



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.

November 14, 2012 REGULAR BOARD MEETING

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

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

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

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

Notice to the Audience on Public Comment

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

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

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

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

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

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 Pending Litigation
- 2.6 Anticipated Litigation
- 2.7 Real Property Negotiations
- 2.8 10 Expulsions

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

- 3.1 Pledge of Allegiance
- 3.2 Welcome by Board President
Trustees Kim De Serpa, Doug Keegan, Karen Osmundson, Jeff Ursino, Willie Yahiro and President Leslie DeRose.
- 3.3 Superintendent Comments
- 3.4 Student Recognition
 - *Yesica Guzman – Cesar Chavez Middle School*
 - *Daniela Castro-Alvarez – E.A. Hall Middle School*
 - *Perla Morales – New School*
- 3.5 Jacob Young Financial - Teacher of the Month Award for October 2012
 - *Veronica Hernandez, MacQuiddy Elementary School*
- 3.6 Jacob Young Financial – Classified Employee of the Month Award for October 2012
 - *Betz Olivares, Registration Specialist, LARC*
- 3.7 Crystal Apple Award Recipient – Candelaria Zuñiga, Ohlone Elementary School

4.0 APPROVAL OF THE AGENDA

5.0 APPROVAL OF MINUTES

- a) *Minutes for October 24, 2012*

6.0 HIGH SCHOOL STUDENTS BOARD REPRESENTATIVES REPORT

7.0 POSITIVE PROGRAM REPORT

- 7.1 Report on Green Business Certification Award to Valencia Elementary School.
Report by Brett McFadden, CBO. 5 min. report; 5 min. discussion

8.0 VISITOR NON-AGENDA ITEMS

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

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

10.0 CONSENT AGENDA

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

- 10.1 Purchase Orders October 18 – November 7, 2012
The PO's will be available in the Superintendent's Office.
- 10.2 Warrants October 18 – November 7, 2012
The warrants will be available in the Superintendent's Office.
- 10.3 Accept with Gratitude Donation of a MacBook Pro from Joe Manildi for Aptos High School, an Estimated Value of \$1,200.
- 10.4 Accept with Gratitude Donation of \$100.00 from Ms. Yolanda Moya for Ohlone Elementary School.
- 10.5 Approve CAHSEE Passage Waiver for Student #12-13-04, Mathematics, Renaissance High School.
- 10.6 Approve CAHSEE Passage Waiver for Student #12-13-05, English Language Arts, Pajaro Valley High School.
- 10.7 Approve CAHSEE Passage Waiver for Student #12-13-06, Mathematics, Aptos High School.
- 10.8 Approve Resolution #12-13-05, Updated Authorized District Signatures on Record.
- 10.9 Approve Resolution #12-13-06, Child Development Contracts, Child Development Division Programs 2012-13 (CMIG-2017, CMSS 2017, CSPP-2578, CPKS-2014, CCTR-2333).
- 10.10 Approve Resolution #12-13-07, Child Development Repair Renovation and Repair Contract 2012-2013 Through 2014-2015.

The administration recommends approval of the Consent Agenda.

11.0 DEFERRED CONSENT ITEMS

12.0 REPORT, DISCUSSION AND POSSIBLE ACTION ITEMS

- 12.1 Report, discussion and possible action to approve Charter Renewal for Alianza Charter School for Five Years (2013-2018).
Report by Michael Jones, Principal. 10 min. report; 10 min. discussion.

- 13.3 Report and discussion *and possible action* on the English Learners Master Plan.
Report by Susan Perez, Director of Educational Services. 15 min. report; 15 min. discussion

13.0 REPORT AND DISCUSSION ITEMS

- 13.1 Report and discussion on Santa Cruz County Office of Education's Quarterly Williams Settlement Report.
Report by Adam Wade, COE Coordinator of Curriculum and Instruction Staff. 5 min. report; 10 min. discussion

- 13.2 Report and discussion on Cohort I School Improvement Grants Data.
Report by Kim Sweeney, SIG Coordinator. 10 min. report; 10 min. discussion

- ~~13.3 Report and discussion on the English Learners Master Plan.
Report by Susan Perez, Director of Educational Services. 15 min. report; 15 min. discussion~~
This item has been moved to Report, discussion and possible action.

- 13.4 Report and discussion on the Re-Appointment of Commission Member Gary W. Smith.
Report by Pam Shanks, Director Classified Personnel. 2 min. report; 2 min. discussion

- 13.5 Report and discussion on Budget Update.
Report by Brett McFadden, CBO. 10 min. report; 10 min. discussion

- 13.6 Report and discussion on Measure L Implementation Plan.
Report by Brett McFadden, CBO. 10 min. report; 10 min. discussion

14.0 ACTION ON CLOSED SESSION

15.0 GOVERNING BOARD COMMENTS/REPORTS

16.0 UPCOMING BOARD MEETINGS/REMAINING BOARD MEETINGS FOR 2012

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.

December	▪ 5 Annual Organization Mtg.	▪ Approve 1 st Interim Report
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17.0 ADJOURNMENT

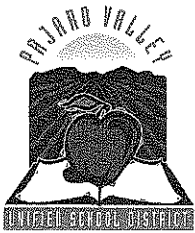
PAJARO VALLEY UNIFIED SCHOOL DISTRICT
CLOSED SESSION AGENDA
November 14, 2012

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

New Hires – Probationary	
1	Administrative Secretary I
1	Lead Custodian II
New Hires	
3	Primary Teacher
2	Secondary Teacher
New Substitutes	
19	Substitutes
Promotions	
	None
Rehires	
	None
Administrative Appointments	
	None
Transfers	
	None
Extra Pay Assignments	
2	Athletic Director
15	Coaches
Extra Period Assignments	
1	ELA Literacy Coach
Leaves of Absence	
3	Primary Teacher
4	Secondary Teacher
1	Behavior Tech
1	Bus Driver
1	Career Development Specialist II
3	Instructional Assistant I
1	Registrar
Retirements	
1	Adult Education Teacher

Resignations/Terminations	
	None
Supplemental Service Agreements	
46	Primary Teacher
50	Secondary Teacher
1	PAR Coordinator
8	Migrant Education Teachers
Miscellaneous Actions	
1	Registrar
Separations From Service	
5	Primary Teachers
2	Secondary Teachers
1	Custodian II
1	Instructional Assistant II – Special Education
1	Office Manager
1	Theatre Technician
Limited Term – Projects	
1	Administrative Secretary II
22	Cafeteria Assistant
27	Enrichment Specialist
50	Instructional Assistant – General
2	Instructional Assistant Migrant Childcare
1	Language Support Liaison I
1	Network Engineer
1	Office Assistant II
6	Office Assistant III
1	Office Manager
1	Parent Education Specialist
1	Student Information System Specialist
3	Translators
Exempt	
4	Babysitter
15	Childcare
1	Safety Monitor
1	Spectra Artist
18	Student Helper

9	Yard Duty
Provisional	
1	Accounting Specialist II
1	Administrative Secretary II
1	Behavior Tech
1	Instructional Assistant I
1	Office Assistant III
1	Site Computer Support Tech
1	Staff Accountant
Limited Term - Substitute	
1	Behavior Technician
1	Bus Driver
6	Cafeteria Assistant
1	Campus Safety Coordinator
2	Custodian I
1	District Receptionist
3	Instructional Assistant II
3	Instructional Assistant Migrant – Childcare
1	Warehouse Delivery Worker



October 24, 2012
REGULAR BOARD MEETING
UNADOPTED MINUTES
CLOSED SESSION – 6:00 p.m. – 7:00 p.m.
PUBLIC SESSION – 7:00 p.m.

DISTRICT OFFICE
BOARDROOM
292 Green Valley Road, Watsonville, CA 95076

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

1.1 Call to Order

President DeRose 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

New Hires – Probationary	
1	Instructional Assistant I
1	Library Media Technician
New Hires	
3	Primary Teacher
1	Secondary Teacher
New Substitutes	
16	Substitutes
Promotions	
1	Office Manager
1	Instructional Assistant II
Rehires	
	None
Administrative Appointments	
1	Interim Principal
Transfers	
	None
Extra Pay Assignments	
7	Department Chairs
4	Athletic Director

15	Coaches
Extra Period Assignments	
2	Science Teachers
Leaves of Absence	
3	Primary Teacher
1	Bus Driver
1	District Receptionist
Retirements	
	None
Resignations/Terminations	
1	<i>HR Director, Certificated</i>
1	<i>Bus Driver</i>
Supplemental Service Agreements	
1	Parent Education Teacher
36	Primary Teacher
66	Secondary Teacher
5	Education and English Learner Services Teacher
1	Nurse
4	Special Education Teacher
52	Migrant Education Teachers
Miscellaneous Actions	
1	Instructional Assistant I
6	Instructional Assistant II
1	Account Technician
1	Behavior Technician
1	Cafeteria Manager
1	Cafeteria Manager II
Separations From Service	
1	Cafeteria Assistant
Limited Term – Projects	
1	Behavior Technician
1	Campus Safety Coordinator
2	Campus Security
4	Enrichment Specialist
1	Health Services Assistant
2	Instructional Assistant – General

1	Office Assistant II
1	Office Manager
1	Translator I
Exempt	
1	Childcare
1	Spectra Artist
1	Enrichment Specialist
8	Student Helper
Provisional	
1	Instructional Assistant I
1	Behavior Technician
Limited Term - Substitute	
1	Behavior Technician
1	Campus Safety Coordinator
2	Instructional Assistant II

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

- Jacobs vs. PVUSD

2.5 Pending Litigation

2.6 Anticipated Litigation

2.7 Real Property Negotiations

2.8 4 Expulsions

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

President DeRose called the meeting of the Board in public to order at 7:05 pm.

3.1 Pledge of Allegiance

Trustee Yahiro lead the Board in the Pledge of Allegiance.

3.2 Welcome by Board President

Trustees Kim De Serpa, Doug Keegan, Karen Osmundson, Jeff Ursino, Willie Yahiro and President Leslie DeRose were present. Trustees Osmundson and Yahiro were absent for closed session.

3.3 Superintendent Comments

Superintendent Baker welcomed the audience to the meeting.

3.4 Student Recognition

Staff, administrators, family and friends recognized and honored the following students.

- *Brianna Melgoza-Ortiz – Freedom Elementary School*
- *Brian Calamateo-Sanchez – Renaissance High School*
- *Atziri Ortiz-Salinas – Renaissance High School*
- *Michelle Angeles Ramirez-Trejo – Alianza Charter School*
- *Holly Hernandez – Aptos High School*

4.0 APPROVAL OF THE AGENDA

Trustee Keegan moved to approve the agenda. Trustee Yahiro seconded the motion. The motion passed 5/0/1 (Ursino away from his seat).

5.0 APPROVAL OF MINUTES

a) Minutes for October 10, 2012

Trustee De Serpa moved to approve the minutes for October 10, 2012. Trustee Yahiro seconded the motion. The motion passed 5/0/1 (Ursino away from his seat).

6.0 HIGH SCHOOL STUDENTS BOARD REPRESENTATIVES REPORT

Ellie O'Boy and Ben Brenkwitz of Aptos High School reported on the various activities, sports and other events at their school.

Alondra Aldana of Renaissance High School reported on the school's expectation of new students coming to school. She announced an upcoming School Site Council meeting.

Selena Corona and Edgar Lopez of Watsonville High School reported on the exceptional homecoming parade celebrating the 120th anniversary. They noted that the school would like to have free water as well as milk for students. They noted that the School Improvement Grant has allowed for more thinking maps but that most students feel that they don't work and are more confusing than helpful.

7.0 POSITIVE PROGRAM REPORT

7.1 Report on Relay for Life 2012.

Report by Murry Schekman, Assistant Superintendent.

Mr. Schekman commented that this was the 10th year Relay for Life has impacted the community. He thanked all involved for their support and introduced Zenaida Castillo, who has chaired the team.

Zenaida Castillo reported that the event had been a success. She introduced members of Relay for Life team who worked hard to get the word out and raise funds; some members are cancer survivors. She thanked Watsonville High School for allowing them to hold the event at the site. She presented pictures of the event including the booths and activities that were available and the luminarias distributed throughout the sports field track and on the bleachers spelling out the word HOPE. She noted that many people participated in the relay, walking around the track for 24 hours. She invited the Board to create their own team and join the efforts next year. Ms. Castillo introduced Misty Johnston as the new chair.

Ms. Johnston thanked Ms. Castillo for her dedication. It was noted that the American Cancer Society has raised over \$4 billion dollars and was proud to note that Watsonville's Relay for Life has contributed \$1 million in the past 10 years.

The Board thanked the team for their hard work.

8.0 VISITOR NON-AGENDA ITEMS

None.

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

Francisco Rodriguez, PVFT president, reported that the union is supporting Measure L. He added that the California Federation of Teachers will also support this measure and will make some donations. The union is committed to bringing out the vote in trustee areas 3 and 6.

Olga De Santa Anna, PVAM president, commented on the recent changes in Human Resources, thanking Sharon Roddick for being so present at the schools and in the department. Ms. Roddick has also met with PVAM and supports training as necessary to strengthen the site. Regarding the certificated evaluation process, she stated that HR does a lot for the sites to ensure smooth processes.

10.0 CONSENT AGENDA

Trustee Keegan moved to approve the consent agenda with special recognition to donors to the district's Scholarship Program. Trustee Yahiro asked to defer items #10.9, #10.10, #10.11, #10.12 and #10.13. Trustee Keegan amended his motion to include deferring of those items. Trustee Yahiro seconded the motion. The motion passed unanimously.

10.1 Purchase Orders October 4 - 17, 2012

10.2 Warrants October 4 - 17, 2012

10.3 Accept with Gratitude Donation of \$5,000 from Rowland and Patricia Rebele to Support PVUSD Scholarship Program.

10.4 Accept with Gratitude Donation of \$1,000 from Vivian Moutafian to Support PVUSD Scholarship Program.

10.5 Accept with Gratitude Donation of \$100 from John and Janet Sargent to Support PVUSD Scholarship Program.

10.6 Approve CAHSEE Passage Waiver for Student #12-13-01, English Language Arts, Pajaro Valley High School.

10.7 Approve CAHSEE Passage Waiver for Student #12-13-02, English Language Arts, Pajaro Valley High School.

10.8 Approve CAHSEE Passage Waiver for Student #12-13-03, English Language Arts, Pajaro Valley High School.

10.9 Approve Migrant and Seasonal Head Start Refunding Application for March 1, 2013 – February 28, 2014: Refunding Budget and Training & Technical Assistance Plan/Budget.
This item was deferred.

10.10 Approve Migrant and Seasonal Head Start Refunding Application: Goals and Objectives –Annual Update for grant Year March 1, 2013 – February 28, 2014.
This item was deferred.

10.11 Approve Refunding Application: 2013/14 Community Assessment Update for Fiscal Year March 1, 2013 – February 28, 2014.
This item was deferred.

10.12 Accept Federal On-Site Monitoring Review Report for Central California Migrant Head Start – July 22 – 27, 2012 for Migrant/Seasonal Head Start.
This item was deferred.

10.13 Accept 2012-13 Migrant and Seasonal Head Start Self Assessment Report.

This item was deferred.

11.0 DEFERRED CONSENT ITEMS

10.9 Approve Migrant and Seasonal Head Start Refunding Application for March 1, 2013 – February 28, 2014: Refunding Budget and Training & Technical Assistance Plan/Budget.

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

10.10 Approve Migrant and Seasonal Head Start Refunding Application: Goals and Objectives – Annual Update for grant Year March 1, 2013 – February 28, 2014.

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

10.11 Approve Refunding Application: 2013/14 Community Assessment Update for Fiscal Year March 1, 2013 – February 28, 2014.

Trustee Yahiro asked for clarification on how English would be taught to students in the Migrant and Head Start program.

Carole Clarke, Director of M&HS, provided information on students who are in child care programs and are not Spanish or English speakers. She commented on the challenges to teach non-Spanish speakers English acquisition in their own native language, such as Mixteco Alto or Mixteco Bajo, due to lack of translators.

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

10.12 Accept Federal On-Site Monitoring Review Report for Central California Migrant Head Start – July 22 – 27, 2012 for Migrant/Seasonal Head Start.

Carole Clarke provided clarification on the report, which incorporates other MHS programs from other counties as well. CCMHS has four delegate agencies and we are one of the four; data includes all four agencies.

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

10.13 Accept 2012-13 Migrant and Seasonal Head Start Self Assessment Report.

Public comment:

Bill Beecher, community member, applauded the analysis that was provided and noted that the recommendation is based on what has been done to teach them Spanish and then English. This may present cultural issues as indigenous people have refused to learn Spanish for over 600 years.

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

12.0 REPORT AND DISCUSSION ITEMS

12.1 Report and discussion on Pajaro Valley Prevention and Student Assistance.

Report by Jenny Sarmiento, Director, PVPSA.

Jenny Sarmiento began her presentation by addressing the Mission Statement for PVPSA, which is “dedicated to all students, parents and staff of PVUSD to improve the quality of life in our community.” The school based programs that are available include: Kids Korner and Student Assistant Program; Early Mental Health Initiative (PIP Program); Mental Health Services; Tobacco Use Prevention and Education; Drug and Alcohol Prevention Programs; School Drop-Out & Gang Prevention; and Parent Education. PVUSD’s financial contribution to PVPSA is key to support key programs. Ms. Sarmiento noted that all of the programs are effective and are used for prevention and

intervention. Kids Korner and Student Assistance is a powerful program that helps identify early on students who may be at risk. Counselors in the program collaborate with academic counselors, schools nurses and other school administrators to provide mental health services. The program is staffed with twenty interns with the support from the COE, PVUSD and SELPA. Over \$2.1 million dollars are invested in services to the school district through the various programs and funding sources.

Sara Anderson, director of Youth Prevention Programs, stated that the School Dropout & Gang Prevention programs are an effective way to reconnect youth to education. Preventative programs, such as Valor, Student Attendance Furthers Education (SAFE), Caminos Hacia el Exito, and Adelante give students an opportunity to be engaged in education, they help in preventing and suppressing youth crime and provide early intervention with high-risk youth who exhibit gang involvement. The Watsonville Police Department leads the collaboration with the various community agencies to provide these continuous services to students. In reference to SAFE, Ms. Anderson stated that the target schools for the programs are chosen based on suspension rates as well as on crime rates in the surrounding areas. Ms. Anderson offered information on how the programs work, beginning with a referral from Student Services and including conferencing with students and their families. The outcome of the program is positive: out of 70 youth assisted, 68% improved attendance, 72% are free of delinquent offenses, and 54% improved their GPA.

In closing, Ms. Sarmiento noted that the charge of PVPSA is for children to achieve an education and have a healthy life. They help students deal with trauma and heal. The organization is committed to look at the entire family and support parents.

Board participated with comments and questions and thanked PVPSA for their support.

13.0 REPORT, DISCUSSION AND POSSIBLE ACTION ITEMS

13.1 Report, discussion and possible action to approve Changes to Board Policy 5141.33, Head Lice.

Report by Ylida Nogueta, Assistant Superintendent.

Ms. Nogueta explained that the updated policy includes the following changes: deletes routine screening by schools and the school's responsibility to check sibling of infected students; adds provision of information to parents/guardians to encourage at-home screening and inspection; allows students with active head lice to stay in school until the end of the school day; and gives discretion to principal or designee to determine whether to send notification and information to parents/guardians when students in a class or school are found infested with head lice

Public comment:

Kathleen Kilpatrick, school nurse, noted that head lice can be emotional topic for students, staff and parents. She said that there is a slight in-school transmission occurrence. She stated that the policy is good and made a couple of suggestions to the wording that would further clarify the process.

