365	Tutorial 9-12	A	5.000	7210	P US History	F	0.000	X Electives 2	0.00	14.00	
Crs Att: 30.500 Cmp: 30.500 Total GPA: 2.361				Crs Att: 30.500 Cmp: 20.500 Total GPA: 1.869				---Total Credits---			
Watsonville High School Grd 10 12/2011				Watsonville High School Grd 12 12/2013				GPA Summary			
9240	N Advisory	A	0.500	9245	Advisory IEP	B	0.500	Academic GPA:	2.098	Rank 285	out of 376
3210	P Biology	F	0.000	3518	P Ag Engineering/Applied	D+	5.000	Total GPA:	2.132	Rank 303	out of 376
5465	CHE/ Leadership	A	5.000	9292	CAHSEE Tutorial English C-	5.000		UC/CSU GPA:	1.091		
8370	Directed Study (ACM)	A-	5.000	8370	Directed Study	A	5.000	Testing Information			
1230	P English 2	D	5.000	7410	P Economics	F	0.000	CAHSEE_ELA-1-1			
2510	P Geometry	RF	0.000	4600	Physical Education 2	C	5.000	CA HSEE ELA	F	3/18/2014	
7110	P World Civ	C-	5.000	5150	ROP Construction Techno A-	5.000		CAHSEE_Math-1-1			
Crs Att: 30.500 Cmp: 20.500 Total GPA: 2.235				Crs Att: 30.500 Cmp: 25.500 Total GPA: 2.180				CA HSEE Math	P	5/15/2013	
Watsonville High School Grd 10 6/2012				Watsonville High School Grd 12 6/2014							
9240	N Advisory	A	0.500	9245	Advisory IEP	C+	0.500				
3210	P Biology	F	0.000	3518	P Ag Engineering/Applied	D	5.000				
5465	CHE/ Leadership	C	5.000	9292	CAHSEE Tutorial English A	5.000					
8370	Directed Study (ACM)	A	5.000	8370	Directed Study	A	5.000				
1230	P English 2	C	5.000	4600	Physical Education 2	B	5.000				
2510	P Geometry	RF	0.000	5150	ROP Construction Techno C-	5.000					
7110	P World Civ	D	5.000	7310	P US Government	D-	5.000				
Crs Att: 30.500 Cmp: 20.500				Crs Att: 30.500 Cmp: 30.500							
After School Watsonville High Grd 10 6/2012				WHS Ind Study Grd 12 6/2014							
AS1130	P English 1-1st Sem	B	5.000	7208	US History	P	5.000				
Crs Att: 5.000 Cmp: 5.000 Total GPA: 2.033				Crs Att: 5.000 Cmp: 5.000 Total GPA: 2.492							

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

Comments:  
2014-15 5th Year

Polio	10/4/1995	12/4/1995	2/5/1996	2/23/2000	
DTB	10/4/1995	12/4/1995	2/5/1996	2/7/1997	2/23/2000
MMR	11/18/1996	2/23/2000			
HEP B	8/21/1995	10/4/1995	8/2/1996		
Varicella	8/2/1996				

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

Date: 10/14/2014



# 2014 CAHSEE English Language Arts Examination

4/Report

Student

Date of Birth

Student

Grade: 1

School:

District: 69799 - Pajaro Valley Unified

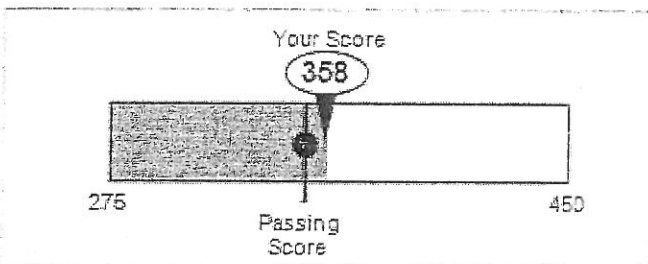
County: 44 - Santa Cruz Coun

## English-Language Arts

Test Date: 02/04/2014

Your Total Score	Score Required to Pass	Status
358	350	MODIFIED

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



## Strands for English-Language Arts

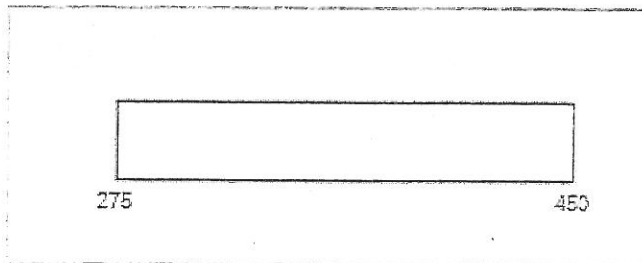
READING	Number of Questions	Number Correct
Word Analysis	7	7
Reading Comprehension	18	13
Literary Response & Analysis	20	19
WRITING		
Writing Strategies	12	7
Writing Conventions	15	5
Essay		2.0

## Mathematics

Test Date: 02/05/2014

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		



# PAJARO VALLEY UNIFIED SCHOOL DISTRICT



## Board Agenda Backup

Item No: **11.1**

**Date:** October 22, 2014

**Item: Update on District Energy Management Program**

**Overview:** Staff will provide an update on the district's Energy Management Program. Staff will highlight program savings as well as projected fiscal and energy utilization savings over a forecast period. Staff will also highlight various energy efficiency projects completed and planned to date along with an update on the district's solar projects.

**Recommendation:** Report and discussion only.

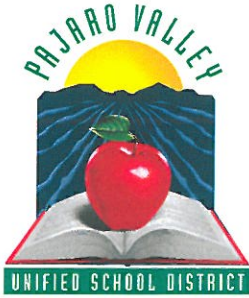
**Budget Considerations:** N/A

**Prepared By:** Steve Okamura, Energy Management Manager

**Reviewed by** Brett W. McFadden, Chief Business Officer

**Superintendent's Signature:**

Dorinda Baker



## PAJARO VALLEY UNIFIED SCHOOL DISTRICT

### Board Agenda Backup

Item No: 11.2

**Date:** October 22, 2014

**Item:** **Summer Science Technology Engineering and Mathematics (STEM) Solar Academy Update**

**Overview:** Teacher & student participants will share about their experience from PVUSD's first Solar STEM Academy in partnership with SunPower and Watsonville Cabrillo – Solari Center. Our presentation will include an overview of the program, teacher & student reflection, and plans to improve and expand for future students.

**Recommendation:** Report item only

**Budget Considerations:** N/A

**Prepared By:** Rob Hoffman – Science Curriculum Coach

**Superintendent's Signature:**

*Dorma Baker* (H/)



## ***PAJARO VALLEY UNIFIED SCHOOL DISTRICT***

### ***Board Agenda Backup***

Item No: **11.3**

**Date:** October 22, 2014

**Item:** Update on the district's LEA and MAA Reimbursement Program

**Overview:** The board has requested staff to provide an update on district's Local Education Agency and School-based Medi-Cal Administrative Activities Billing programs.

**Recommendation:** No recommended action – informational only

**Budget Considerations:** No fiscal impact – informational only

**Funding Source:** N/A

**Prepared By:** Brett W. McFadden, Chief Business Officer  
Helen Bellonzi, Director of Finance  
Melissa Lopez, Staff Accountant

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

*Dorma Baker*

Dorma Baker





## PAJARO VALLEY UNIFIED SCHOOL DISTRICT



### Board Agenda Backup

Item No: **11.4**

**Date:** October 22, 2014

**Item:** 2014-15 PVUSD Summits

**Overview:** The 2014-2015 PVUSD Summits took place the week of October 13 – 17. The purpose of the Summits this year was to engage all site administrators and central office staff in professional development around major shifts in instruction called for in the Common Core State Standards (CCSS) for ELA/Literacy and mathematics. Using the Best Practices Evidence Walk Tool, site administrators conducted focused classroom observations to gain a better understanding of their school's implementation of specific aspects of the CCSS. During the Summits, each principal shared out data they gathered during their classroom observations, shared their plans to support their teachers continued growth, and requested specific support from central office staff. The Summits are structured to encourage a collaborative dialogue with colleagues, to learn from and support each other.