Ms. Nogueta agreed with the proposed changes.

Trustee Ursino moved to approve the policy with the recommended changes from Ms. Kilpatrick. Trustee De Serpa seconded the motion. The motion passed unanimously.

13.2 Report, discussion and possible action to Approve Resolution #12-13-04, Authorizing the Issuance of Pajaro Valley Unified School District 2012 General Obligation Refunding Bond.

Report by Brett McFadden, CBO.

Mr. McFadden noted that based on the Board's directive from the meeting of October 24, this item authorizes refinancing the general obligation bond. He reiterated that this would constitute savings to the community.

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

Board participated with comments.

The motion passed unanimously.

14.0 ACTION ON CLOSED SESSION

2.1 Public Employee Appointment/Employment, Government Code Section 54957

a. Certificated Employees

Trustee Keegan moved to approve the certificated employees report with the following additions: 1 HR Certificated Director under Resignations. Trustee De Serpa seconded the motion. The motion passed 4/0/2 (Yahiro and Osmundson absent from closed session).

b. Classified Employees

Trustee Keegan moved to approve the classified employees report with the following additions: 1 Bus Driver under Resignations. Trustee De Serpa seconded the motion. The motion passed 4/0/2 (Yahiro and Osmundson absent from closed session).

2.4 Claims for Damages

- Jacobs vs. PVUSD

Trustee Keegan reported that the board approved on a 4/0/2 (Yahiro and Osmundson absent from closed session) to reject claim and to send notice of rejection to claimant.

2.8 4 Expulsions

Action on Expulsions

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

12-13-012

Trustee Ursino seconded the motion. The motion failed 3/1/2 (De Serpa dissented; Osmundson and Yahiro absent).

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

12-13-015

Trustee Ursino seconded the motion. The motion passed 4/0/2 (Osmundson and Yahiro absent).

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

12-13-016

Trustee De Serpa seconded the motion. The motion passed 4/0/2 (Osmundson and Yahiro absent).

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

12-13-017

Trustee De Serpa seconded the motion. The motion passed 4/0/2 (Osmundson and Yahiro absent).

15.0 GOVERNING BOARD COMMENTS/REPORTS

Trustee Ursino reported that he attended the WHS homecoming parade and it was a great representation of Watsonville. He was very impressed.

16.0 UPCOMING BOARD MEETINGS/REMAINING BOARD MEETINGS FOR 2012

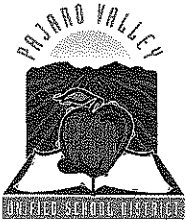
All meetings, unless otherwise noted, take place at the District Office Boardroom, 292 Green Valley Road, Watsonville, CA. Closed Session begins at 6:00 pm; Open Session begins at 7:00 pm.

November	▪ 14	▪
December	▪ 5 Annual Organization Mtg.	▪ Approve 1 st Interim Report

17.0 ADJOURNMENT

There being no further business to discuss, the meeting was adjourned at 10:04 pm.

Dorma Baker, Superintendent



Board Agenda Backup

Item No: 7.1

Date: November 14, 2012

Item: Award Presentation to Valencia School for Green Business certification

Overview: Monterey Green Business program encourages businesses to adopt green business practices in the Santa Cruz Monterey bay area.

Becoming Green Business Certified means passing 5 areas on the green business checklist. Those areas are: waste, energy, pollution, water and wastewater. Green business practices include training for custodians on the use of green cleaning products and practices also awareness training for staff and students on green practices.

Valencia school and Principal Kelley Didion is committed to green business practices and has received a Green Business Certification Award for completing the areas on the checklist.

Recommendation: Presentation of Green business award to Principal Kelley Didion of Valencia elementary school.

Budget Considerations: N/A

Funding Source:

Budgeted: Yes: ☐ No: ☐

Amount: \$

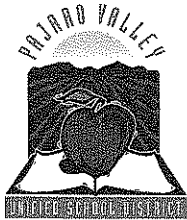
Prepared By: Steve Okamura, Energy Education Manager

Reviewed by: Brett W. McFadden, Chief Business Officer

Superintendent's Signature: Dorrm Bat



PAJARO VALLEY UNIFIED SCHOOL DISTRICT



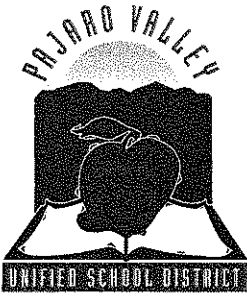
Board Agenda Backup

Item No: 10.3

Date:	November 14, 2012
Item:	Accept with Gratitude Donation of a MacBook Pro from Joe Manildi for Aptos High School, an Estimated Value of \$1,200.
Overview:	The Board acknowledges and recognizes the generosity of community members and businesses. Their commitment to education is evident through their contribution.
Recommendation:	Accept with gratitude.

Prepared By: Dorma Baker, Superintendent

Superintendent's Signature: Dorma Baker



Pajaro Valley Unified School District

Technology Services

Timothy Landeck, Director
294 Green Valley Road
Watsonville, CA 95076
831-786-2333

Joe Manildi
100 Mariner Way
Aptos, CA 95003

Thursday, October 25, 2012

Dear Mr. Manildi:

Thank you for your generous donation of a 13-inch MacBook Pro, 2.5 GHz Intel Core i5.
(Serial Number: C02J9X5ZDTY3)

It is with support like yours that the local schools can build their technology expertise and better prepare students for the ever-changing world we live in. This hardware will remain at your specified school site: Aptos High School in the Pajaro Valley Unified School District.

Your gift is tax-deductible as a charitable contribution to an educational organization, as defined by the Internal Revenue Code, Section 170(a) and (b)(1)(A)(ii). You have valued your donation at a total of \$1,200.

Thank you again for your support of Pajaro Valley Unified School District.

Sincerely,

Timothy Landeck
Director, Technology Services

PAJARO VALLEY UNIFIED SCHOOL DISTRICT



Board Agenda Backup

Item No: 10.4

Date: November 14, 2012

Item: Accept with Gratitude Donation of \$100.00 from Ms. Yolanda Moya for Ohlone Elementary School.

Overview: The Board acknowledges and recognizes the generosity of community members and businesses. Their commitment to education is evident through their contribution.

Recommendation: Accept with gratitude.

Prepared By: Dorma Baker, Superintendent

Superintendent's Signature: Dorma Baker

Copy for Board

Ohlone Elementary School
21 Bay Farms Rd.
Watsonville, CA 95076
(831) 728-6977

Monday, November 5, 2012


Ms. Yolanda Moya
65 Stillbreeze Lane
Watsonville CA 95076

Dear Ms. Moya,

On behalf of the staff and students of Ohlone Elementary School I extend to you our greatest appreciation for your generous donation of one hundred dollars to our school. In these times of increasing limitations on resources for our schools your donation comes as a very welcome respite and reminder of what is good and positive in our community. You have given us a reason to cheer and we applaud you.

Thank you again for your generosity.

Sincerely



Brett Knupfer
Principal
Ohlone Elementary School
Pajaro Valley Unified School District



Board Agenda Backup

Item No: 10.5

Date: November 14, 2012

Item: CAHSEE Passage Waiver
Math (RHS 12-13-04)

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: None

Funding Source:

Budgeted: Yes: ☐ No: ☐

Amount: \$

Prepared By: Dee Teutschel, Program Director Special Services

Superintendent's Signature: Dawn Bat

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Date: 10-15-12

To The Parent/Guardian of: [REDACTED]

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

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

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

Signature of Principal: [REDACTED]

Date: 10-15-12

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

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

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

Signature of Parent: [REDACTED]

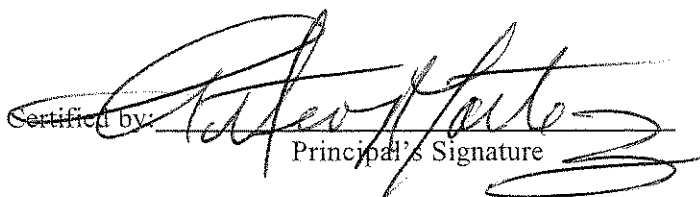
10-16-12

FOR SITE USE ONLY

Date Received by Principal: _____

Student Identification Number: _____

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

Certified by: 
Principal's Signature

10-15-12
Date

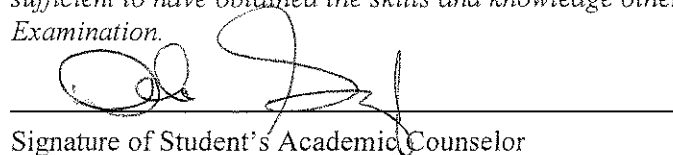
I agree that the information on this Waiver Request Sheet accurately describes the modifications that this student regularly uses as identified in the IEP.


Signature of Student's Special Education Teacher

10/15/12
Date

Deb Singleton
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

10/15/12
Date

Deb Singleton
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

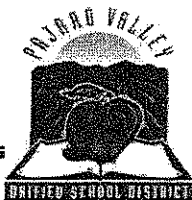
Student's Name:

Student's ID Number

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

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

1. Has an individualized education program (IEP) adopted pursuant to the Individuals with Disabilities Education Act that specifies the use of the modification(s) on the exit examination, standardized testing, or classroom instruction and assessments.
(Attach the section of the IEP that specifies the modifications.)
 - a. Describe the nature of the student's disability as identified on the IEP (please note if this will result in overt identification of the student. Sal has difficulty with processing speed and requires a calculator and extended time for math in class and on tests.
 - 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): Sal requires the use of a calculator as a modification for tests including the CAHSEE.
 - c. State the rationale for applying the modification(s) used to achieve an equivalent passing score on the CAHSEE for this student. Testing results from WJ111 and other standardized test results on IEP show the need for a calculator for Sal.
 - d. Describe the modification(s) that the student regularly uses in the classroom and on other assessments. As stated in his IEP: extra time on assignments and tests, tests in an alternative setting, calculator and directions read aloud.



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

Student _____

Date of Birth _____

IEP Meeting Date 12/15/11

SUPPLEMENTARY/SPECIALIZED SUPPORT

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

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

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

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

PARTICIPATION IN STATE AND DISTRICT-WIDE STANDARDIZED TESTING AND ASSESSMENT

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

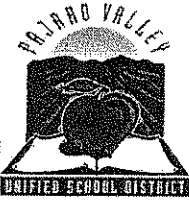
- ☐ School Readiness (Preschool Only)
☐ DRDP-R ☐ DRDP Access Adaptations/Accommodations (specify) _____
- ☒ Language Arts: (Gr. 2-11) ☐ Grade Exempt ☐ CST **OR** ☒ CMA (Criteria Met) (Gr. 3-11)
☐ No accommodations or modifications ☒ Accommodations (specify below) ☐ Modifications (specify below)
Accommodations: Extended time
Modifications: _____
- ☒ Math: (Gr. 2-11) ☐ Grade Exempt ☒ CST **OR** ☐ CMA (Criteria Met) (Gr. 3-7; Algebra I: 7-11)
☒ CMA (Geometry, Grades 7-11) (Grades 8-11 effective 2011-2012 school year)
☒ No accommodations or modifications ☐ Accommodations (specify below) ☐ Modifications (specify below)
Accommodations: _____
Modifications: _____
- ☒ Science (Gr. 5 & 8 Gr. 9-11) ☐ Grade Exempt ☒ CST **OR** ☐ CMA (Criteria Met) (Gr. 5, 8 & 10)
☒ No accommodations or modifications ☐ Accommodations (specify below) ☐ Modifications (specify below)
Accommodations: _____
Modifications: _____
- ☒ History/Social Science* ☐ Grade Exempt ☒ CST * (Grade 8; Grade 11 for U.S. History; Grades 9 through 11 World History)
☒ No accommodations or modifications ☐ Accommodations (specify below) ☐ Modifications (specify below)
Accommodations: _____
Modifications: _____
- ☒ Writing (Gr. 4 & 7 only) ☐ Grade Exempt ☐ CST **OR** ☒ CMA (Criteria Met) (Gr. 4 & 7 only)
☐ No accommodations or modifications ☒ Accommodations (specify below) ☐ Modifications (specify below)
Accommodations: Extended time
Modifications: _____
- ☐ Life Skills Curriculum: CAPA Level 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
Participation in CAT-6/CST not appropriate due to: _____
- ☐ Other State or District-Wide Assessment Accommodations/Modifications (specify) _____

PROMOTION STANDARDS

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

CALIFORNIA HIGH SCHOOL EXIT EXAMINATION (CAHSEE)

- ☐ No accommodations or modifications ☐ Exempt due to eligibility for participation in CAPA
☒ Modifications (specify) use of calculator ☐ Grade Exempt (below grade 10)
☒ Accommodations (specify) Ext. Time, over 2 days, alt. setting ☐ Passed both subtests of the CAHSEE



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

Student _____

Date of Birth _____

IEP Meeting Date 12/15/11

INSTRUCTIONAL ACCOMMODATIONS

Area of Difficulty	Accommodation	Responsible Agency/Personnel	Start Date
Processing Speed	Extra Time: Assignments/Tests (2.0), Provide with Notes, Take Tests in Alternate Setting, Visual Models	District of Service/ Gen. Ed. Teacher, RS	12/06/2011
Processing Speed, Other: cognitive: association, expressive,	Calculator, Directions Read Aloud, Extra Time: Assignments/Tests (2.0), Shortened Assignments, Take Tests in Alternate Setting	District of Service/ Gen. Ed. Teacher, RS	12/06/2011

Renaissance

Date: 5/2/2011

ated:

Of: 2013

School Name/Address

Renaissance

11 Spring Valley Road

Watsonville, CA 95076

Tel: (831)728-6344

Fax: (831)728-6419

Counselor: Singleton, Debra

SSID:

Community

CrsID	Course Title	Mark	Credit	CrsID	Course Title	Mark	Credit	
Pajaro Valley High School Grd 09 12/2009				Renaissance Grd 11 12/2011				Academic GPA: 1.175 Rank 0 out of Total GPA: 1.160 Rank 0 out of CSU GPA: 1.200 Cal Grant GPA: 1.518
2413	P Algebra 1A/B (Support9T	F	0.000	2410	Algebra 1A/B	P	1.000	
9270	Directed Study	B	5.000	2410	Algebra 1A/B	P	1.800	
1130	P English 1	F	0.000	1740	English	P	3.900	
3610	P Integrated Science I	F	0.000	1740	English Elective	P	6.300	
5051	Intro Computers	D-	5.000	3010	Life Science	P	2.200	Testing Information
2976	Math B (9th)	F	0.000	3010	Life Science	P	0.500	
4510	N Physical Education 9	F	0.000	2998	Math Core	P	4.400	
Crs Att: 35.000 Cmp: 10.000 Total GPA: 0.571				2998	Math Core	P	2.700	CA HSEE ELA-1-1
Pajaro Valley High School Grd 09 6/2010				3650	Science Elective	P	3.200	P 11/1/2011
2413	P Algebra 1A/B (Support9T	F	0.000	7110	World Civ	P	2.900	CAHSEE_Math-1-1
9270	Directed Study	B+	5.000	7110	World Civ	P	2.600	CA HSEE Math F 5/9/2012
1130	P English 1	F	0.000	Crs Att: 31.500 Cmp: 31.500 Total GPA: 2.000				
3910	Health	F	0.000	Renaissance Grd 11 6/2012				
3610	P Integrated Science I	F	0.000	2410	Algebra 1A/B	P	3.400	
2976	Math B (9th)	F	0.000	1740	English Elective	P	7.800	
4510	N Physical Education 9	F	0.000	1740	English Elective	P	5.500	
Crs Att: 35.000 Cmp: 5.000 Total GPA: 0.429				3910	Health	P	3.500	
Pajaro Valley High School Grd 10 12/2010				2998	Math Elective	P	3.700	
4610	N Adv PE	F	0.000	2998	Math Elective	P	0.700	
3210	P Biology	F	0.000	3650	Science Elective	P	0.300	
9270	Directed Study	D	5.000	7210	US History	P	4.200	
1230	P English 2	F	0.000	7210	US History	P	2.900	
2510	P Geometry	F	0.000	7110	World Civ	P	2.800	
7110	P World Civ	F	0.000	Crs Att: 34.800 Cmp: 34.800 Total GPA: 2.000				
Crs Att: 30.000 Cmp: 5.000 Total GPA: 0.167				Credit Summary - High School				
Renaissance Grd 10 6/2011				Subject Area	Req	Cmp	Def	
1740	English Elective	P	0.900	A English	40.00	27.40	12.60	
9250	General Elective	P	3.600	B Math	20.00	11.50	8.50	
3650	Science Elective	P	1.000	C Biological Science	10.00	2.70	7.30	
Crs Att: 5.500 Cmp: 5.500				D Physical Science	10.00	0.00	10.00	
PVHS Transfer Credits Grd 10 6/2011				E Health	5.00	3.50	1.50	
4610	N Adv PE	B-	3.000	F Fine Arts / Foreign L	10.00	0.00	10.00	
9270	Directed Study	A-	3.000	G Physical Education	20.00	8.00	12.00	
1230	P English 2	D	3.000	H Applied Arts	10.00	5.00	5.00	
7110	P World Civ	D	3.000	I World Civilization	10.00	10.00		
Crs Att: 12.000 Cmp: 12.000 Total GPA: 2.500				J US History	10.00	7.10	2.90	
Watsonville High School Grd 10 7/2011				K Federal Government	5.00	0.00	5.00	
SS4610	N ADV. P.E.-1st Sem	C-	5.000	L Economics	5.00	0.00	5.00	
Crs Att: 5.000 Cmp: 5.000 Total GPA: 2.000				M Electives	45.00	22.90	22.10	
				N Algebra	10.00	6.20	3.80	
				O Science	10.00	4.50	5.50	
				---Total Credits---				
					220.00	108.80	111.20	

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

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

Date: 10/15/2012



California High School Exit Examination

Security Code
See back for details

Student and Parent Report

District: 69799 - Pajaro Valley Unified

County: 44 - Santa Cruz

290

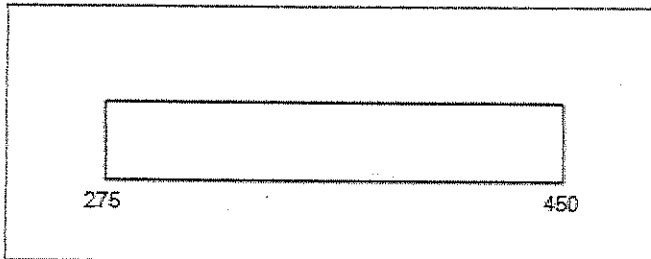
Sidpa 7572

English-Language Arts

Test Date: 05/08/2012

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 English-Language Arts

READING	Number of Questions	Number Correct
---------	---------------------	----------------

Word Analysis
Reading Comprehension
Literary Response & Analysis

WRITING

Writing Strategies
Writing Conventions

Writing Applications

Your Score

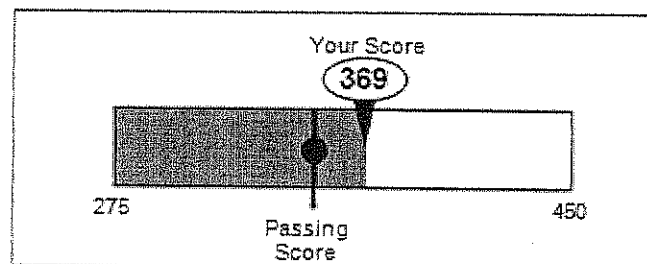
Essay

Mathematics

Test Date: 05/09/2012

Your Total Score	Score Required to Pass	Status
369	350	MODIFIED

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



Strands for Mathematics

	Number of Questions	Number Correct
Probability & Statistics	13	12
Number Sense	17	12
Algebra & Functions	20	14
Measurement & Geometry	18	13
Algebra I	12	2

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

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



Board Agenda Backup

Item No: 10.6

Date: November 14, 2012

Item: CAHSEE Passage Waiver
English Language Arts (PVHS 12-13-05)

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

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

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

Recommendation: Approve

Budget Considerations: None

Funding Source:

Budgeted: Yes: ☐ No: ☐

Amount: \$

Prepared By: Dee Teutschel, Program Director Special Services

Superintendent's Signature: Dorm Bat

10815

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Date: 10.18.12

To The Parent/Guardian of:

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

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

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

Signature of Principal: _____

Date: 10/20/12

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

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

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

Signature of Parent: _____

Date: 10/12/12

FOR SITE USE ONLY

Date Received by Principal: _____

Student Identification Number: _____

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

Certified by:

Principal's Signature

10/20/12
Date

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

Signature of Student's Special Education Teacher

Date

Print Name of Student's Special Education Teacher

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

Signature of Student's Academic Counselor

Date

Printed Name of Student's Academic Counselor

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Student's Name:

Number:

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

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

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

Student ID#:

1a.

Student has a specific learning disability impacting his auditory acuity and attending skills which impedes his performance in reading comprehension and written language.

1b.

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

1c.

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

1d.

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



Unofficial
Copy

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

Student _____

Date of Birth _____

IEP Meeting Date 12/12/11

SUPPLEMENTARY/SPECIALIZED SUPPORT

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

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

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

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

PARTICIPATION IN STATE AND DISTRICT-WIDE STANDARDIZED TESTING AND ASSESSMENT

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

- ☐ School Readiness (Preschool Only)
☐ DRDP-R ☐ DRDP Access Adaptations/Accommodations (specify) _____
- ☒ Language Arts: (Gr. 2-11) ☐ Grade Exempt ☒ CST OR ☐ CMA (Criteria Met) (Gr. 3-11)
☐ No accommodations or modifications ☒ Accommodations (specify below) ☐ Modifications (specify below)
Accommodations: flexible setting if requested, extra time
Modifications: _____
- ☒ Math: (Gr. 2-11) ☐ Grade Exempt ☒ CST OR ☐ CMA (Criteria Met) (Gr. 3-7; Algebra I: 7-11)
☐ CMA (Geometry, Grades 7-11) (Grades 8-11 effective 2011-2012 school year)
☐ No accommodations or modifications ☒ Accommodations (specify below) ☐ Modifications (specify below)
Accommodations: flexible setting if requested, extra time
Modifications: _____
- ☒ Science (Gr. 5 & 8 Gr. 9-11) ☐ Grade Exempt ☒ CST OR ☐ CMA (Criteria Met) (Gr. 5, 8 & 10)
☐ No accommodations or modifications ☒ Accommodations (specify below) ☐ Modifications (specify below)
Accommodations: flexible setting if requested, extra time
Modifications: _____
- ☒ History/Social Science* ☐ Grade Exempt ☒ CST * (Grade 8; Grade 11 for U.S. History; Grades 9 through 11 World History)
☐ No accommodations or modifications ☒ Accommodations (specify below) ☐ Modifications (specify below)
Accommodations: flexible setting if requested, extra time
Modifications: _____
- ☒ Writing (Gr. 4 & 7 only) ☒ Grade Exempt ☐ CST OR ☐ CMA (Criteria Met) (Gr. 4 & 7 only)
☐ No accommodations or modifications ☐ Accommodations (specify below) ☐ Modifications (specify below)
Accommodations: _____
Modifications: _____
- ☐ Life Skills Curriculum: CAPA Level 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
Participation in CAT-6/CST not appropriate due to: _____
- ☒ Other State or District-Wide Assessment Accommodations/Modifications (specify) Extended time, flexible setting, directions read aloud, questions read aloud

PROMOTION STANDARDS

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

CALIFORNIA HIGH SCHOOL EXIT EXAMINATION (CAHSEE)

- ☐ No accommodations or modifications ☐ Exempt due to eligibility for participation in CAPA
- ☒ Modifications (specify) ELA over more than one day; Qs aloud ☐ Grade Exempt (below grade 10)
- ☒ Accommodations (specify) flexible setting, Dir. aloud, extra time ☐ Passed both subtests of the CAHSEE



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

Student _____

Date of Birth _____

IEP Meeting Date 12/12/11

INSTRUCTIONAL ACCOMMODATIONS

Area of Difficulty	Accommodation	Responsible Agency/Personnel	Start Date
Auditory Perception, Visual-Motor	Directions Read Aloud, Extra Time: Assignments/Tests (2.0), Preferential Seating, Provide with Notes, Shortened Assignments, Take Tests in Alternate Setting, Tests in Short Segments, Visual Models, Other: provide models of assignments; Qs read aloud; clarify questions; prompts	District of Service/ Gen. Ed. Teacher, Assistant, RS	12/12/2012

Pajaro Valley Unified School District

Issue Date: 8/12/2009

Issued:

Issued On: 2013

School Name/Address

Pajaro Valley High School
500 Harkins Slough
Watsonville, CA 95076

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

Counselor: Puente

SSID:

Community:

CrsID	Course Title	Mark	Credit	CrsID	Course Title	Mark	Credit	CrsID	Course Title	Mark	Credit								
Pajaro Valley High School Grd 09 12/2009																			
1041	Adv ELD A	A	5.000	After School Pajaro Valley High Grd 11 12/2011 AS2510 GEOMETRY - 2nd sem C 5.000 Crs Att: 5.000 Cmp: 5.000 Total GPA: 2.286															
1041	Adv ELD A	A-	5.000																
2413	P Algebra 1A/B (Support)	T	5.000																
3910	Health	B	5.000																
3610	P Integrated Science I	B-	5.000																
2976	Math B (9th)	B-	5.000																
4510	N Physical Education 9	B	5.000	Pajaro Valley High School Grd 11 6/2012 2610 P Algebra II D+ 5.000 3310 P Chemistry C+ 5.000 9270 Directed Study A 5.000 1330 P English 3/American Lite A- 5.000 4220 P Spanish 2 SS A- 5.000 7210 P US History B 5.000 Crs Att: 30.000 Cmp: 30.000 Total GPA: 3.000															
Crs Att: 35.000 Cmp: 35.000 Total GPA: 3.143																			
Pajaro Valley High School Grd 09 6/2010																			
2413	P Algebra 1A/B (Support)	C-	5.000																
1130	P English 1	B-	5.000																
1130	P English 1	B-	5.000																
3610	P Integrated Science I	C	5.000	Credit Summary - High School															
5051	Intro Computers	B-	5.000																
2976	Math B (9th)	C	5.000																
4510	N Physical Education 9	B-	5.000																
Crs Att: 35.000 Cmp: 35.000 Total GPA: 2.571																			
Pajaro Valley High School Grd 10 12/2010																			
4610	N Adv PE	B	5.000																
3210	P Biology	C-	5.000																
1230	P English 2	B-	5.000																
2520	P Geometry (SDAIE)	RD	0.000																
4210	P Spanish 1 SS	B	5.000																
7110	P World Civ	B-	5.000																
Crs Att: 30.000 Cmp: 25.000 Total GPA: 2.800				Subject Area Req Cmp Def A English 40.00 30.00 10.00 B Math 20.00 20.00 C Biological Science 10.00 10.00 D Physical Science 10.00 10.00 E Health 5.00 5.00 F Fine Arts / Foreign L 10.00 10.00 G Physical Education 20.00 20.00 H Applied Arts 10.00 10.00 I World Civilization 10.00 10.00 J US History 10.00 10.00 K Federal Government 5.00 0.00 5.00 L Economics 5.00 0.00 5.00 M Electives 45.00 35.00 10.00 N Algebra 10.00 10.00 O Science 10.00 10.00 ---Total Credits--- 220.00 190.00 30.00															
Pajaro Valley High School Grd 10 6/2011																			
4610	N Adv PE	C	5.000																
3210	P Biology	C	5.000																
1230	P English 2	A-	5.000																
2510	P Geometry	RD	0.000																
4210	P Spanish 1 SS	B+	5.000																
7110	P World Civ	C	5.000																
Crs Att: 30.000 Cmp: 25.000																			
After School Pajaro Valley High Grd 10 6/2011																			
AS2510	GEOMETRY - 1st Sem.	C	5.000																
Crs Att: 5.000 Cmp: 5.000 Total GPA: 2.500																			
Pajaro Valley High School Grd 11 12/2011																			
2610	P Algebra II	D-	5.000																
3310	P Chemistry	C	5.000																
1330	P English 3/American Lite	B	5.000																
6080	P ROP Computer Graphics	C+	5.000																
4220	P Spanish 2 SS	B-	5.000																
7210	P US History	B	5.000																
Crs Att: 30.000 Cmp: 30.000				Academic GPA: 2.694 Rank 143 out of 295 Total GPA: 2.711 Rank 147 out of 295 CSU GPA: 2.571 Cal Grant GPA: 2.625															
Testing Information																			
												CAHSEE_ELA-1-1							
												F 5/8/2012							
				CAHSEE_Math-1-1															
				P 3/9/2011															

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

Polio	2/11/1994	4/22/1994	6/23/1994	5/26/1996
DTB	2/11/1994	4/22/1994	6/23/1994	5/23/1998
MMR	10/19/2001			
HEP B	10/19/2001	11/19/2001	5/15/2002	
Varicella	10/19/2001			

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

Date: 10/23/2012



California High School Exit Examination

Security Guard
See back for details

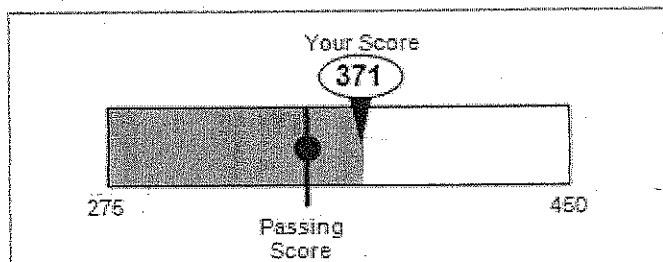
Student and Parent Report

English-Language Arts

Test Date: 05/08/2012

Your Total Score	Score Required to Pass	Status
371	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	6
---------------	---	---

Reading Comprehension	18	15
-----------------------	----	----

Literary Response & Analysis	20	15
------------------------------	----	----

WRITING

Writing Strategies	12	11
--------------------	----	----

Writing Conventions	15	10
---------------------	----	----

Writing Applications*

Your Score

Essay

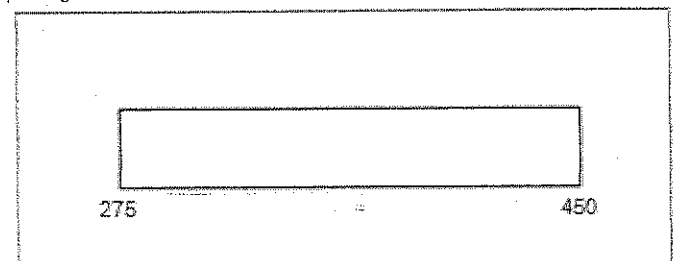
2.0

Mathematics

Test Date: 05/09/2012

Your Total Score	Score Required to Pass	Status
		SATISFIED REQ

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



Strands for Mathematics

Number of Questions	Number Correct
---------------------	----------------

Probability & Statistics

Number Sense

Algebra & Functions

Measurement & Geometry

Algebra I

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

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



Board Agenda Backup

Item No: 10.7

Date: November 14, 2012

Item: CAHSEE Passage Waiver
Math (AHS 12-13-06)

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

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

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

Recommendation: Approve

Budget Considerations: None

Funding Source:

Budgeted: Yes: ☐ No: ☐

Amount: \$

Prepared By: Dee Teutschel, Program Director Special Services

Superintendent's Signature: Dorm Boel

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Date: October 30, 2012

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: _____

Cathy B...

Date: _____

10/30/12

I request that my child _____ was tested with a modification and earned the equivalent of a passing _____ 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: _____

10/30/12

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: Cathy Bi Date: 10/30/12
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.

Clare
Signature of Student's Special Education Teacher

10/30/12
Date

Clare J. Rieber
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.

Eliz
Signature of Student's Academic Counselor

10/30/12
Date

Eliz Martin
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:

nt's ID Num

Pursuant to Education Code 6051, the parent/guardian of _____ dent with disabilities, has requested that the Governing board waive the requirement that he/she successfully pass the high school exit 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:

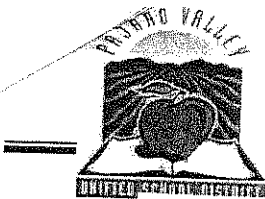
1. Has an individualized education program (IEP) adopted pursuant to the Individuals with Disabilities Education Act that specifies the use of the modification(s) on the exit examination, standardized testing, or classroom instruction and assessments. *Attach the section of the IEP that specifies the modification.)*

a. _____ was initially found eligible for SPED services under Speech and Language Impairment. In third grade she was reassessed and found to have a Specific Learning Disability. According to _____ last triennial assessment, her processing speed is affected by her disability and considered a significant weakness as compared to other adolescents her age nationwide. Her processing ability is significantly lower than her abilities in other areas assessed.

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): Haili used a calculator on the math portion of the exam.

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

d. Haili regularly uses a calculator in her Algebra course.



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

Student _____

Date of Birth _____

IEP Meeting Date 12/12/11

SUPPLEMENTARY/SPECIALIZED SUPPORT

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

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

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

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

PARTICIPATION IN STATE AND DISTRICT-WIDE STANDARDIZED TESTING AND ASSESSMENT

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

- ☐ School Readiness (Preschool Only)
☐ DRDP-R ☐ DRDP Access Adaptations/Accommodations (specify) _____
- ☒ Language Arts: (Gr. 2-11) ☐ Grade Exempt ☒ CST OR ☐ CMA (Criteria Met) (Gr. 3-11)
☐ No accommodations or modifications ☒ Accommodations (specify below) ☐ Modifications (specify below)
Accommodations: flexible time and setting
Modifications: _____
- ☒ Math: (Gr. 2-11) ☐ Grade Exempt ☒ CST OR ☐ CMA (Criteria Met) (Gr. 3-7; Algebra I: 7-11)
☐ No accommodations or modifications ☒ Accommodations (specify below) ☒ Modifications (specify below)
Accommodations: flexible time and setting
Modifications: calculator
- ☒ Science (Gr. 5 & 8 Gr. 9-11) ☐ Grade Exempt ☒ CST OR ☐ CMA (Criteria Met) (Gr. 5, 8 & 10)
☐ No accommodations or modifications ☒ Accommodations (specify below) ☐ Modifications (specify below)
Accommodations: flexible time and setting
Modifications: _____
- ☒ History/Social Science* ☐ Grade Exempt ☒ CST * (Grade 8; Grade 11 for U.S. History; Grades 9 through 11 World History)
☐ No accommodations or modifications ☒ Accommodations (specify below) ☐ Modifications (specify below)
Accommodations: flexible time and setting
Modifications: _____
- ☒ Writing (Gr. 4 & 7 only) ☐ Grade Exempt ☐ CST OR ☐ CMA (Criteria Met) (Gr. 4 & 7 only)
☐ No accommodations or modifications ☐ Accommodations (specify below) ☐ Modifications (specify below)
Accommodations: _____
Modifications: _____
- ☐ Life Skills Curriculum: CAPA Level 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
Participation in CAT-6/CST not appropriate due to: _____
- ☒ Other State or District-Wide Assessment Accommodations/Modifications (specify) Additional time, flexible setting, calculator

PROMOTION STANDARDS

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

CALIFORNIA HIGH SCHOOL EXIT EXAMINATION (CAHSEE)

- ☐ No accommodations or modifications ☐ Exempt due to eligibility for participation in CAPA
☒ Modifications (specify) calculator ☐ Grade Exempt (below grade 10)
☒ Accommodations (specify) alternative setting, extra time ☐ Passed both subtests of the CAHSEE



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

Student _____

Date of Birth _____

IEP Meeting Date 12/12/11

INSTRUCTIONAL ACCOMMODATIONS

Area of Difficulty	Accommodation	Responsible Agency/Personnel	Start Date
Processing Speed	Calculator, Extra Time: Assignments/Tests (1.5), Preferential Seating, Provide with Notes, Shortened Assignments, Take Tests in Alternate Setting, Tests in Short Segments	District of Service/ RS	12/12/2011

Date: 11/8/2012



California High School Exit Examination

Security Stamp
See back for details

Student and Parent Report

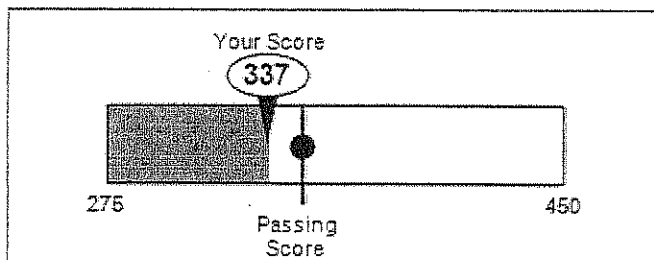
Selpa 7-5-12

English-Language Arts

Test Date: 05/08/2012

Your Total Score	Score Required to Pass	Status
337	350	NOT PASSED

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



Strands for English-Language Arts

READING	Number of Questions	Number Correct
Word Analysis	7	5
Reading Comprehension	18	8
Literary Response & Analysis	20	11
WRITING		
Writing Strategies	12	7
Writing Conventions	15	10

Writing Applications*

Your Score

Essay

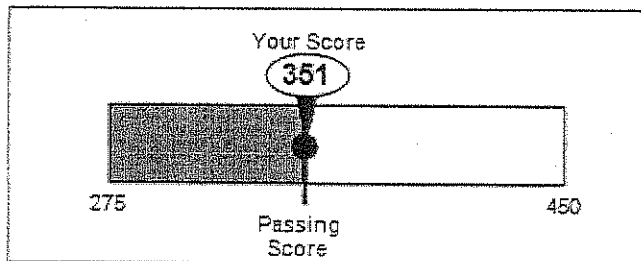
2.0

Mathematics

Test Date: 05/09/2012

Your Total Score	Score Required to Pass	Status
351	350	MODIFIED

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



Strands for Mathematics

	Number of Questions	Number Correct
Probability & Statistics	13	6
Number Sense	17	12
Algebra & Functions	20	13
Measurement & Geometry	18	8
Algebra I	12	4

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

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



Board Agenda Backup

Item No: 10.8

Date: November 14, 2012

Item: Update Authorized District Signatures on Record (Resolution 12-13-05)

Overview: This resolution is to add the new Assistant Superintendent of Human Resources (Sharon Roddick) and remove the Interim Assistant Superintendent of Human Resources (Cathy Stefanki) as authorized to sign documents on behalf of the Pajaro Valley Unified School District for fiscal year 2012-2013 as required by the County Office of Education and Ed. Code 42633.

Rationale: Authorized signatures on record must be updated to comply with Education Code 42633 annually and to reflect the current administration and staff. Documents covered in this resolution include Bill Warrants, Checking & Savings Account documents, County documents, Reports, and Contracts.

Recommendation: Approve Resolution and Change Signatories as recorded.