During this presentation Susan Pérez will provide an overview of the Summits. Several principals will be present to explain what they learned through this process and share the subsequent next steps for their schools.

**Recommendation:** This is a report and discussion item only.

**Budget Considerations:** N/A

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

**Superintendent's  
Signature:**

*Dawn Bost*

## Best Practice Evidence Walk: Language Arts

Adapted from work by S. Beers and J. Carr

### Shift #1 LA:

#### Building Knowledge by Balancing Informational and Literary Texts

Common Core Shift	Implementation Indicator	Classroom Observation
<p>Informational text in schools comprises:</p> <p>50% = elementary 55% = middle schools 70% = high schools</p> <p>Informational texts are selected to help students deepen their understanding of topics</p>	<p>Students are reading:</p> <ul style="list-style-type: none"> <li>Literature/Literary text.</li> </ul>	<p>Not Evident      Little Evidence      Some Evidence      Evident</p>
	<ul style="list-style-type: none"> <li>Informational text: <ul style="list-style-type: none"> <li><input type="checkbox"/> Historical material</li> <li><input type="checkbox"/> Scientific material</li> <li><input type="checkbox"/> Critical analysis, argument</li> <li><input type="checkbox"/> Technical manuals</li> <li><input type="checkbox"/> Biography, autobiography</li> </ul> </li> </ul>	<p>Not Evident      Little Evidence      Some Evidence      Evident</p>

### Shift #2 LA:

#### Content-Area Literacy

Common Core Shift	Implementation Indicator	Classroom Observation
<p>All content-area teachers explicitly teach reading and writing strategies essential to learning and communicating in their discipline.</p> <p>Students are asked questions that give them the opportunity to share evidence from text.</p> <p>Students write frequently about what they are reading and learning, drawing from evidence in the text.</p>	<p>Students are:</p> <ul style="list-style-type: none"> <li>Receiving instruction on reading and writing strategies.</li> </ul>	<p>Not Evident      Little Evidence      Some Evidence      Evident</p>
	<ul style="list-style-type: none"> <li>Sharing evidence from text in response to questions.</li> </ul>	<p>Not Evident      Little Evidence      Some Evidence      Evident</p>
	<ul style="list-style-type: none"> <li>Writing about what they are reading and learning, drawing evidence from the text.</li> </ul>	<p>Not Evident      Little Evidence      Some Evidence      Evident</p>

## Best Practice Evidence Walk: Language Arts

### Shift #3 LA:

#### Regular Practice with Complex Text

Common Core Shift	Implementation Indicator	Classroom Observation
<p>All students are engaged with the same grade-appropriate, high-quality text (read complex texts from a wide variety of text structures (narrative, cause and effect, compare and contrast, etc.)</p> <p>Students are required to think critically about the text.</p> <p>Instruction is often centered on multiple close readings to develop deep understanding.</p>	<p>Students are:</p> <ul style="list-style-type: none"> <li>Engaging with the same grade-appropriate, high-quality text.</li> </ul>	
	<ul style="list-style-type: none"> <li>Experiencing scaffolding to help them understand complex text based on their individual needs.</li> </ul>	
	<ul style="list-style-type: none"> <li>Learning reading strategies embedded in the activity of reading rather than as a separate body of material.</li> </ul>	
	<ul style="list-style-type: none"> <li>Thinking critically about the text.</li> </ul>	
	<ul style="list-style-type: none"> <li>Engaging in close reading to develop deep understanding.</li> </ul>	
	<ul style="list-style-type: none"> <li>Reading text structures:                             <ul style="list-style-type: none"> <li><input type="checkbox"/> Narrative</li> <li><input type="checkbox"/> Compare and contrast</li> <li><input type="checkbox"/> Cause and effect</li> <li><input type="checkbox"/> Problem/Solution</li> </ul> </li> </ul>	