Budget Considerations:

Funding Source: None

Budgeted: Yes ☐ No ☐

Amount: None

Prepared By: Helen Bellonzi

Helen Bellonzi, Director of Finance

Superintendent Signature: Don Bask

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

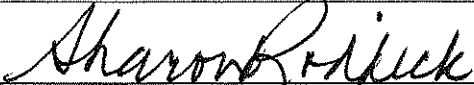
Resolution No. 12-13-05

AUTHORIZED SIGNATURES

WHEREAS, the Board of Trustees of the Pajaro Valley Unified School District, in order to comply with Education Code 42633 to delegate power to contract.

DOES HEREBY RESOLVE TO permit the officials and employees of the above-named organization in whose titles and signatures are listed below, to sign as specified below, any and all reports, documents, bank accounts and / or contracts as listed in the Resolution, provided, however, that no contract made pursuant to such delegation and authorization shall be valid or constitute an enforceable obligation against the District unless and until the same shall have been approved or ratified by the Governing Board.

NOW, THEREFORE, BE IT RESOLVED that the following are true signatures of hand of the above authorized

Signature Name/Title	*** See Key Below ***							
	A	B	C	D	E	F	G	H
 Sharon Roddick, Assistant Superintendent/ Human Resources	X	X	X	X	X	X	X	X
REMOVE Cathy Stefanki, Interim Assistant Superintendent/ Human Resources	X	X	X	X	X	X	X	X

A=BILL WARRANTS (Includes Wire Transfer in lieu of a Bill Warrant)
B=CHECKING & SAVINGS
C=CONTRACTS & AGREEMENTS
D=GOVERNMENT PROJECTS

E=PAYROLL DOCUMENTS AND ACCOUNTING DOCUMENTS
F=PURCHASE & BID DOCUMENTS
G=COUNTY DOCUMENTS
H=REPORTS

PASSED AND ADOPTED by the Board of Trustees of the Pajaro Valley Unified School District, County of Santa Cruz, State of California, this 14th day of November, 2012, by the following vote:

AYES _____ NOES _____ ABSENT _____

Attest

Leslie De Rose
President, Board of Trustees

Jeff Ursino
Vice President/Clerk, Board of Trustees



Board Agenda Backup

Item No: 10.9

Date: November 14, 2012

Item: Resolution # 12-13-06
**Child Development Contracts Child Development Division (CDD)
Programs 2012-13 (CMIG-2017,CMSS 2017, CSPP-2578, CPKS-
2104, CCTR- 2333)**

Overview: PVUSD is contracted with the State Department of Education/ Child Development Division for early care and education services across a variety of full day and part day programs serving low income families. These programs provide full day preschool to working families, part day preschool classrooms, early care and education for the infants and toddlers of teen parents, and care and education for migrant families. All programs promote family involvement and school readiness.

The attached contracts reflect amendments to annual contracts for this school year. These changes were made after state budgeting negotiations were resolved in June. All contracts received reduction due to budget reductions at state level for 2012-13 school year Child Development Department Funding provides funding to operate these programs.

Recommendation: Approve Resolution #

Budget Considerations:

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

Budgeted: Yes: ☒ No: ☐

Amount: Total \$ 2,795,213

Prepared By: Kathy Lathrop Director, Child Development

Superintendent's Signature: _____

RESOLUTION #12-13-06

This resolution must be adopted in order to certify the approval of the Governing Board to enter into this transaction with the California Department of Education for the purpose of providing child care and development services and **to authorize the designated personnel to sign contract documents for Fiscal Year 2012-2013**

RESOLUTION 12-13-06

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

authorizes entering into local agreement number/s CSPP-2578, CPKS-2104, CMIG-2017, CMSS-2017, CPKS 2104, CCTR 2313 that the person/s who is/are listed below, is/are authorized to sign the transaction for the Governing Board.

NAME	TITLE	SIGNATURE
Dorma Baker	Superintendent	
Brett McFadden	Chief Business Officer	

PASSED AND ADOPTED THIS 14th Day of November, 2012, by the

Governing Board of Pajaro Valley Unified School District

of Santa Cruz County, California.

Jeff Ursino _____ Clerk of the Governing Board of

Pajaro Unified School District of Santa Cruz County,

California, certify that the foregoing is a full, true and correct copy of a resolution adopted by the said Board at a general meeting thereof held at a regular public place of meeting and the resolution is on file in the office of said Board.

(Clerk's signature)

(Date)

**CALIFORNIA DEPARTMENT OF EDUCATION**

1430 N Street

Sacramento, CA 95814-5901

F.Y. 12 - 13**Amendment 02****LOCAL AGREEMENT FOR CHILD DEVELOPMENT SERVICES**

ADD START-UP

DATE: July 01, 2012

CONTRACT NUMBER: CMIG-2017

PROGRAM TYPE: MIGRANT CHILD CARE

PROJECT NUMBER: 44-6979-00-2

CONTRACTOR'S NAME: PAJARO VALLEY UNIFIED SCHOOL DISTRICT

This agreement with the State of California dated July 01, 2012 designated as number CMIG-2017, Amendment #01 (INCREASE (AB 1464)/FT&C Chg.) shall be amended in the following particulars but no others:

The Maximum Reimbursable Amount (MRA) payable pursuant to the provisions of this agreement shall be \$495,354.00 (no change).

Within the specified MRA, there is a maximum of \$74,303.00 identified for allowable Start-up costs. Start-up funds expended for allowable costs are not subject to service requirements; any portion not so expended may be earned through services to additional eligible children.

The Maximim Rate per child day of enrollment payable pursuant to the provisions of the agreement shall be \$34.38. (No change)

SERVICE REQUIREMENTS

The minimum Child Days of Enrollment (CDE) Requirement shall be 14,408.2. (No change)

Minimum Days of Operation (MDO) Requirement shall be 128. (No change)

EXCEPT AS AMENDED HEREIN all terms and conditions of the original agreement shall remain unchanged and in full force and effect.

STATE OF CALIFORNIA		CONTRACTOR	
BY (AUTHORIZED SIGNATURE)		BY (AUTHORIZED SIGNATURE)	
PRINTED NAME OF PERSON SIGNING Margie Burke, Manager		PRINTED NAME AND TITLE OF PERSON SIGNING Dorinda Baker, Superintendent	
TITLE Contracts, Purchasing & Conference Services		ADDRESS 294 Green Valley Rd. Watsonville, CA 95076	
AMOUNT ENCUMBERED BY THIS DOCUMENT \$ 0	PROGRAM/CATEGORY (CODE AND TITLE) Child Development Programs	FUND TITLE General	
PRIOR AMOUNT ENCUMBERED FOR THIS CONTRACT \$ 495,354	(OPTIONAL USE) 0656 23036-6979	Department of General Services use only	
TOTAL AMOUNT ENCUMBERED TO DATE \$ 495,354	ITEM 30.10.020.004 6110-194-0001	CHAPTER 21	STATUTE 2012
		FISCAL YEAR 2012-2013	
OBJECT OF EXPENDITURE (CODE AND TITLE) 702 SACS: Res-6065 Rev-8530			
I hereby certify upon my own personal knowledge that budgeted funds are available for the period and purpose of the expenditure stated above.		T.B.A. NO.	B.R. NO.
SIGNATURE OF ACCOUNTING OFFICER		DATE	

**CALIFORNIA DEPARTMENT OF EDUCATION**

1430 N Street

Sacramento, CA 95814-5901

F.Y. 12 - 13**Amendment 01****DATE:** July 01, 2012**CONTRACT NUMBER:** CMSS-2017**PROGRAM TYPE:** MIGRANT SPECIALIZED
SERVICES**PROJECT NUMBER:** 44-6979-00-2**LOCAL AGREEMENT FOR CHILD DEVELOPMENT SERVICES**
INCREASE (AB 1464)/FT&C Chg.**CONTRACTOR'S NAME:** PAJARO VALLEY UNIFIED SCHOOL DISTRICT

This agreement with the State of California dated July 01, 2012 designated as number CMSS-2017, shall be amended in the following particulars but no others:

The 2012-13 Funding Terms and Conditions (FT&C) shall be amended in accordance with the attached 2012-13 amended FT&C Language Changes (Attachment A) which by this reference is incorporated herein.

The Maximum Reimbursable Amount (MRA) payable pursuant to the provisions of this agreement shall be amended by deleting reference to \$62,588.00 and inserting \$77,631.00 in place thereof.

EXCEPT AS AMENDED HEREIN all terms and conditions of the original agreement shall remain unchanged and in full force and effect.

STATE OF CALIFORNIA		CONTRACTOR	
BY (AUTHORIZED SIGNATURE) 		BY (AUTHORIZED SIGNATURE) 	
PRINTED NAME OF PERSON SIGNING Margie Burke, Manager		PRINTED NAME AND TITLE OF PERSON SIGNING Norma Baker, Superintendent	
TITLE Contracts, Purchasing & Conference Services		ADDRESS 294 Green Valley Rd, Watsonville, CA 95076	
AMOUNT ENCUMBERED BY THIS DOCUMENT \$ 15,043	PROGRAM/CATEGORY (CODE AND TITLE) Child Development Programs	FUND TITLE General	
PRIOR AMOUNT ENCUMBERED FOR THIS CONTRACT \$ 62,588	(OPTIONAL USE) 0656 23360-6979	Department of General Services use only	
TOTAL AMOUNT ENCUMBERED TO DATE \$ 77,631	ITEM 30.10.020.004 6110-194-0001	CHAPTER 21	FISCAL YEAR 2012-2013
OBJECT OF EXPENDITURE (CODE AND TITLE) 702 SACS: Res-6070 Rev-8530		OCT 09 2012 ing on file	
I hereby certify upon my own personal knowledge that budgeted funds are available for the period and purpose of the expenditure stated above.		T.B.A. NO.	B.R. NO.
SIGNATURE OF ACCOUNTING OFFICER 		DATE OCT 22 2012	

**2012-13 LANGUAGE CHANGES TO
THE FUNDING TERMS AND CONDITIONS (FT&C)**

These changes apply to the FT&C for the following contract type:
CCTR, CAPP, CHAN, CFCC, CMAP, CMIG, CRRP, C2AP and C3AP

Note: The page numbers cited may be a few pages off.

Revised the Definitions in the following:

"CSPP eligible four-year-old children" means children who will have their fourth birthday on or before November 1 ~~December 2~~ of the fiscal year in which they are enrolled in a California state preschool program.

"CSPP eligible three-year-old children" means children who will have their third birthday on or before November 1 ~~December 2~~ of the fiscal year in which they are enrolled in a California state preschool program.

"Family child care home education network" means an entity organized under law that contracts with the Department pursuant to EC Section 8245 to make payments to licensed family child care home providers and to provide education and support services to those providers and to children and families eligible for state-subsidized child care and development services. A family child care home education network may also be referred to as a family child care home system.

Delete Section II.A.3, GENERAL PROVISIONS, Notification of Address Change (p.14)

~~For proposed site changes for Prekindergarten and Family Literacy Part and Full Day programs, a request must be submitted to the CDD and shall include:~~

- ~~a. The name and address of the current program location;~~
- ~~b. The name and address of the proposed program location;~~
- ~~c. Verification that the proposed program location is within the attendance area of an elementary school with a decile ranking of 1 to 3, inclusive, based on the 2005 base Academic Performance Index; and~~
- ~~d. The site license for the proposed program location.~~

~~Approval shall be granted upon receipt of documentation confirming that the proposed program location meets the statutory requirements as specified in EC Section 8238.4(a)(2).~~

~~The CDD shall approve or deny the request within thirty (30) calendar days of receipt of the request.~~

**CALIFORNIA DEPARTMENT OF EDUCATION**

1430 N Street

Sacramento, CA 95814-5901

F.Y. 12 - 13**Amendment 01****LOCAL AGREEMENT FOR CHILD DEVELOPMENT SERVICES
INCREASE (AB 1464)/FT&C Chg.****DATE:** July 01, 2012**CONTRACT NUMBER:** CCTR-2313**PROGRAM TYPE:** GENERAL CHILD CARE &
DEV PROGRAMS**PROJECT NUMBER:** 44-6979-00-2**CONTRACTOR'S NAME:** PAJARO VALLEY UNIFIED SCHOOL DISTRICT

This agreement with the State of California dated July 01, 2012 designated as number CCTR-2313, shall be amended in the following particulars but no others:

The 2012-13 Funding Terms and Conditions (FT&C) shall be amended in accordance with the attached 2012-13 amended FT&C Language (Attachment A) which by this reference is incorporated herein.

The Maximum Reimbursable Amount (MRA) payable pursuant to the provisions of this agreement shall be amended by deleting reference to \$438,351.00 and inserting \$494,695.00 in place thereof.

The Maximim Rate per child day of enrollment payable pursuant to the provisions of the agreement shall be \$34.38. (No change)

SERVICE REQUIREMENTS

The minimum Child Days of Enrollment (CDE) Requirement shall be amended by deleting reference to 12,750.0 and inserting 14,389.0 in place thereof.

Minimum Days of Operation (MDO) shall be 248. (No change)

EXCEPT AS AMENDED HEREIN all terms and conditions of the original agreement shall remain unchanged and in full force and effect.

STATE OF CALIFORNIA**CONTRACTOR**

BY (AUTHORIZED SIGNATURE)

BY (AUTHORIZED SIGNATURE)

PRINTED NAME OF PERSON SIGNING

Margie Burke, Manager

PRINTED NAME AND TITLE OF PERSON SIGNING

Dorma Baker, Superintendent

TITLE

Contracts, Purchasing & Conference Services

ADDRESS

294 Green Valley Rd. Watsonville, CA 95076

AMOUNT ENCUMBERED BY THIS
DOCUMENT

\$ 56,344

PROGRAM/CATEGORY (CODE AND TITLE)
Child Development Programs

FUND TITLE

PRIOR AMOUNT ENCUMBERED FOR
THIS CONTRACT

\$ 438,351

(OPTIONAL USE)

See Attached

TOTAL AMOUNT ENCUMBERED TO
DATE

\$ 494,695

ITEM

See Attached

CHAPTER

STATUTE

FISCAL YEAR

OBJECT OF EXPENDITURE (CODE AND TITLE)

702

I hereby certify upon my own personal knowledge that budgeted funds are available for the period and purpose of the expenditure stated above.

T.B.A. NO.

B.R. NO.

SIGNATURE OF ACCOUNTING OFFICER

See Attached

DATE

OCT 22 2012

Department of General Services
Use only

OCT 09 2012

AS on file

CONTRACTOR'S NAME: PAJARO VALLEY UNIFIED SCHOOL DISTRICT

CONTRACT NUMBER: CCTR-2313

Amendment 01

AMOUNT ENCUMBERED BY THIS DOCUMENT \$ 36,901	PROGRAM/CATEGORY (CODE AND TITLE) Child Development Programs	FUND TITLE Federal		
PRIOR AMOUNT ENCUMBERED \$ 124,626	(OPTIONAL USE)0656 13609-6979	FC# 93.596	PC# 000321	
TOTAL AMOUNT ENCUMBERED TO DATE \$ 161,527	ITEM 30.10.020.001 6110-194-0890	CHAPTER 21	STATUTE 2012	FISCAL YEAR 2012-2013
OBJECT OF EXPENDITURE (CODE AND TITLE) 702 SACS: Res-5025 Rev-8290				

AMOUNT ENCUMBERED BY THIS DOCUMENT \$ 20,302	PROGRAM/CATEGORY (CODE AND TITLE) Child Development Programs	FUND TITLE Federal		
PRIOR AMOUNT ENCUMBERED \$ 68,566	(OPTIONAL USE)0656 15136-6979	FC# 93.575	PC# 000324	
TOTAL AMOUNT ENCUMBERED TO DATE \$ 88,868	ITEM 30.10.020.001 6110-194-0890	CHAPTER 21	STATUTE 2012	FISCAL YEAR 2012-2013
OBJECT OF EXPENDITURE (CODE AND TITLE) 702 SACS: Res-5025 Rev-8290				

AMOUNT ENCUMBERED BY THIS DOCUMENT \$ -859	PROGRAM/CATEGORY (CODE AND TITLE) Child Development Programs	FUND TITLE General		
PRIOR AMOUNT ENCUMBERED \$ 245,159	(OPTIONAL USE)0656 23254-6979			
TOTAL AMOUNT ENCUMBERED TO DATE \$ 244,300	ITEM 30.10.020.001 6110-194-0001	CHAPTER 21	STATUTE 2012	FISCAL YEAR 2012-2013
OBJECT OF EXPENDITURE (CODE AND TITLE) 702 SACS: Res-6105 Rev-8590				

I hereby certify upon my own personal knowledge that budgeted funds are available for the period and purpose of the expenditure stated above.

SIGNATURE OF ACCOUNTING OFFICER

T.B.A. NO.

B.R. NO.

DATE

OCT 22 2012

**2012-13 LANGUAGE CHANGES TO
THE FUNDING TERMS AND CONDITIONS (FT&C)**

These changes apply to the FT&C for the following contract type:
CCTR, CAPP, CHAN, CFCC, CMAP, CMIG, CRRP, C2AP and C3AP

Note: The page numbers cited may be a few pages off.

Revised the Definitions in the following:

"CSPP eligible four-year-old children" means children who will have their fourth birthday on or before November 1 ~~December 2~~ of the fiscal year in which they are enrolled in a California state preschool program.

"CSPP eligible three-year-old children" means children who will have their third birthday on or before November 1 ~~December 2~~ of the fiscal year in which they are enrolled in a California state preschool program.

"Family child care home education network" means an entity organized under law that contracts with the Department pursuant to EC Section 8245 to make payments to licensed family child care home providers and to provide education and support services to those providers and to children and families eligible for state-subsidized child care and development services. A family child care home education network may also be referred to as a family child care home system.

Delete Section II.A.3, GENERAL PROVISIONS, Notification of Address Change (p.14)

~~For proposed site changes for Prekindergarten and Family Literacy Part- and Full-Day programs, a request must be submitted to the CDD and shall include:~~

- ~~a. The name and address of the current program location;~~
- ~~b. The name and address of the proposed program location;~~
- ~~c. Verification that the proposed program location is within the attendance area of an elementary school with a decile ranking of 1 to 3, inclusive, based on the 2005 base Academic Performance Index; and~~
- ~~d. The site license for the proposed program location.~~

~~Approval shall be granted upon receipt of documentation confirming that the proposed program location meets the statutory requirements as specified in EC Section 8238.4(a)(2).~~

~~The CDD shall approve or deny the request within thirty (30) calendar days of receipt of the request.~~

**CALIFORNIA DEPARTMENT OF EDUCATION**

1430 N Street

Sacramento, CA 95814-5901

F.Y. 12 - 13**Amendment 01****LOCAL AGREEMENT FOR CHILD DEVELOPMENT SERVICES**

INCREASE (AB 1464)/FT&C Chg.

DATE: July 01, 2012

CONTRACT NUMBER: CSPP-2578

PROGRAM TYPE: CALIFORNIA STATE
PRESCHOOL PROGRAM

PROJECT NUMBER: 44-6979-00-2

CONTRACTOR'S NAME: PAJARO VALLEY UNIFIED SCHOOL DISTRICT

This agreement with the State of California dated July 01, 2012 designated as number CSPP-2578, shall be amended in the following particulars but no others:

The 2012-13 Funding Terms and Conditions (FT&C) shall be amended in accordance with the attached 2012-13 amended FT&C Language (Attachment A) which by this reference is incorporated herein.

The Maximum Reimbursable Amount (MRA) payable pursuant to the provisions of this agreement shall be amended by deleting reference to \$1,727,533.00 and inserting \$1,799,891.00 in place thereof.

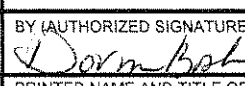
The Maximim Rate per child day of enrollment payable pursuant to the provisions of the agreement shall be \$34.38. (No change)

SERVICE REQUIREMENTS

The minimum Child Days of Enrollment (CDE) Requirement shall be amended by deleting reference to 50,248.0 and inserting 52,352.9 in place thereof.

Minimum Days of Operation (MDO) shall be 248. (No change)

EXCEPT AS AMENDED HEREIN all terms and conditions of the original agreement shall remain unchanged and in full force and effect.

STATE OF CALIFORNIA		CONTRACTOR	
BY (AUTHORIZED SIGNATURE) 		BY (AUTHORIZED SIGNATURE) 	
PRINTED NAME OF PERSON SIGNING Margie Burke, Manager		PRINTED NAME AND TITLE OF PERSON SIGNING Dorna Baker, Superintendent	
TITLE Contracts, Purchasing & Conference Services		ADDRESS 294 Green Valley Rd Watsonville, CA 95076	
AMOUNT ENCUMBERED BY THIS DOCUMENT \$ 72,358	PROGRAM/CATEGORY (CODE AND TITLE) Child Development Programs	FUND TITLE	
PRIOR AMOUNT ENCUMBERED FOR THIS CONTRACT \$ 1,727,533	(OPTIONAL USE) See Attached	Department of General Services use only	
TOTAL AMOUNT ENCUMBERED TO DATE \$ 1,799,891	ITEM See Attached	CHAPTER	STATUTE
	OBJECT OF EXPENDITURE (CODE AND TITLE) 702	FISCAL YEAR	
I hereby certify upon my own personal knowledge that budgeted funds are available for the period and purpose of the expenditure stated above.		T.B.A. NO.	B.R. NO.
SIGNATURE OF ACCOUNTING OFFICER See Attached		DATE OCT 22 2012	

OCT 09 2012
Plg. on file

CONTRACTOR'S NAME: PAJARO VALLEY UNIFIED SCHOOL DISTRICT

CONTRACT NUMBER: CSPP-2578

Amendment 01

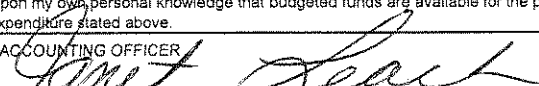
AMOUNT ENCUMBERED BY THIS DOCUMENT \$ 44,097	PROGRAM/CATEGORY (CODE AND TITLE) Child Development Programs		FUND TITLE Federal	
PRIOR AMOUNT ENCUMBERED \$ 139,887	(OPTIONAL USE)0656 FC# 93.596 13609-6979		PC# 000321	
TOTAL AMOUNT ENCUMBERED TO DATE \$ 183,984	ITEM 30.10.020.001 6110-194-0890	CHAPTER 21	STATUTE 2012	FISCAL YEAR 2012-2013
OBJECT OF EXPENDITURE (CODE AND TITLE) 702 SACS: Res-5025 Rev-8290				

AMOUNT ENCUMBERED BY THIS DOCUMENT \$ 24,261	PROGRAM/CATEGORY (CODE AND TITLE) Child Development Programs		FUND TITLE Federal	
PRIOR AMOUNT ENCUMBERED \$ 76,962	(OPTIONAL USE)0656 FC# 93.575 15136-6979		PC# 000324	
TOTAL AMOUNT ENCUMBERED TO DATE \$ 101,223	ITEM 30.10.020.001 6110-194-0890	CHAPTER 21	STATUTE 2012	FISCAL YEAR 2012-2013
OBJECT OF EXPENDITURE (CODE AND TITLE) 702 SACS: Res-5025 Rev-8290				

AMOUNT ENCUMBERED BY THIS DOCUMENT \$ 505,360	PROGRAM/CATEGORY (CODE AND TITLE) Child Development Programs		FUND TITLE General	
PRIOR AMOUNT ENCUMBERED \$ 731,057	(OPTIONAL USE)0656 23038-6979			
TOTAL AMOUNT ENCUMBERED TO DATE \$ 1,236,417	ITEM 30.10.010. 6110-196-0001	CHAPTER 21	STATUTE 2012	FISCAL YEAR 2012-2013
OBJECT OF EXPENDITURE (CODE AND TITLE) 702 SACS: Res-6105 Rev-8590				

AMOUNT ENCUMBERED BY THIS DOCUMENT \$ 3,086	PROGRAM/CATEGORY (CODE AND TITLE) Child Development Programs		FUND TITLE General	
PRIOR AMOUNT ENCUMBERED \$ 275,181	(OPTIONAL USE)0656 23254-6979			
TOTAL AMOUNT ENCUMBERED TO DATE \$ 278,267	ITEM 30.10.020.001 6110-194-0001	CHAPTER 21	STATUTE 2012	FISCAL YEAR 2012-2013
OBJECT OF EXPENDITURE (CODE AND TITLE) 702 SACS: Res-6105 Rev-8590				

AMOUNT ENCUMBERED BY THIS DOCUMENT \$ -504,446	PROGRAM/CATEGORY (CODE AND TITLE) Child Development Programs		FUND TITLE General	
PRIOR AMOUNT ENCUMBERED \$ 504,446	(OPTIONAL USE)0656 24818-6979			
TOTAL AMOUNT ENCUMBERED TO DATE \$ 0	ITEM 30.10.010. 6110-196-0001	CHAPTER 21	STATUTE 2012	FISCAL YEAR 2012-2013
OBJECT OF EXPENDITURE (CODE AND TITLE) 702 SACS: Res-6105 Rev-8590				

I hereby certify upon my own personal knowledge that budgeted funds are available for the period and purpose of the expenditure stated above.		T.B.A. NO.	B.R. NO.
SIGNATURE OF ACCOUNTING OFFICER 		DATE	OCT 22 2012

**CALIFORNIA DEPARTMENT OF EDUCATION**

1430 N Street

Sacramento, CA 95814-5901

F.Y. 12 - 13

DATE: July 01, 2012

CONTRACT NUMBER: CPKS-2104

PROGRAM TYPE: PREKINDERGARTEN AND
FAMILY LITERACY PROG

PROJECT NUMBER: 44-6979-00-2

LOCAL AGREEMENT FOR CHILD DEVELOPMENT SERVICES**CONTRACTOR'S NAME:** PAJARO VALLEY UNIFIED SCHOOL DISTRICT

By signing this contract and returning it to the State, you are agreeing to use the funds identified below for support and to promote the interactive literacy activities for children and families enrolled in the Prekindergarten and Family Literacy Program, in accordance with the attached PROGRAM REQUIREMENTS FOR PREKINDERGARTEN AND FAMILY LITERACY PROGRAM, Exhibit B, (also available online at <http://www.cde.ca.gov/fg/aa/cd/>) which by this reference incorporated into this contract. The Contractor's signature also certifies compliance with "General Terms and Conditions," (GTC-610/Exhibit A) which are attached hereto and by this reference incorporated herein.

Funding of this contract is contingent upon appropriation and availability of funds. This contract may be terminated immediately by the State if funds are not appropriated or available in amounts sufficient to fund the State's obligations under this contract. The period of performance for this contract is July 01, 2012 through June 30, 2013. The total amount payable pursuant to this agreement shall not exceed \$17,500.00.

Expenditure of these funds shall be reported quarterly to the Child Development Fiscal Services (CDFS) on form CDFS-9529. Reporting must be submitted for reimbursement of expenditures. For non-local educational agencies, expenditures made for the period July 1, 2012 through June 30, 2013 shall be included in their fiscal year 2012-13 audit due by the 15th day of the fifth month following the end of the contractor's fiscal year or earlier if specified by CDE. The audits for School Districts and County Offices shall be submitted in accordance with Education Code Section 41020.

Any provision of this contract found to be in violation of Federal or State statute or regulation shall be invalid but such a finding shall not affect the remaining provisions of this contract.

Exhibit A, General Terms and Conditions attached.

STATE OF CALIFORNIA		CONTRACTOR	
BY (AUTHORIZED SIGNATURE) 	BY (AUTHORIZED SIGNATURE) 6/27/12		
PRINTED NAME OF PERSON SIGNING Margie Burke, Manager	PRINTED NAME AND TITLE OF PERSON SIGNING Brett McFadden, Chief Business Officer		
TITLE Contracts, Purchasing & Conference Services	ADDRESS 294 Green Valley Rd, Watsonville, CA 95076		
AMOUNT ENCUMBERED BY THIS DOCUMENT \$ 17,500	PROGRAM/CATEGORY (CODE AND TITLE) Child Development Programs	FUND TITLE General	
PRIOR AMOUNT ENCUMBERED FOR THIS CONTRACT \$ 0	(OPTIONAL USE) 0656 24859-6979		
TOTAL AMOUNT ENCUMBERED TO DATE \$ 17,500	ITEM 30.10.010. 6110-196-0001	CHAPTER B/A	STATUTE 2012
	FISCAL YEAR 2012-2013		
	OBJECT OF EXPENDITURE (CODE AND TITLE) 702 SACS: Res-6052 Rev-8590		
I hereby certify upon my own personal knowledge that budgeted funds are available for the period and purpose of the expenditure stated above.		T.B.A. NO.	B.R. NO.
SIGNATURE OF ACCOUNTING OFFICER 		DATE JUL 16 2012	

Department of General Services
use only

JUL 05 2012

Sig. on file

15. ANTITRUST CLAIMS: The Contractor by signing this agreement hereby certifies that if these services or goods are obtained by means of a competitive bid, the Contractor shall comply with the requirements of the Government Codes Sections set out below.

a. The Government Code Chapter on Antitrust claims contains the following definitions:

1) "Public purchase" means a purchase by means of competitive bids of goods, services, or materials by the State or any of its political subdivisions or public agencies on whose behalf the Attorney General may bring an action pursuant to subdivision (c) of Section 16750 of the Business and Professions Code.

2) "Public purchasing body" means the State or the subdivision or agency making a public purchase. Government Code Section 4550.

b. In submitting a bid to a public purchasing body, the bidder offers and agrees that if the bid is accepted, it will assign to the purchasing body all rights, title, and interest in and to all causes of action it may have under Section 4 of the Clayton Act (15 U.S.C. Sec. 15) or under the Cartwright Act (Chapter 2 (commencing with Section 16700) of Part 2 of Division 7 of the Business and Professions Code), arising from purchases of goods, materials, or services by the bidder for sale to the purchasing body pursuant to the bid. Such assignment shall be made and become effective at the time the purchasing body tenders final payment to the bidder. Government Code Section 4552.

c. If an awarding body or public purchasing body receives, either through judgment or settlement, a monetary recovery for a cause of action assigned under this chapter, the assignor shall be entitled to receive reimbursement for actual legal costs incurred and may, upon demand, recover from the public body any portion of the recovery, including treble damages, attributable to overcharges that were paid by the assignor but were not paid by the public body as part of the bid price, less the expenses incurred in obtaining that portion of the recovery. Government Code Section 4553.

d. Upon demand in writing by the assignor, the assignee shall, within one year from such demand, reassign the cause of action assigned under this part if the assignor has been or may have been injured by the violation of law for which the cause of action arose and (a) the assignee has not been injured thereby, or (b) the assignee declines to file a court action for the cause of action. See Government Code Section 4554.

16. CHILD SUPPORT COMPLIANCE ACT: For any Agreement in excess of \$100,000, the contractor acknowledges in accordance with Public Contract Code 7110, that:

a. The contractor recognizes the importance of child and family support obligations and shall fully comply with all applicable state and federal laws relating to child and family support enforcement, including, but not limited to, disclosure of information and compliance with earnings assignment orders, as provided in Chapter 8 (commencing with section 5200) of Part 5 of Division 9 of the Family Code; and

b. The contractor, to the best of its knowledge is fully complying with the earnings assignment orders of all employees and is providing the names of all new employees to the New Hire Registry maintained by the California Employment Development Department.

17. UNENFORCEABLE PROVISION: In the event that any provision of this Agreement is unenforceable or held to be unenforceable, then the parties agree that all other provisions of this Agreement have force and effect and shall not be affected thereby.

18. PRIORITY HIRING CONSIDERATIONS: If this Contract includes services in excess of \$200,000, the Contractor shall give priority consideration in filling vacancies in positions funded by the Contract to qualified recipients of aid under Welfare and Institutions Code Section 11200 in accordance with Pub. Contract Code §10353.

19. SMALL BUSINESS PARTICIPATION AND DVBE PARTICIPATION REPORTING REQUIREMENTS:

a. If for this Contract Contractor made a commitment to achieve small business participation, then Contractor must within 60 days of receiving final payment under this Contract (or within such other time period as may be specified elsewhere in this Contract) report to the awarding department the actual percentage of small business participation that was achieved. (Govt. Code § 14841.)

b. If for this Contract Contractor made a commitment to achieve disabled veteran business enterprise (DVBE) participation, then Contractor must within 60 days of receiving final payment under this Contract (or within such other time period as may be specified elsewhere in this Contract) certify in a report to the awarding department: (1) the total amount the prime Contractor received under the Contract; (2) the name and address of the DVBE(s) that participated in the performance of the Contract; (3) the amount each DVBE received from the prime Contractor; (4) that all payments under the Contract have been made to the DVBE; and (5) the actual percentage of DVBE participation that was achieved. A person or entity that knowingly provides false information shall be subject to a civil penalty for each violation. (Mil. & Vets. Code § 999.5(d); Govt. Code § 14841.)

20. LOSS LEADER:

If this contract involves the furnishing of equipment, materials, or supplies then the following statement is incorporated: It is unlawful for any person engaged in business within this state to sell or use any article or product as a "loss leader" as defined in Section 17030 of the Business and Professions Code. (PCC 10344(e).)

EXHIBIT A

GENERAL TERMS AND CONDITIONS

1. APPROVAL: This Agreement is of no force or effect until signed by both parties and approved by the Department of General Services, if required. Contractor may not commence performance until such approval has been obtained.
2. AMENDMENT: No amendment or variation of the terms of this Agreement shall be valid unless made in writing, signed by the parties and approved as required. No oral understanding or Agreement not incorporated in the Agreement is binding on any of the parties.
3. ASSIGNMENT: This Agreement is not assignable by the Contractor, either in whole or in part, without the consent of the State in the form of a formal written amendment.
4. AUDIT: Contractor agrees that the awarding department, the Department of General Services, the Bureau of State Audits, or their designated representative shall have the right to review and to copy any records and supporting documentation pertaining to the performance of this Agreement. Contractor agrees to maintain such records for possible audit for a minimum of three (3) years after final payment, unless a longer period of records retention is stipulated. Contractor agrees to allow the auditor(s) access to such records during normal business hours and to allow interviews of any employees who might reasonably have information related to such records. Further, Contractor agrees to include a similar right of the State to audit records and interview staff in any subcontract related to performance of this Agreement. (Gov. Code §8546.7, Pub. Contract Code §10115 et seq., CCR Title 2, Section 1896).
5. INDEMNIFICATION: Contractor agrees to indemnify, defend and save harmless the State, its officers, agents and employees from any and all claims and losses accruing or resulting to any and all contractors, subcontractors, suppliers, laborers, and any other person, firm or corporation furnishing or supplying work services, materials, or supplies in connection with the performance of this Agreement, and from any and all claims and losses accruing or resulting to any person, firm or corporation who may be injured or damaged by Contractor in the performance of this Agreement.
6. DISPUTES: Contractor shall continue with the responsibilities under this Agreement during any dispute.
7. TERMINATION FOR CAUSE: The State may terminate this Agreement and be relieved of any payments should the Contractor fail to perform the requirements of this Agreement at the time and in the manner herein provided. In the event of such termination the State may proceed with the work in any manner deemed proper by the State. All costs to the State shall be deducted from any sum due the Contractor under this Agreement and the balance, if any, shall be paid to the Contractor upon demand.

8. INDEPENDENT CONTRACTOR: Contractor, and the agents and employees of Contractor, in the performance of this Agreement, shall act in an independent capacity and not as officers or employees or agents of the State.

9. RECYCLING CERTIFICATION: The Contractor shall certify in writing under penalty of perjury, the minimum, if not exact, percentage of post consumer material as defined in the Public Contract Code Section 12200, in products, materials, goods, or supplies offered or sold to the State regardless of whether the product meets the requirements of Public Contract Code Section 12209. With respect to printer or duplication cartridges that comply with the requirements of Section 12156(e), the certification required by this subdivision shall specify that the cartridges so comply (Pub. Contract Code §12205).

10. NON-DISCRIMINATION CLAUSE: During the performance of this Agreement, Contractor and its subcontractors shall not unlawfully discriminate, harass, or allow harassment against any employee or applicant for employment because of sex, race, color, ancestry, religious creed, national origin, physical disability (including HIV and AIDS), mental disability, medical condition (e.g., cancer), age (over 40), marital status, and denial of family care leave. Contractor and subcontractors shall insure that the evaluation and treatment of their employees and applicants for employment are free from such discrimination and harassment. Contractor and subcontractors shall comply with the provisions of the Fair Employment and Housing Act (Gov. Code §12990 (a-f) et seq.) and the applicable regulations promulgated thereunder (California Code of Regulations, Title 2, Section 7285 et seq.). The applicable regulations of the Fair Employment and Housing Commission implementing Government Code Section 12990 (a-f), set forth in Chapter 5 of Division 4 of Title 2 of the California Code of Regulations, are incorporated into this Agreement by reference and made a part hereof as if set forth in full. Contractor and its subcontractors shall give written notice of their obligations under this clause to labor organizations with which they have a collective bargaining or other Agreement.

Contractor shall include the nondiscrimination and compliance provisions of this clause in all subcontracts to perform work under the Agreement.

11. CERTIFICATION CLAUSES: The CONTRACTOR CERTIFICATION CLAUSES contained in the document CCC 307 are hereby incorporated by reference and made a part of this Agreement by this reference as if attached hereto.

12. TIMELINESS: Time is of the essence in this Agreement.

13. COMPENSATION: The consideration to be paid Contractor, as provided herein, shall be in compensation for all of Contractor's expenses incurred in the performance hereof, including travel, per diem, and taxes, unless otherwise expressly so provided.

14. GOVERNING LAW: This contract is governed by and shall be interpreted in accordance with the laws of the State of California.



Board Agenda Backup

Item No: 10.10

Date: November 14, 2012

Item: Resolution # 12-13-07
Child Development Repair Renovation and Repair
Contract 12-13 thru 14-15

Overview: PVUSD contracts with the State Department of Education/ Child Development Division (CDE/CDD) for early care and education services. Periodically CDE/CDD makes available opportunity to apply for funding for repair and renovation of child development facilities. The attached contract CRPM #2078 is an award of funding to replace flooring at several sites, improve playgrounds by adding play equipment and planting trees, install a window, install a sink, remodel a bathroom on one site and provide industrial cleaning for several facilities. The second Repair and Renovation contract attached is a amended previously accepted contract CRPM # 1088. Designated work projects were amended due to change in site needs.

Recommendation: Approve Resolution #

Budget Considerations:

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

Budgeted: Yes: ☒ No: ☐

Amount: Total CRPM # 1088 \$94,200 Contract \$89,340 Remaining
CTPM # 2078 \$99,884

Kathy Lathrop Director, Child Development

Prepared By: _____

Superintendent's Signature: _____

RESOLUTION #12-13-07

This resolution must be adopted in order to certify the approval of the Governing Board to enter into this transaction with the California Department of Education for the purpose of providing child care and development services and **to authorize the designated personnel to sign contract documents for Fiscal Year 2012-2013**

RESOLUTION #12-13-07

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

authorizes entering into local agreement number CRPM # 2078 and Amendment 01 for CRPM# 1088 that the person/s who is/are listed below, is/are authorized to sign the transaction for the Governing Board.