## Best Practice Evidence Walk: Language Arts

Shift #4 LA: Focus on Text-Based, Text-Specific Questions		
Common Core Shift	Implementation Indicator	Classroom Observation
<p>Students are engaged in text-based conversations to closely analyze text, using evidence from the text to back up their claims and conclusions.</p> <p>The majority of text-based questions are focused on conversations and writing and require students to use information from text in their answers.</p> <p>Questions are of high value – they are worth thinking about and answering.</p>	<p>Students are:</p> <ul style="list-style-type: none"> <li>Engaging in rich conversations taking place based on text.</li> </ul>	
	<ul style="list-style-type: none"> <li>Closely analyzing text with evidence to back up their claims and conclusions.</li> </ul>	
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Responding to text-based questions asked by the teacher, and/or</li> <li><input type="checkbox"/> Responding to text-based questions asked by students</li> </ul>	
	<ul style="list-style-type: none"> <li>Using information from text in their answers.</li> </ul>	
	<ul style="list-style-type: none"> <li>Responding to questions with nontrivial inferences from evidence in the text.</li> </ul>	
	<ul style="list-style-type: none"> <li>Receiving background knowledge to illuminate the text and not replace it.</li> </ul>	
	<ul style="list-style-type: none"> <li>Exploring how specific words, details, structure, and organization of text affect the meaning of the text.</li> </ul>	



## Best Practice Evidence Walk: Language Arts

### Shift #5 LA:

#### Focus on Writing Arguments and Writing from Sources

Common Core Shift	Implementation Indicator	Classroom Observation
<p>Students are required to use more than one source of information in their writing, in addition to writing in response to a single text.</p> <p>Evidence from text is required in writing assignments and oral discussions.</p> <p>There is a consistent and prevalent focus on argument, opinion, and informative writing.</p> <p>The majority of writing emphasizes the use of evidence to inform or make an argument:</p> <p>Elementary:            30% = argument            35% = explain or inform            35% = narrative</p> <p>Middle School:            35% = argument            35% = explain or inform            30% = narrative</p> <p>High School:            40% = argument            40% = explain or inform            20% = narrative</p>	<p>Students are:</p> <ul style="list-style-type: none"> <li>Receiving instruction on how to support a claim or conclusion.</li> </ul>	
	<ul style="list-style-type: none"> <li>Using more than one source of information in their writing, in addition to writing in response to a single text.</li> </ul>	
	<ul style="list-style-type: none"> <li>Engaging in               <ul style="list-style-type: none"> <li><input type="checkbox"/> Short research projects.</li> <li><input type="checkbox"/> Sustained research.</li> </ul> </li> </ul>	
	<ul style="list-style-type: none"> <li>Independently conducting research without direction from the teacher.</li> </ul>	
	<ul style="list-style-type: none"> <li>Writing               <ul style="list-style-type: none"> <li><input type="checkbox"/> Argument or opinion pieces.</li> <li><input type="checkbox"/> Narrative pieces.</li> <li><input type="checkbox"/> Informational pieces</li> </ul> </li> </ul>	
	<ul style="list-style-type: none"> <li>Reading and analyzing a text to respond to a prompt.</li> </ul>	

## Best Practice Evidence Walk: Language Arts

### Shift #6 LA: Academic Language

Common Core Shift	Implementation Indicator	Classroom Observation
<p>Teachers instruct students on how to use context clues in the text to determine the meaning of words.</p> <p>Teachers provide students with direct instruction and support for understanding words students may not be able to figure out on their own using solely the text.</p> <p>Instruction causes students to think about words – why and how specific words are used, how words change the meaning of text, varied meanings based on context, and word choices.</p>	Students are:	
	<ul style="list-style-type: none"> <li>Focusing on words that are prevalent in complex texts across content areas to make meaning from text.</li> </ul>	
	<ul style="list-style-type: none"> <li>Focusing on content-specific words to make meaning from text.</li> </ul>	
	<ul style="list-style-type: none"> <li>Receiving instruction on how to use context clues in the text to determine the meaning of words.</li> </ul>	
	<ul style="list-style-type: none"> <li>Receiving direct instruction and support for understanding words they may not be able to figure out on their own using solely the text</li> </ul>	
	<ul style="list-style-type: none"> <li>Applying appropriate academic vocabulary in writing and in discussions.</li> </ul>	
	<ul style="list-style-type: none"> <li>Being provided varied contexts and different meanings for the same word to learn word meaning.</li> </ul>	
	<ul style="list-style-type: none"> <li>Discussing why and how specific words are used and how words change the meaning of text and vary meanings based on context and word choice.</li> </ul>	