NAME	TITLE	SIGNATURE
Dorma Baker	Superintendent	
Brett McFadden	Chief Business Officer	

PASSED AND ADOPTED THIS 14th Day of November, 2012, by the

Governing Board of **Pajaro Valley Unified School District**

of **Santa Cruz** County, California.

Jeff Ursino _____ Clerk of the Governing Board of

Pajaro Unified School District of Santa Cruz County,

California, certify that the foregoing is a full, true and correct copy of a resolution adopted by the said Board at a general meeting thereof held at a regular public place of meeting and the resolution is on file in the office of said Board.

(Clerk's signature)

(Date)

**CALIFORNIA DEPARTMENT OF EDUCATION**

1430 N Street

Sacramento, CA 95814-5901

F.Y. 12-13 thru 14-15

DATE: July 01, 2012

CONTRACT NUMBER: CRPM-2078

PROGRAM TYPE: FACILITIES RENOVATION
AND REPAIR

PROJECT NUMBER: 44-6979-00-2

LOCAL AGREEMENT FOR CHILD DEVELOPMENT SERVICES**CONTRACTOR'S NAME:** PAJARO VALLEY UNIFIED SCHOOL DISTRICT

By signing this contract and returning it to the State, you are agreeing to use the funds identified below for the purpose of child care and development renovation and repair projects to maintain compliance with State health and safety requirements, to comply with the American with Disabilities Act (ADA), or to purchase or replace equipment necessary for the health and safety in accordance with the CHILD CARE AND DEVELOPMENT FUND-PROGRAM REQUIREMENTS FOR FACILITIES RENOVATION AND REPAIR PROJECTS (Exhibit D), the attached APPLICATION (Exhibit C) with any modifications noted, and SERVICE LOCATION(s) (Exhibit B) which by this reference are incorporated herein. The Contractor's signature also certifies compliance with "General Terms and Conditions," (GTC-610/Exhibit A) for State Contracts which are attached hereto and by this reference incorporated herein.

These funds shall not be used for any purpose considered nonreimbursable pursuant to the current Center-Base Funding Terms and Conditions (FT&Cs) and Title 5, California Code of Regulations.

Funding of this contract is contingent upon appropriation and availability of funds. This contract may be terminated immediately by the State if funds are not appropriated or available in amounts sufficient to fund the State's obligations under this contract. The period for which expenditures may be made with these funds shall be from July 01, 2012 through June 30, 2015. The total amount payable pursuant to this agreement shall not exceed \$99,884.00.

Expenditure of these funds shall be reported quarterly to the Child Development Fiscal Services Division (CDFS) on Form CDFS-9529. Quarterly reporting must be submitted for reimbursement of expenditures. For non-local educational agencies, expenditures made for the period July 1, 2012 through June 30, 2013 shall be included in their 2012-13 audit. Expenditures for the period July 1, 2013 through June 30, 2014 shall be included in the 2013-14 audit. Expenditures for the period July 1, 2014 through June 30, 2015 shall be included in the 2014-15 audit. All audits are due by the 15th of the fifth month following the end of the contractor's fiscal year or earlier if specified by the CDE. The audits for School Districts and County Offices shall be submitted in accordance with Education Code Section 41020.

Any provision of this contract found to be in violation of Federal or State statute or regulation shall be invalid but such a finding shall not affect the remaining provisions of this contract. Exhibit A, General Terms and Conditions attached.

STATE OF CALIFORNIA		CONTRACTOR	
BY (AUTHORIZED SIGNATURE)		BY (AUTHORIZED SIGNATURE)	
PRINTED NAME OF PERSON SIGNING Margie Burke, Manager		PRINTED NAME AND TITLE OF PERSON SIGNING Dorinda Baker Superintendent	
TITLE Contracts, Purchasing & Conference Services		ADDRESS 294 Green Valley Rd. Watsonville, CA 95076	
AMOUNT ENCUMBERED BY THIS DOCUMENT \$ 99,884	PROGRAM/CATEGORY (CODE AND TITLE) Child Development Programs	FUND TITLE Special/CCFRF	
PRIOR AMOUNT ENCUMBERED FOR THIS CONTRACT \$ 0	(OPTIONAL USE) EDIT 24861-6979	Department of General Services use only	
TOTAL AMOUNT ENCUMBERED TO DATE \$ 99,884	ITEM 30.10 6110-702-0620	CHAPTER 299/97	STATUTE 1997
	OBJECT OF EXPENDITURE (CODE AND TITLE) 702 SACS: Res-6145 Rev-8590	FISCAL YEAR 2012-2013	
I hereby certify upon my own personal knowledge that budgeted funds are available for the period and purpose of the expenditure stated above.		T.B.A. NO.	B.R. NO.
SIGNATURE OF ACCOUNTING OFFICER		DATE	

EXHIBIT A

GENERAL TERMS AND CONDITIONS

1. APPROVAL: This Agreement is of no force or effect until signed by both parties and approved by the Department of General Services, if required. Contractor may not commence performance until such approval has been obtained.
2. AMENDMENT: No amendment or variation of the terms of this Agreement shall be valid unless made in writing, signed by the parties and approved as required. No oral understanding or Agreement not incorporated in the Agreement is binding on any of the parties.
3. ASSIGNMENT: This Agreement is not assignable by the Contractor, either in whole or in part, without the consent of the State in the form of a formal written amendment.
4. AUDIT: Contractor agrees that the awarding department, the Department of General Services, the Bureau of State Audits, or their designated representative shall have the right to review and to copy any records and supporting documentation pertaining to the performance of this Agreement. Contractor agrees to maintain such records for possible audit for a minimum of three (3) years after final payment, unless a longer period of records retention is stipulated. Contractor agrees to allow the auditor(s) access to such records during normal business hours and to allow interviews of any employees who might reasonably have information related to such records. Further, Contractor agrees to include a similar right of the State to audit records and interview staff in any subcontract related to performance of this Agreement. (Gov. Code §8546.7, Pub. Contract Code §10115 et seq., CCR Title 2, Section 1896).
5. INDEMNIFICATION: Contractor agrees to indemnify, defend and save harmless the State, its officers, agents and employees from any and all claims and losses accruing or resulting to any and all contractors, subcontractors, suppliers, laborers, and any other person, firm or corporation furnishing or supplying work services, materials, or supplies in connection with the performance of this Agreement, and from any and all claims and losses accruing or resulting to any person, firm or corporation who may be injured or damaged by Contractor in the performance of this Agreement.
6. DISPUTES: Contractor shall continue with the responsibilities under this Agreement during any dispute.
7. TERMINATION FOR CAUSE: The State may terminate this Agreement and be relieved of any payments should the Contractor fail to perform the requirements of this Agreement at the time and in the manner herein provided. In the event of such termination the State may proceed with the work in any manner deemed proper by the State. All costs to the State shall be deducted from any sum due the Contractor under this Agreement and the balance, if any, shall be paid to the Contractor upon demand.

8. INDEPENDENT CONTRACTOR: Contractor, and the agents and employees of Contractor, in the performance of this Agreement, shall act in an independent capacity and not as officers or employees or agents of the State.

9. RECYCLING CERTIFICATION: The Contractor shall certify in writing under penalty of perjury, the minimum, if not exact, percentage of post consumer material as defined in the Public Contract Code Section 12200, in products, materials, goods, or supplies offered or sold to the State regardless of whether the product meets the requirements of Public Contract Code Section 12209. With respect to printer or duplication cartridges that comply with the requirements of Section 12156(e), the certification required by this subdivision shall specify that the cartridges so comply (Pub. Contract Code §12205).

10. NON-DISCRIMINATION CLAUSE: During the performance of this Agreement, Contractor and its subcontractors shall not unlawfully discriminate, harass, or allow harassment against any employee or applicant for employment because of sex, race, color, ancestry, religious creed, national origin, physical disability (including HIV and AIDS), mental disability, medical condition (e.g., cancer), age (over 40), marital status, and denial of family care leave. Contractor and subcontractors shall insure that the evaluation and treatment of their employees and applicants for employment are free from such discrimination and harassment. Contractor and subcontractors shall comply with the provisions of the Fair Employment and Housing Act (Gov. Code §12990 (a-f) et seq.) and the applicable regulations promulgated thereunder (California Code of Regulations, Title 2, Section 7285 et seq.). The applicable regulations of the Fair Employment and Housing Commission implementing Government Code Section 12990 (a-f), set forth in Chapter 5 of Division 4 of Title 2 of the California Code of Regulations, are incorporated into this Agreement by reference and made a part hereof as if set forth in full. Contractor and its subcontractors shall give written notice of their obligations under this clause to labor organizations with which they have a collective bargaining or other Agreement.

Contractor shall include the nondiscrimination and compliance provisions of this clause in all subcontracts to perform work under the Agreement.

11. CERTIFICATION CLAUSES: The CONTRACTOR CERTIFICATION CLAUSES contained in the document CCC 307 are hereby incorporated by reference and made a part of this Agreement by this reference as if attached hereto.

12. TIMELINESS: Time is of the essence in this Agreement.

13. COMPENSATION: The consideration to be paid Contractor, as provided herein, shall be in compensation for all of Contractor's expenses incurred in the performance hereof, including travel, per diem, and taxes, unless otherwise expressly so provided.

14. GOVERNING LAW: This contract is governed by and shall be interpreted in accordance with the laws of the State of California.

15. ANTITRUST CLAIMS: The Contractor by signing this agreement hereby certifies that if these services or goods are obtained by means of a competitive bid, the Contractor shall comply with the requirements of the Government Codes Sections set out below.

a. The Government Code Chapter on Antitrust claims contains the following definitions:

- 1) "Public purchase" means a purchase by means of competitive bids of goods, services, or materials by the State or any of its political subdivisions or public agencies on whose behalf the Attorney General may bring an action pursuant to subdivision (c) of Section 16750 of the Business and Professions Code.
- 2) "Public purchasing body" means the State or the subdivision or agency making a public purchase. Government Code Section 4550.

b. In submitting a bid to a public purchasing body, the bidder offers and agrees that if the bid is accepted, it will assign to the purchasing body all rights, title, and interest in and to all causes of action it may have under Section 4 of the Clayton Act (15 U.S.C. Sec. 15) or under the Cartwright Act (Chapter 2 (commencing with Section 16700) of Part 2 of Division 7 of the Business and Professions Code), arising from purchases of goods, materials, or services by the bidder for sale to the purchasing body pursuant to the bid. Such assignment shall be made and become effective at the time the purchasing body tenders final payment to the bidder. Government Code Section 4552.

c. If an awarding body or public purchasing body receives, either through judgment or settlement, a monetary recovery for a cause of action assigned under this chapter, the assignor shall be entitled to receive reimbursement for actual legal costs incurred and may, upon demand, recover from the public body any portion of the recovery, including treble damages, attributable to overcharges that were paid by the assignor but were not paid by the public body as part of the bid price, less the expenses incurred in obtaining that portion of the recovery. Government Code Section 4553.

d. Upon demand in writing by the assignor, the assignee shall, within one year from such demand, reassign the cause of action assigned under this part if the assignor has been or may have been injured by the violation of law for which the cause of action arose and (a) the assignee has not been injured thereby, or (b) the assignee declines to file a court action for the cause of action. See Government Code Section 4554.

16. CHILD SUPPORT COMPLIANCE ACT: For any Agreement in excess of \$100,000, the contractor acknowledges in accordance with Public Contract Code 7110, that:

a. The contractor recognizes the importance of child and family support obligations and shall fully comply with all applicable state and federal laws relating to child and family support enforcement, including, but not limited to, disclosure of information and compliance with earnings assignment orders, as provided in Chapter 8 (commencing with section 5200) of Part 5 of Division 9 of the Family Code; and

b. The contractor, to the best of its knowledge is fully complying with the earnings assignment orders of all employees and is providing the names of all new employees to the New Hire Registry maintained by the California Employment Development Department.

17. UNENFORCEABLE PROVISION: In the event that any provision of this Agreement is unenforceable or held to be unenforceable, then the parties agree that all other provisions of this Agreement have force and effect and shall not be affected thereby.

18. PRIORITY HIRING CONSIDERATIONS: If this Contract includes services in excess of \$200,000, the Contractor shall give priority consideration in filling vacancies in positions funded by the Contract to qualified recipients of aid under Welfare and Institutions Code Section 11200 in accordance with Pub. Contract Code §10353.

19. SMALL BUSINESS PARTICIPATION AND DVBE PARTICIPATION REPORTING REQUIREMENTS:

a. If for this Contract Contractor made a commitment to achieve small business participation, then Contractor must within 60 days of receiving final payment under this Contract (or within such other time period as may be specified elsewhere in this Contract) report to the awarding department the actual percentage of small business participation that was achieved. (Govt. Code § 14841.)

b. If for this Contract Contractor made a commitment to achieve disabled veteran business enterprise (DVBE) participation, then Contractor must within 60 days of receiving final payment under this Contract (or within such other time period as may be specified elsewhere in this Contract) certify in a report to the awarding department: (1) the total amount the prime Contractor received under the Contract; (2) the name and address of the DVBE(s) that participated in the performance of the Contract; (3) the amount each DVBE received from the prime Contractor; (4) that all payments under the Contract have been made to the DVBE; and (5) the actual percentage of DVBE participation that was achieved. A person or entity that knowingly provides false information shall be subject to a civil penalty for each violation. (Mil. & Vets. Code § 999.5(d); Govt. Code § 14841.)

20. LOSS LEADER:

If this contract involves the furnishing of equipment, materials, or supplies then the following statement is incorporated: It is unlawful for any person engaged in business within this state to sell or use any article or product as a "loss leader" as defined in Section 17030 of the Business and Professions Code. (PCC 10344(e).)

**CALIFORNIA DEPARTMENT OF EDUCATION**

1430 N Street

Sacramento, CA 95814-5901

F.Y. 12-13 thru 14-15

DATE: July 01, 2012

CONTRACT NUMBER: CRPM-2078

PROGRAM TYPE: FACILITIES RENOVATION
AND REPAIRPROJECT NUMBER: 44-6979-00-2**LOCAL AGREEMENT FOR CHILD DEVELOPMENT SERVICES****CONTRACTOR'S NAME:** PAJARO VALLEY UNIFIED SCHOOL DISTRICT

By signing this contract and returning it to the State, you are agreeing to use the funds identified below for the purpose of child care and development renovation and repair projects to maintain compliance with State health and safety requirements, to comply with the American with Disabilities Act (ADA), or to purchase or replace equipment necessary for the health and safety in accordance with the CHILD CARE AND DEVELOPMENT FUND-PROGRAM REQUIREMENTS FOR FACILITIES RENOVATION AND REPAIR PROJECTS (Exhibit D), the attached APPLICATION (Exhibit C) with any modifications noted, and SERVICE LOCATION(s) (Exhibit B) which by this reference are incorporated herein. The Contractor's signature also certifies compliance with "General Terms and Conditions," (GTC-610/Exhibit A) for State Contracts which are attached hereto and by this reference incorporated herein.

These funds shall not be used for any purpose considered nonreimbursable pursuant to the current Center-Base Funding Terms and Conditions (FT&Cs) and Title 5, California Code of Regulations.

Funding of this contract is contingent upon appropriation and availability of funds. This contract may be terminated immediately by the State if funds are not appropriated or available in amounts sufficient to fund the State's obligations under this contract. The period for which expenditures may be made with these funds shall be from July 01, 2012 through June 30, 2015. The total amount payable pursuant to this agreement shall not exceed \$99,884.00.

Expenditure of these funds shall be reported quarterly to the Child Development Fiscal Services Division (CDFS) on Form CDFS-9529. Quarterly reporting must be submitted for reimbursement of expenditures. For non-local educational agencies, expenditures made for the period July 1, 2012 through June 30, 2013 shall be included in their 2012-13 audit. Expenditures for the period July 1, 2013 through June 30, 2014 shall be included in the 2013-14 audit. Expenditures for the period July 1, 2014 through June 30, 2015 shall be included in the 2014-15 audit. All audits are due by the 15th of the fifth month following the end of the contractor's fiscal year or earlier if specified by the CDE. The audits for School Districts and County Offices shall be submitted in accordance with Education Code Section 41020.

Any provision of this contract found to be in violation of Federal or State statute or regulation shall be invalid but such a finding shall not affect the remaining provisions of this contract. Exhibit A, General Terms and Conditions attached.

STATE OF CALIFORNIA		CONTRACTOR			
BY (AUTHORIZED SIGNATURE)		BY (AUTHORIZED SIGNATURE)			
PRINTED NAME OF PERSON SIGNING Margie Burke, Manager		PRINTED NAME AND TITLE OF PERSON SIGNING Norma Baker, Superintendent			
TITLE Contracts, Purchasing & Conference Services		ADDRESS 2014 Green Valley Rd. Ukiah, CA 95026			
AMOUNT ENCUMBERED BY THIS DOCUMENT \$ 99,884	PROGRAM/CATEGORY (CODE AND TITLE) Child Development Programs		FUND TITLE Special/CCFRF		Department of General Services use only
PRIOR AMOUNT ENCUMBERED FOR THIS CONTRACT \$ 0	(OPTIONAL USE) EDIT 24861-6979				
TOTAL AMOUNT ENCUMBERED TO DATE \$ 99,884	ITEM 30.10 6110-702-0620	CHAPTER 299/97	STATUTE 1997	FISCAL YEAR 2012-2013	
OBJECT OF EXPENDITURE (CODE AND TITLE) 702 SACS: Res-6145 Rev-8590					
I hereby certify upon my own personal knowledge that budgeted funds are available for the period and purpose of the expenditure stated above.					
SIGNATURE OF ACCOUNTING OFFICER		T.B.A. NO.		B.R. NO.	
		DATE			

EXHIBIT A

GENERAL TERMS AND CONDITIONS

1. APPROVAL: This Agreement is of no force or effect until signed by both parties and approved by the Department of General Services, if required. Contractor may not commence performance until such approval has been obtained.
2. AMENDMENT: No amendment or variation of the terms of this Agreement shall be valid unless made in writing, signed by the parties and approved as required. No oral understanding or Agreement not incorporated in the Agreement is binding on any of the parties.
3. ASSIGNMENT: This Agreement is not assignable by the Contractor, either in whole or in part, without the consent of the State in the form of a formal written amendment.
4. AUDIT: Contractor agrees that the awarding department, the Department of General Services, the Bureau of State Audits, or their designated representative shall have the right to review and to copy any records and supporting documentation pertaining to the performance of this Agreement. Contractor agrees to maintain such records for possible audit for a minimum of three (3) years after final payment, unless a longer period of records retention is stipulated. Contractor agrees to allow the auditor(s) access to such records during normal business hours and to allow interviews of any employees who might reasonably have information related to such records. Further, Contractor agrees to include a similar right of the State to audit records and interview staff in any subcontract related to performance of this Agreement. (Gov. Code §8546.7, Pub. Contract Code §10115 et seq., CCR Title 2, Section 1896).
5. INDEMNIFICATION: Contractor agrees to indemnify, defend and save harmless the State, its officers, agents and employees from any and all claims and losses accruing or resulting to any and all contractors, subcontractors, suppliers, laborers, and any other person, firm or corporation furnishing or supplying work services, materials, or supplies in connection with the performance of this Agreement, and from any and all claims and losses accruing or resulting to any person, firm or corporation who may be injured or damaged by Contractor in the performance of this Agreement.
6. DISPUTES: Contractor shall continue with the responsibilities under this Agreement during any dispute.
7. TERMINATION FOR CAUSE: The State may terminate this Agreement and be relieved of any payments should the Contractor fail to perform the requirements of this Agreement at the time and in the manner herein provided. In the event of such termination the State may proceed with the work in any manner deemed proper by the State. All costs to the State shall be deducted from any sum due the Contractor under this Agreement and the balance, if any, shall be paid to the Contractor upon demand.

8. INDEPENDENT CONTRACTOR: Contractor, and the agents and employees of Contractor, in the performance of this Agreement, shall act in an independent capacity and not as officers or employees or agents of the State.

9. RECYCLING CERTIFICATION: The Contractor shall certify in writing under penalty of perjury, the minimum, if not exact, percentage of post consumer material as defined in the Public Contract Code Section 12200, in products, materials, goods, or supplies offered or sold to the State regardless of whether the product meets the requirements of Public Contract Code Section 12209. With respect to printer or duplication cartridges that comply with the requirements of Section 12156(e), the certification required by this subdivision shall specify that the cartridges so comply (Pub. Contract Code §12205).

10. NON-DISCRIMINATION CLAUSE: During the performance of this Agreement, Contractor and its subcontractors shall not unlawfully discriminate, harass, or allow harassment against any employee or applicant for employment because of sex, race, color, ancestry, religious creed, national origin, physical disability (including HIV and AIDS), mental disability, medical condition (e.g., cancer), age (over 40), marital status, and denial of family care leave. Contractor and subcontractors shall insure that the evaluation and treatment of their employees and applicants for employment are free from such discrimination and harassment. Contractor and subcontractors shall comply with the provisions of the Fair Employment and Housing Act (Gov. Code §12990 (a-f) et seq.) and the applicable regulations promulgated thereunder (California Code of Regulations, Title 2, Section 7285 et seq.). The applicable regulations of the Fair Employment and Housing Commission implementing Government Code Section 12990 (a-f), set forth in Chapter 5 of Division 4 of Title 2 of the California Code of Regulations, are incorporated into this Agreement by reference and made a part hereof as if set forth in full. Contractor and its subcontractors shall give written notice of their obligations under this clause to labor organizations with which they have a collective bargaining or other Agreement.

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15. ANTITRUST CLAIMS: The Contractor by signing this agreement hereby certifies that if these services or goods are obtained by means of a competitive bid, the Contractor shall comply with the requirements of the Government Codes Sections set out below.

a. The Government Code Chapter on Antitrust claims contains the following definitions:

1) "Public purchase" means a purchase by means of competitive bids of goods, services, or materials by the State or any of its political subdivisions or public agencies on whose behalf the Attorney General may bring an action pursuant to subdivision (c) of Section 16750 of the Business and Professions Code.

2) "Public purchasing body" means the State or the subdivision or agency making a public purchase. Government Code Section 4550.

b. In submitting a bid to a public purchasing body, the bidder offers and agrees that if the bid is accepted, it will assign to the purchasing body all rights, title, and interest in and to all causes of action it may have under Section 4 of the Clayton Act (15 U.S.C. Sec. 15) or under the Cartwright Act (Chapter 2 (commencing with Section 16700) of Part 2 of Division 7 of the Business and Professions Code), arising from purchases of goods, materials, or services by the bidder for sale to the purchasing body pursuant to the bid. Such assignment shall be made and become effective at the time the purchasing body tenders final payment to the bidder. Government Code Section 4552.

c. If an awarding body or public purchasing body receives, either through judgment or settlement, a monetary recovery for a cause of action assigned under this chapter, the assignor shall be entitled to receive reimbursement for actual legal costs incurred and may, upon demand, recover from the public body any portion of the recovery, including treble damages, attributable to overcharges that were paid by the assignor but were not paid by the public body as part of the bid price, less the expenses incurred in obtaining that portion of the recovery. Government Code Section 4553.

d. Upon demand in writing by the assignor, the assignee shall, within one year from such demand, reassign the cause of action assigned under this part if the assignor has been or may have been injured by the violation of law for which the cause of action arose and (a) the assignee has not been injured thereby, or (b) the assignee declines to file a court action for the cause of action. See Government Code Section 4554.

16. CHILD SUPPORT COMPLIANCE ACT: For any Agreement in excess of \$100,000, the contractor acknowledges in accordance with Public Contract Code 7110, that:

a. The contractor recognizes the importance of child and family support obligations and shall fully comply with all applicable state and federal laws relating to child and family support enforcement, including, but not limited to, disclosure of information and compliance with earnings assignment orders, as provided in Chapter 8 (commencing with section 5200) of Part 5 of Division 9 of the Family Code; and

b. The contractor, to the best of its knowledge is fully complying with the earnings assignment orders of all employees and is providing the names of all new employees to the New Hire Registry maintained by the California Employment Development Department.

17. UNENFORCEABLE PROVISION: In the event that any provision of this Agreement is unenforceable or held to be unenforceable, then the parties agree that all other provisions of this Agreement have force and effect and shall not be affected thereby.

18. PRIORITY HIRING CONSIDERATIONS: If this Contract includes services in excess of \$200,000, the Contractor shall give priority consideration in filling vacancies in positions funded by the Contract to qualified recipients of aid under Welfare and Institutions Code Section 11200 in accordance with Pub. Contract Code §10353.

19. SMALL BUSINESS PARTICIPATION AND DVBE PARTICIPATION REPORTING REQUIREMENTS:

a. If for this Contract Contractor made a commitment to achieve small business participation, then Contractor must within 60 days of receiving final payment under this Contract (or within such other time period as may be specified elsewhere in this Contract) report to the awarding department the actual percentage of small business participation that was achieved. (Govt. Code § 14841.)

b. If for this Contract Contractor made a commitment to achieve disabled veteran business enterprise (DVBE) participation, then Contractor must within 60 days of receiving final payment under this Contract (or within such other time period as may be specified elsewhere in this Contract) certify in a report to the awarding department: (1) the total amount the prime Contractor received under the Contract; (2) the name and address of the DVBE(s) that participated in the performance of the Contract; (3) the amount each DVBE received from the prime Contractor; (4) that all payments under the Contract have been made to the DVBE; and (5) the actual percentage of DVBE participation that was achieved. A person or entity that knowingly provides false information shall be subject to a civil penalty for each violation. (Mil. & Vets. Code § 999.5(d); Govt. Code § 14841.)

20. LOSS LEADER:

If this contract involves the furnishing of equipment, materials, or supplies then the following statement is incorporated: It is unlawful for any person engaged in business within this state to sell or use any article or product as a "loss leader" as defined in Section 17030 of the Business and Professions Code. (PCC 10344(e).)

FY 2012-13 Facilities Renovation and Repair Exhibit B

Round 1

Service Location(s)

Applicant	County	Vendor	Site Name
Pajaro Valley Unified School District	Santa Cruz	6979	Bardley State Preschool
			Buena Vista Children's Ctr
			Calabasas State Preschool
			Cal-Safe IDC @ WHS

Monday, June 18, 2012

FY 2012-13 Facilities Renovation and Repair Exhibit B

Round 1

Service Location(s)

Applicant	County	Vendor	Site Name
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Freedom Children's Ctr

Landmark State Preschool

Linscott State Preschool

Rolling Hill State Preschool

Monday, June 18, 2012

FY 2012-13 Facilities Renovation and Repair Exhibit B

Round 1

Service Location(s)

Applicant	County	Vendor	Site Name
			Salsipuedes State Preschool
			Watsonville Children's Ctr

California Department of Education
Child Development Division
April 2012

FY 2012-13 FRR Application
Page 1 of 45

MAY 17 2012

This shaded section is for CDD Use Only		
Notification	County Code	Log Number
FY 2012-13 FRR	44	105

Exhibit C

Fiscal Year 2012-13 Facilities Renovation and Repair Application

Return to the following address: FY 2012-13 FRR Application Child Development Division 1430 N Street, Suite 3410 Sacramento, CA 95814-5901	Submit one (1) original and three (3) copies of the completed Application by May 17, 2012, at 5 p.m.
--	---


A. California Department of Education Contractor Information

Contractor's Legal Name	Pajaro Valley Unified School District
Vendor Number	6979
Headquarters' Mailing Address	294 Green Valley Rd
City, State, ZIP Code	Watsonville, CA 95076
County Name	Santa Cruz
Mr./Ms./Dr./Supt. or other Title	Superintendent
Executive Officer's Name	Dorma Baker
Executive Officer's Telephone Number	(831)786-2100
Executive Officer's E-mail Address	Dorma_baker@pvusd.net
Contact Person's Name	Kathy Lathrop
Contact Person's Telephone Number	(831)786-8270
Contact Person's E-mail Address	Kathy_lathrop@pvusd.net

B. Certification

By submitting this application, the applicant signifies acceptance of responsibility to comply with all applicable state and federal rules and regulations including, but not limited to, Title 22, Community Care Licensing Regulations and Americans with Disabilities Act of 1990. The applicant understands the California Department of Education (CDE) is not obligated to fund any projects until a contract is fully executed and projects have been approved. Further, the applicant understands that expenditures incurred outside the approved contract period of performance will not be reimbursed. The applicant understands a CDE funded program will operate at the facility(ies) benefiting from the use of these funds for at least three consecutive years from the date of contract completion, and the contractor may be billed for any portion of the three years the facility is not in use by a CDE program. The Authorized Official certifies under penalty of perjury that to the best of his/her knowledge, the information contained in this application is correct and complete.

C. Signature of Authorized Official (Use Blue Ink)

Signature		Title	Chief Business Officer
Printed Name	Brett McFadden	Date	05/15/12

D. Qualifying Contract Types (check all that apply)		
<input checked="" type="checkbox"/> California State Preschool Program (CSPP)		
<input checked="" type="checkbox"/> General Child Care and Development (CCTR)		
<input checked="" type="checkbox"/> Migrant Child Care and Development (CMIG)		
<input type="checkbox"/> Child Care and Development Services for Children with Exceptional Needs (CHAN)		
E. Maximum Award Amount		
Total Combined Maximum Reimbursable Amount for Qualifying Contract Types	Maximum Award Amount	Select one box only
E1. \$0 to \$999,999	Up to \$20,000	<input type="checkbox"/>
E2. \$1,000,000 to \$2,499,999	Up to \$50,000	<input type="checkbox"/>
E3. \$2,500,000 to \$4,999,999	Up to \$100,000	<input checked="" type="checkbox"/>
E4. \$5,000,000 to \$7,499,999	Up to \$150,000	<input type="checkbox"/>
E5. \$7,500,000 to \$9,999,999	Up to \$200,000	<input type="checkbox"/>
E6. \$10,000,000 and over	Up to \$250,000	<input type="checkbox"/>
F. Prorated Portion of Total Estimated Costs For Subsidized Enrollment		
Enter Grand Total from Form 5, Column D (shall not exceed Maximum Award Amount in Section E above)	\$ 1,000,000.00 \$100,000	
This section is for CDD use only: CDD Adjusted Award Amount	\$ 99,884	

Form 3
Project Description and Total Estimated Costs



For Instructions: See FY 2012–13 FRR Instructions, Page 13

Site Number 1 of 10

Note: Child Development contractors applying for this funding to accomplish renovations or repairs at more than one site must complete a separate Form 3 for each site. All proposed projects must be listed and justified on Form 4.

Contractor Legal Name	Pajaro Valley Unified School District	Vendor Number	6979
Site Name	Bradley State Preschool		
Site Address	321 Corralitos Rd. Watsonville, CA 95076		

Project Type Codes: "A" = ADA; "H" = Health and Safety. In Column A, titled "Project Type," insert **one** of the two codes for each project listed below.

A.	B.	C.	D.	E.
Project Type (A or H)	Project Description (Describe work to be done to facilities only that serve children directly)	Estimated Cost (Round to nearest dollar)	Percentage of Subsidized Enrollment (See Form 2)	Prorated Portion of Total Estimated Costs
H	Replace linoleum throughout classroom	\$1800	100%	\$1800
H	Industrial Cleaning	\$500	100%	\$500
		\$		\$
		\$		\$
		\$		\$
		\$		\$
		\$		\$
		\$		\$
		\$		\$
		\$		\$
		\$		\$
Contractor's Grand Total of Estimated Costs for all Projects at this Site. (Enter Grand Total on Form 5, Column B)		\$2300	100%	\$2300
This shaded section is for CDD use only. CDD's Adjusted Amounts		\$		\$

This shaded section is for CDD use only.		
Total Projects	A	H

Form 3
Project Description and Total Estimated Costs



For Instructions: See FY 2012–13 FRR Instructions, Page 13

Site Number 2 of 10

Note: Child Development contractors applying for this funding to accomplish renovations or repairs at more than one site must complete a separate Form 3 for each site. All proposed projects must be listed and justified on Form 4.

Contractor Legal Name	Pajaro Valley Unified School District	Vendor Number	6979
Site Name	Buena Vista Children's Center		
Site Address	113 Tierra Alta Dr. #201 Watsonville, CA 95076		

Project Type Codes: "A" = ADA; "H" = Health and Safety. In Column A, titled "Project Type," insert **one** of the two codes for each project listed below.

A.	B.	C.	D.	E.
Project Type (A or H)	Project Description (Describe work to be done to facilities only that serve children directly)	Estimated Cost (Round to nearest dollar)	Percentage of Subsidized Enrollment (See Form 2)	Prorated Portion of Total Estimated Costs
H	Carpet in infant room	\$3500	100%	\$3500
		\$		\$
		\$		\$
		\$		\$
		\$		\$
		\$		\$
		\$		\$
		\$		\$
		\$		\$
		\$		\$
		\$		\$
Contractor's Grand Total of Estimated Costs for all Projects at this Site. (Enter Grand Total on Form 5, Column B)		\$3500	100%	\$3500
This shaded section is for CDD use only. CDD's Adjusted Amounts		\$		\$

This shaded section is for CDD use only.		
Total Projects	A	H

Form 3
Project Description and Total Estimated Costs



For Instructions: See FY 2012–13 FRR Instructions, Page 13

Site Number 3 of 10

Note: Child Development contractors applying for this funding to accomplish renovations or repairs at more than one site must complete a separate Form 3 for each site. All proposed projects must be listed and justified on Form 4.

Contractor Legal Name	Pajaro Valley Unified School District	Vendor Number	6979
Site Name	Calabasas State Preschool		
Site Address	202 Calabasas Rd., Watsonville, CA 95076		

Project Type Codes: "A" = ADA; "H" = Health and Safety. In Column A, titled "Project Type," insert **one** of the two codes for each project listed below.

A.	B.	C.	D.	E.
Project Type (A or H)	Project Description (Describe work to be done to facilities only that serve children directly)	Estimated Cost (Round to nearest dollar)	Percentage of Subsidized Enrollment (See Form 2)	Prorated Portion of Total Estimated Costs
H	3 New Shade Trees with irrigation	\$4500	100%	\$4500
H	Industrial Cleaning	\$500	100%	\$500
		\$		\$
		\$		\$
		\$		\$
		\$		\$
		\$		\$
		\$		\$
		\$		\$
		\$		\$
		\$		\$
Contractor's Grand Total of Estimated Costs for all Projects at this Site. (Enter Grand Total on Form 5, Column B)		\$5000	100%	\$5000
This shaded section is for CDD use only.				
CDD's Adjusted Amounts		\$		\$

This shaded section is for CDD use only.		
Total Projects	A	H

Form 3
Project Description and Total Estimated Costs

☒ **APPROVED**

For Instructions: See FY 2012–13 FRR Instructions, Page 13

Site Number 4 of 10

Note: Child Development contractors applying for this funding to accomplish renovations or repairs at more than one site must complete a separate Form 3 for each site. All proposed projects must be listed and justified on Form 4.

Contractor Legal Name	Pajaro Valley Unified School District	Vendor Number	6979
Site Name	Freedom Children's Center		
Site Address	37 Holly Dr., Freedom, CA 95019		

Project Type Codes: "A" = ADA; "H" = Health and Safety. In Column A, titled "Project Type," insert **one** of the two codes for each project listed below.

A.	B.	C.	D.	E.
Project Type (A or H)	Project Description (Describe work to be done to facilities only that serve children directly)	Estimated Cost (Round to nearest dollar)	Percentage of Subsidized Enrollment (See Form 2)	Prorated Portion of Total Estimated Costs
H	1New Shade Tree with irrigation	\$1500	100%	\$1500
H	Install window in classroom	\$1100	100%	\$1100
H	Industrial Cleaning	\$1200	100%	\$1200
		\$		\$
		\$		\$
		\$		\$
		\$		\$
		\$		\$
		\$		\$
		\$		\$
		\$		\$
Contractor's Grand Total of Estimated Costs for all Projects at this Site. (Enter Grand Total on Form 5, Column B)		\$3800	100%	\$3800
This shaded section is for CDD use only. CDD's Adjusted Amounts		\$		\$

This shaded section is for CDD use only.		
Total Projects	A	H

Form 3
Project Description and Total Estimated Costs

☒ **APPROVED**

For Instructions: See FY 2012–13 FRR Instructions, Page 13

Site Number 5 of 10

Note: Child Development contractors applying for this funding to accomplish renovations or repairs at more than one site must complete a separate Form 3 for each site. All proposed projects must be listed and justified on Form 4.

Contractor Legal Name	Pajaro Valley Unified School District	Vendor Number	6979
Site Name	Landmark State Preschool		
Site Address	235 Ohlone Parkway Watsonville, CA 95076		

Project Type Codes: "A" = ADA; "H" = Health and Safety. In Column A, titled "Project Type," insert **one** of the two codes for each project listed below.

A.	B.	C.	D.	E.
Project Type (A or H)	Project Description (Describe work to be done to facilities only that serve children directly)	Estimated Cost (Round to nearest dollar)	Percentage of Subsidized Enrollment (See Form 2)	Prorated Portion of Total Estimated Costs
H	New Carpet	\$3500	100%	\$3200
H	Industrial Cleaning	\$500	100%	\$500
		\$		\$
		\$		\$
		\$		\$
		\$		\$
		\$		\$
		\$		\$
		\$		\$
		\$		\$
Contractor's Grand Total of Estimated Costs for all Projects at this Site. (Enter Grand Total on Form 5, Column B)		\$4000	100%	\$4000
This shaded section is for CDD use only. CDD's Adjusted Amounts		\$		\$

This shaded section is for CDD use only.		
Total Projects	A	H

Form 3
Project Description and Total Estimated Costs



For Instructions: See FY 2012–13 FRR Instructions, Page 13

Site Number 6 of 10

Note: Child Development contractors applying for this funding to accomplish renovations or repairs at more than one site must complete a separate Form 3 for each site. All proposed projects must be listed and justified on Form 4.

Contractor Legal Name	Pajaro Valley Unified School District	Vendor Number	6979
Site Name	Linscott State Preschool		
Site Address	220 Elm St. Watsonville CA 95076		

Project Type Codes: "A" = ADA; "H" = Health and Safety. In Column A, titled "Project Type," insert **one** of the two codes for each project listed below.