## Best Practice Evidence Walk: Mathematics

Adapted from works by S. Beers and J.Carr and EngageNY

### Shift #1 Mathematics:

#### Focus

Common Core Shift	Implementation Indicator	Classroom Observation
<p>Teachers significantly narrow and deepen the scope of how time and energy is spent in the math classroom. They do so in order to focus deeply on only the concepts that are prioritized in the standards.</p> <p>Students develop a strong foundational knowledge and deep conceptual understanding and are able to transfer mathematical skills and understanding across concepts and grades.</p>	<p>Students are:</p> <ul style="list-style-type: none"> <li>Using instructional resources that tie directly to the CCSS.</li> </ul>	
	<ul style="list-style-type: none"> <li>Working at a pace that matches their levels of proficiency, not a pacing chart.</li> </ul>	



## Best Practice Evidence Walk: Mathematics

### Shift #2 Mathematics: Coherence

Common Core Shift	Implementation Indicator	Classroom Observation
<p>Standards are taught and assessed in ways that carefully connect the learning within and across grades so that students build new understanding onto foundations built in previous years.</p> <p>Teachers use understanding of learning progressions presented from grade to grade in the CCSS to monitor students' progress, to provide scaffolding to support student learning, and to go deeper in understanding the concepts, where appropriate</p>	<p>Students are:</p> <ul style="list-style-type: none"> <li>Building on their prior knowledge and skills (during instruction and assessment).</li> </ul>	
	<ul style="list-style-type: none"> <li>Receiving scaffolds to support their learning.</li> </ul>	
	<ul style="list-style-type: none"> <li>Going deep in exploring and understanding mathematical concepts.</li> </ul>	

## Best Practice Evidence Walk: Mathematics

### Shift #3 Mathematics: Fluency

Common Core Shift	Implementation Indicator	Classroom Observation
<p>In major topics, students pursue the following three aspects of mathematics with equal intensity:</p> <ol style="list-style-type: none"> <li>1. Conceptual understanding,</li> <li>2. Procedural skill &amp; fluency,</li> <li>3. Application</li> </ol> <p>Students engage in authentic, real-life practice of skills and make use of those skills through extended application of concepts.</p>	<p>Students are:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Pursuing conceptual understanding</li> <li><input type="checkbox"/> Pursuing procedural skill and fluency</li> </ul>	<p>Not Evident      Little Evidence      Some Evidence      Evident</p>
	<ul style="list-style-type: none"> <li>Efficient and accurate in performing foundational, computational procedures without referring to tables and other aids.</li> </ul>	<p>Not Evident      Little Evidence      Some Evidence      Evident</p>
	<ul style="list-style-type: none"> <li>Applying a variety of appropriate procedures flexibly as they solve problems.</li> </ul>	<p>Not Evident      Little Evidence      Some Evidence      Evident</p>
	<ul style="list-style-type: none"> <li>Engaging in authentic, real-life practice of skills.</li> </ul>	<p>Not Evident      Little Evidence      Some Evidence      Evident</p>
	<ul style="list-style-type: none"> <li>Studying algorithms as “general procedures” so they can gain insight to the structure of mathematics (e.g., organization, patterns, predictability).</li> </ul>	<p>Not Evident      Little Evidence      Some Evidence      Evident</p>
	<ul style="list-style-type: none"> <li>Using technology (such as calculators) judiciously in ways that do not conflict with development of fluency.</li> </ul>	<p>Not Evident      Little Evidence      Some Evidence      Evident</p>

## Best Practice Evidence Walk: Mathematics

### Shift #4 Mathematics:

### Deep Conceptual Understanding

Common Core Shift	Implementation Indicator	Classroom Observation
<p>Teachers teach more that “how to get an answer” and instead support students’ ability to access concepts from a number of perspectives so that students are able to see math as more than a set of mnemonics or discrete procedures.</p> <p>Deep conceptual understanding of core content at each grade is critical for student success in subsequent years. Students with conceptual understanding know more than isolated facts and methods – they understand why a mathematical idea is important and the contexts in which it is useful.</p>	<p>Students are:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Pursuing conceptual understanding</li> <li><input type="checkbox"/> Pursuing procedural skill and fluency</li> </ul>	<p>Not Evident      Little Evidence      Some Evidence      Evident</p>
	<ul style="list-style-type: none"> <li>• Having time to “make sense” of math lessons.</li> </ul>	<p>Not Evident      Little Evidence      Some Evidence      Evident</p>
	<ul style="list-style-type: none"> <li>• Justifying why a particular math statement is true or where a mathematical rule comes from.</li> </ul>	<p>Not Evident      Little Evidence      Some Evidence      Evident</p>
	<ul style="list-style-type: none"> <li>• Writing and speaking about their understanding of mathematics content and procedures.</li> </ul>	<p>Not Evident      Little Evidence      Some Evidence      Evident</p>
	<ul style="list-style-type: none"> <li>• Using precise and accurate mathematics, academic language, terminology, and concrete or abstract representations (e.g., pictures, symbols, expressions, equations, graphics, models).</li> </ul>	<p>Not Evident      Little Evidence      Some Evidence      Evident</p>
	<ul style="list-style-type: none"> <li>• Engaging in extended application of concepts.</li> </ul>	<p>Not Evident      Little Evidence      Some Evidence      Evident</p>



## Best Practice Evidence Walk: Mathematics

### Shift #5 Mathematics: Applications (Modeling)

Common Core Shift	Implementation Indicator	Classroom Observation
<p>Students are expected to use math and choose the appropriate concept for application even when they are not prompted to do so.</p> <p>Teachers at all grade levels identify opportunities for students to apply math concepts in “real world” situations.</p> <p>Teachers in content areas outside of math, particularly science, ensure that students are using math – at all grade levels – to make meaning of and access content.</p>	<p>Students are:</p> <ul style="list-style-type: none"> <li>Choosing the appropriate concept or procedure to solve a problem or analyze a situation without being prompted which to use.</li> </ul>	
	<ul style="list-style-type: none"> <li>Practicing and receiving feedback before engaging in independent practice.</li> </ul>	
	<ul style="list-style-type: none"> <li>Representing the problem situation and their solution symbolically, graphically, and/or pictorially (may include technological tools) appropriate to the context of the problem.</li> </ul>	
	<ul style="list-style-type: none"> <li>Identifying variables, compute and interpret results, report findings, and justify the reasonableness of their results and procedures within context of the task.</li> </ul>	

## Best Practice Evidence Walk: Mathematics

### Shift #6 Mathematics:

#### Balanced Emphasis (Dual Intensity)

Common Core Shift	Implementation Indicator	Classroom Observation
Students need to both practice and understand mathematics. It is more than just a balance between these two priorities – both are occurring with intensity. Teachers create opportunities for students to participate in authentic practice and make use of those skills through extended application of math concepts.	Students are:	
	<ul style="list-style-type: none"> <li>Having time to “make sense” of math lessons.</li> </ul>	<p>A horizontal blue line with four vertical tick marks. Above the tick marks are the labels: Not Evident, Little Evidence, Some Evidence, and Evident.</p>
	<ul style="list-style-type: none"> <li>Writing and speaking about their understanding of mathematics content and procedures.</li> </ul>	<p>A horizontal blue line with four vertical tick marks. Above the tick marks are the labels: Not Evident, Little Evidence, Some Evidence, and Evident.</p>
	<ul style="list-style-type: none"> <li>Engaging in debriefing discussion following exploration of tasks and reflecting on their thinking processes after task completion.</li> </ul>	<p>A horizontal blue line with four vertical tick marks. Above the tick marks are the labels: Not Evident, Little Evidence, Some Evidence, and Evident.</p>
	<ul style="list-style-type: none"> <li>Engaging in authentic, real-life practice of skills.</li> </ul>	<p>A horizontal blue line with four vertical tick marks. Above the tick marks are the labels: Not Evident, Little Evidence, Some Evidence, and Evident.</p>