A.	B.	C.	D	E
Project Type (A or H)	Project Description (Describe work to be done to facilities only that serve children directly)	Estimated Cost (Round to nearest dollar)	Percentage of Subsidized Enrollment (See Form 2)	Prorated Portion of Total Estimated Costs
H	Repair peeling walls in bathroom	\$3500	100%	\$3500
H	Remove play bar outside	\$700	100%	\$700
H	Install Kiddie Copter in yard	\$1800	100%	\$1800
H	Plant two trees in yard	\$3000	100%	\$3000
H	Industrial Cleaning	\$500	100%	\$500
		\$		\$
		\$		\$
		\$		\$
		\$		\$
		\$		\$
		\$		\$
Contractor's Grand Total of Estimated Costs for all Projects at this Site. (Enter Grand Total on Form 5, Column B)		\$9500	100	\$9500
This shaded section is for CDD use only. CDD's Adjusted Amounts		\$		\$

This shaded section is for CDD use only.		
Total Projects	A	H

**CALIFORNIA DEPARTMENT OF EDUCATION**

1430 N Street

Sacramento, CA 95814-5901

F.Y. 11-12 thru 13-14**Amendment 01****LOCAL AGREEMENT FOR CHILD DEVELOPMENT SERVICES**

Application Change

DATE: July 01, 2011

CONTRACT NUMBER: CRPM-1088

PROGRAM TYPE: FACILITIES RENOVATION
AND REPAIR

PROJECT NUMBER: 44-6979-00-1

CONTRACTOR'S NAME: PAJARO VALLEY UNIFIED SCHOOL DISTRICT

This agreement with the State of California dated July 01, 2011 designated as number CRPM-1088 shall be amended in the following particulars but no others:

The Application shall be amended by inserting the revised page(s) which are attached hereto and by this reference incorporated herein.

EXCEPT AS AMENDED HEREIN all terms and conditions of the original agreement shall remain unchanged and in full force and effect.

STATE OF CALIFORNIA

BY (AUTHORIZED SIGNATURE)

PRINTED NAME OF PERSON SIGNING

Margie Burke, Manager

TITLE

Contracts, Purchasing & Conference Services

CONTRACTOR

BY (AUTHORIZED SIGNATURE)

PRINTED NAME AND TITLE OF PERSON SIGNING

Dorina Becker, Superintendent

ADDRESS

294 Green Valley Rd. Watsonville, CA 95076

AMOUNT ENCUMBERED BY THIS DOCUMENT

\$ 0

PRIOR AMOUNT ENCUMBERED FOR THIS CONTRACT

\$ 94,200

TOTAL AMOUNT ENCUMBERED TO DATE

\$ 94,200

PROGRAM/CATEGORY (CODE AND TITLE)

Child Development Programs

FUND TITLE

Special/CCFRF

(OPTIONAL USE) EDIT

24861-6979

ITEM 30.10.

6110-702-0620

CHAPTER

299/97

STATUTE

2011

FISCAL YEAR

2011-2012

OBJECT OF EXPENDITURE (CODE AND TITLE)

702

SACS: Res-6145 Rev-8590

I hereby certify upon my own personal knowledge that budgeted funds are available for the period and purpose of the expenditure stated above.

T.B.A. NO.

B.R. NO.

SIGNATURE OF ACCOUNTING OFFICER

DATE

Department of General Services
use only

FY 2011-12 Facilities Renovation and Repair Exhibit B

Service Location(s)

Applicant	County	Vendor	Site Name
Pajaro Valley Unified School District	Santa Cruz	6979	Ann Soldo State Preschool
			Bradley State Preschool
			Buena Vista Children's Ctr
			Calabasas State Preschool

Friday, May 25, 2012

FY 2011-12 Facilities Renovation and Repair Exhibit B
Service Location(s)

Applicant	County	Vendor	Site Name
			Salsipuedes State Preschool (Delete 05/25/12)
			Watsonville Children's Ctr

Friday, May 25, 2012

Form 3
Project Description and Total Estimated Costs

REVISED
5/29/12

For Instructions: See FY 2011-12 FRR Instructions, Page 15

Site Number 5 of 6

Note: Child Development contractors applying for this funding to accomplish renovations or repairs at more than one site must complete a separate Form 3 for each site. All proposed projects must be listed and justified on Form 4.

Contractor Name	Pajaro Valley Unified School District	Vendor Number	6979
Site Name	Buena Vista Children's Center		
Site Address	113 Tierra Alta Dr #201, Watsonville, CA. 95076		

Project Type Codes: "A" = ADA; "H" = Health and Safety. In Column A, titled "Project Type," insert one of the two codes for each project listed below.

A.	B.	C.	D.	E.
Project Type (A or H)	Project Description (Describe work to be done to facilities only that serve children directly)	Estimated Cost (Round to nearest dollar)	Percentage of Subsidized Enrollment (See Form 2)	Prorated Portion of Total Estimated Costs
H	Sod and sprinklers	\$10,000	100%	\$10,000
H	Extend fencing	\$2450	100%	\$2450
H	Concrete walkway/trike path	\$4500	100%	\$4500
H	Infant play equipment	\$7350	100%	\$7350
H	Toddler Play structure	\$21,120	100%	\$21,120
H	Tree Removal (moved to 2012 Contract 9319)	\$0	100%	\$0
H	8 New Shade trees with irrigation	\$5800	100%	\$5800
H	Infant portable dry rot repair (moved to 2012 Contract 9316)	0	100%	\$0
H	Grade Play Area	\$2000	100%	\$2000
H	Install 2 Gates/Fences Toddler Yard	\$3000	100%	\$3000
H	Port and Play Base for Infant Play Area	\$4780	100%	\$4780
Contractor's Grand Total of Estimated Costs for all Projects at this Site. (Enter Grand Total on Form 5, Column B)		\$61000	100%	\$61000
This shaded section is for CDD use only. CDD's Adjusted Amounts		\$		\$

New 5/29/12

} New 5/29/12

This shaded section is for CDD use only.		
Total Projects	A	H
	0	9

APPROVED

Form 5
Total Estimated Costs
Summary Worksheet of all Sites

REVISED
5/25/12

For Instructions: See FY 2011-12 FRR Instructions, Page 16

For each site, multiply Column B times Column C to obtain the Prorated Portion of Total Estimated Costs. Sum Column D to obtain the Contractor's Grand Total.

Contractor Name		Pajaro Valley Unified School District		Vendor Number	6979
	A.	B.	C.	D.	
Site No.	Site Name(s) and Address(es)	Grand Total of Estimated Costs for all Projects for each Site (See Form 3)	Percent of Subsidized Enrollment (See Form 2)	*Prorated Portion of Total Estimated Costs	
1.	Ann Soldo State Preschool, 1140 Menasco Drive, Watsonville, CA. 95076	\$2400	100%	\$2400	
2.	Bradley State Preschool, 321 Corralitos Rd, Watsonville, CA. 95076	\$2200	100%	\$2200	
3.	Calabasas State Preschool, 202 Calabasas Rd, Watsonville, CA. 95076	\$23200	100%	\$23200	
4.	Salsipuedes State Preschool, 115 Casserly Rd, Watsonville, CA. 95076	\$0	100%	\$0	
5.	Buena Vista Children's Center, 113 Tierra Alta Dr #201, Watsonville, CA. 95076	\$61000	100%	\$61000	
6.	Watsonville Children's Center, 32 Madison St, Watsonville, CA. 95076	\$5400	100%	\$5400	
7.		\$		\$	
8.		\$		\$	
9.				\$	
10.		\$		\$	
11.		\$		\$	
Contractor's Grand Total* (Sum: Columns B and D)					
*Enter the Grand Total of Column D on Application, Section F, Prorated Portion of Total Estimated Costs for Subsidized Enrollment.		\$94,200	100%	\$94,200	
This shaded section is for CDD use only:					
CDD's Adjusted Grand Total		\$		\$	

APPROVED

**CALIFORNIA DEPARTMENT OF EDUCATION**

1430 N Street

Sacramento, CA 95814-5901

F.Y. 11-12 thru 13-14**Amendment 01****LOCAL AGREEMENT FOR CHILD DEVELOPMENT SERVICES**

Application Change

DATE: July 01, 2011

CONTRACT NUMBER: CRPM-1088

PROGRAM TYPE: FACILITIES RENOVATION
AND REPAIR

PROJECT NUMBER: 44-6979-00-1

CONTRACTOR'S NAME: PAJARO VALLEY UNIFIED SCHOOL DISTRICT

This agreement with the State of California dated July 01, 2011 designated as number CRPM-1088 shall be amended in the following particulars but no others:

The Application shall be amended by inserting the revised page(s) which are attached hereto and by this reference incorporated herein.

EXCEPT AS AMENDED HEREIN all terms and conditions of the original agreement shall remain unchanged and in full force and effect.

STATE OF CALIFORNIA		CONTRACTOR	
BY (AUTHORIZED SIGNATURE)		BY (AUTHORIZED SIGNATURE)	
PRINTED NAME OF PERSON SIGNING Margie Burke, Manager		PRINTED NAME AND TITLE OF PERSON SIGNING Donna Baker, Superintendent	
TITLE Contracts, Purchasing & Conference Services		ADDRESS 294 Green Valley Rd. Watsonville, CA 95076	
AMOUNT ENCUMBERED BY THIS DOCUMENT \$ 0	PROGRAM/CATEGORY (CODE AND TITLE) Child Development Programs	FUND TITLE Special/CCFRF	
PRIOR AMOUNT ENCUMBERED FOR THIS CONTRACT \$ 94,200	(OPTIONAL USE) EDIT 24861-6979		
TOTAL AMOUNT ENCUMBERED TO DATE \$ 94,200	ITEM 30.10. 6110-702-0620	CHAPTER 299/97	STATUTE 2011
	FISCAL YEAR 2011-2012		
	OBJECT OF EXPENDITURE (CODE AND TITLE) 702 SACS: Res-6145 Rev-8590		
I hereby certify upon my own personal knowledge that budgeted funds are available for the period and purpose of the expenditure stated above.		T.B.A. NO.	B.R. NO.
SIGNATURE OF ACCOUNTING OFFICER		DATE	

Department of General Services
use only

FY 2011-12 Facilities Renovation and Repair Exhibit B

Service Location(s)

Applicant	County	Vendor	Site Name
Pajaro Valley Unified School District	Santa Cruz	6979	Ann Soldo State Preschool
			Bradley State Preschool
			Buena Vista Children's Ctr
			Calabasas State Preschool

FY 2011-12 Facilities Renovation and Repair Exhibit B
Service Location(s)

Applicant	County	Vendor	Site Name
			Salsipuedes State Preschool (Delete 05/25/12)
			Watsonville Children's Ctr

Form 3
Project Description and Total Estimated Costs

REVISED
5/29/12

For Instructions: See FY 2011-12 FRR Instructions, Page 15

Site Number 5 of 6

Note: Child Development contractors applying for this funding to accomplish renovations or repairs at more than one site must complete a separate Form 3 for each site. All proposed projects must be listed and justified on Form 4.

Contractor Name	Pajaro Valley Unified School District	Vendor Number	6979
Site Name	Buena Vista Children's Center		
Site Address	113 Tierra Alta Dr #201, Watsonville, CA. 95076		

Project Type Codes: "A" = ADA; "H" = Health and Safety. In Column A, titled "Project Type," insert one of the two codes for each project listed below.

A.	B.	C.	D.	E.
Project Type (A or H)	Project Description (Describe work to be done to facilities only that serve children directly)	Estimated Cost (Round to nearest dollar)	Percentage of Subsidized Enrollment (See Form 2)	Prorated Portion of Total Estimated Costs
H	Sod and sprinklers	\$10,000	100%	\$10,000
H	Extend fencing	\$2450	100%	\$2450
H	Concrete walkway/trike path	\$4500	100%	\$4500
H	Infant play equipment	\$7350	100%	\$7350
H	Toddler Play structure	\$21,120	100%	\$21,120
H	Tree Removal (moved to 2012 Contract 9319)	\$0	100%	\$0
H	8 New Shade trees with irrigation	\$5800	100%	\$5800
H	Infant portable dry rot repair (moved to 2012 Contract 9316)	0	100%	\$0
H	Grade Play Area	\$2000	100%	\$2000
H	Install 2 Gates/Fences Toddler Yard	\$3000	100%	\$3000
H	Port and Play Base for Infant Play Area	\$4780	100%	\$4780
Contractor's Grand Total of Estimated Costs for all Projects at this Site. (Enter Grand Total on Form 5, Column B)		\$61000	100%	\$61000
This shaded section is for CDD use only. CDD's Adjusted Amounts		\$		\$

New 5/29/12

} New 5/29/12

This shaded section is for CDD use only.		
Total Projects	A	H
	0	9

APPROVED .dm

Form 5
Total Estimated Costs
Summary Worksheet of all Sites

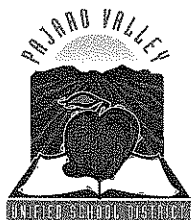
REVISED
5/25/12

For Instructions: See FY 2011-12 FRR Instructions, Page 16

For each site, multiply Column B times Column C to obtain the Prorated Portion of Total Estimated Costs. Sum Column D to obtain the Contractor's Grand Total.

Contractor Name		Pajaro Valley Unified School District	Vendor Number	6979
	A.	B.	C.	D.
Site No.	Site Name(s) and Address(es)	Grand Total of Estimated Costs for all Projects for each Site (See Form 3)	Percent of Subsidized Enrollment (See Form 2)	*Prorated Portion of Total Estimated Costs
1.	Ann Soldo State Preschool, 1140 Menasco Drive, Watsonville, CA. 95076	\$2400	100%	\$2400
2.	Bradley State Preschool, 321 Corralitos Rd, Watsonville, CA. 95076	\$2200	100%	\$2200
3.	Calabasas State Preschool, 202 Calabasas Rd, Watsonville, CA. 95076	\$23200	100%	\$23200
4.	Salsipuedes State Preschool, 115 Casserly Rd, Watsonville, CA. 95076	\$0	100%	\$0
5.	Buena Vista Children's Center, 113 Tierra Alta Dr #201, Watsonville, CA. 95076	\$61000	100%	\$61000
6.	Watsonville Children's Center, 32 Madison St, Watsonville, CA. 95076	\$5400	100%	\$5400
7.		\$		\$
8.		\$		\$
9.				\$
10.		\$		\$
11.		\$		\$
Contractor's Grand Total* (Sum: Columns B and D) *Enter the Grand Total of Column D on Application, Section F, Prorated Portion of Total Estimated Costs for Subsidized Enrollment.		\$94,200	100%	\$94,200
This shaded section is for CDD use only: CDD's Adjusted Grand Total		\$		\$

APPROVED



Board Agenda Backup

Item No: 12.1

Date: 11/14/2012

Item: Charter Renewal for Alianza Charter School

Overview: Alianza Charter School is requesting that their Charter be renewed for another 5 year term. The current Charter Renewal was granted in 2008 and expires on June 9, 2013. The 2013 Charter Renewal we are requesting would expire after 5 years on June 8, 2018. In preparation for this renewal, a review was conducted last spring by Rosa Molina and associates. Ms. Molina is chairperson of Two Way CABE, and an expert in the Two Way Bilingual Immersion model that is the focus of the Alianza Charter Program. The 13 Molina Recommendations set the direction for the new 5 Year Plan to improve student achievement. The 5 Year Plan also includes two other initiatives: a) Implement Positive Discipline school wide and b) A Partnership with COPA to move Parent Involvement to Parent Engagement and Leadership. All other charter conditions remain the same except where noted with "2013" and the text in bold italic. Alianza Charter School is eligible for renewal because: a) we met our API last year, and in 4 of the last 5 years; b) we have not materially violated the conditions of our charter; c) our fiscal management has been sound; and d) we have not violated any provision of law. Alianza Charter School provides an important choice alternative for families in the Pajaro Valley USD who seek to have their students develop academically in both English and Spanish.

Recommendation: Administration recommends Board approval for Alianza Charter School five year renewal (2013 - 2018).

Budget Considerations:

Funding Source:

Budgeted: Yes: ☐ No: ☐

Amount: \$

Prepared By: Michael G. Jones

Superintendent's Signature: Dorm Bask



Alianza Charter School Charter Petition - Renewal 2013

The staff and parents of Alianza Charter School hereby present this petition for a CHARTER for Alianza Charter School to the Governing Board of the Pájaro Valley Unified School District.

Alianza Charter School and its sponsors agree to abide by:

- the mandates of Education Codes sections 47600
- the CHARTER SCHOOLS ACT OF 1992
- the terms and conditions of this CHARTER.

We believe that the Alianza Two Way Bilingual Immersion Program offers an important and valuable educational alternative for the children of the Pájaro Valley Unified School District. The provisions of the 1998 Proposition 227 and the resulting changes to the Education Code threatened to eliminate The Alianza Program as an alternative program for families to choose. As a Charter School, the Alianza Community has worked to achieve the mission and vision of our Two Way Bilingual Immersion (TWBI) program while raising student achievement and meeting performance requirements of both the state and federal government. As a dependent charter school, our intent is to continue to develop and improve our Two Way Bilingual Immersion program while maintaining all relationships with the District (as they pertain to employees, facilities and services, and all related responsibilities) in the same state as any non-charter school in the District, except where specifically noted in this charter.

44-69799-6049829
Alianza Charter School
Charter Number: 0164
Michael G. Jones, Principal

Prepared by : Michael G. Jones, principal
Alianza Charter School
115 Casserly Road
Watsonville, CA 95076

Friday, June 15, 2012

Ms. Leslie DeRose, Board President
Ms. Dorma Baker, Superintendent
Pajaro Valley Unified School District

Dear President DeRose and Superintendent Baker,

Herein is an updated copy of the Alianza Charter. In 2008 Alianza Community engaged in two reviews, one by the PVUSD Advisory Group and the other by the Cambridge Group. Their findings and recommendations were incorporated into a 5 Year Plan, which we have successfully implemented. This 5 Year Plan resulted in significant progress in raising student achievement and our Academic Performance Index. In preparation for this 2013 Charter Renewal the Alianza community engaged in another program review. We contracted with Ms. Rosa Molina, one of the foremost authorities in Two Way Bilingual Immersion and the Executive Director of Two Way CAFE. Along with two colleagues, they spent 4 days conducting a review of the Alianza program. They observed classrooms, reviewed materials and interviewed staff, parents and students. With the information they collected they developed a set of recommendations which I refer to as the "Molina Recommendations". The focus of these recommendations is to build on the strengths they found and provide direction on restructuring with the goal of making the Alianza Program a more true and accurate implementation of the Two Way Bilingual Immersion Program. The purpose of these efforts is to raise student achievement in both English and Spanish, and to satisfy our accountability requirements. The Molina Recommendations have been organized into a new 5 Year Plan that will guide our School Improvement Plan and Professional Development.

Other than the changes outlined in the Molina Recommendations and the new 5 Year Plan, no material changes in the vision or mission of our charter are proposed. There are various minor changes to the language of the charter which are an attempt to more accurately reflect the current situation, responsibilities and requirements.

We recognize the many challenges that lay before us. We are proud of the progress we have made and that our program has been chosen by the families of over 650 students. We are committed to implementing solutions that will realize the Alianza Vision of a school where students become academically successful in English and Spanish and good citizens.

We hereby submit the the updated charter and request that the staff and governing board of the Pajaro Valley Unified School District review and grant the renewal of the charter pursuant to the procedures specified in Education Code 47605.

Please do not hesitate to contact me if you or any other board or staff member have any questions or concerns. Thank you for your continued support.

Sincerely, Michael G. Jones, principal

- Originally prepared in 1998 by: Michael G. Jones, principal & Judith Stobbe, teacher
- 2003 Renewal prepared by: Michael G. Jones, principal & Judith Stobbe, teacher
- 2008 Renewal prepared by: Michael G. Jones

RE: Original Charter

California Department of Education
Regional Programs and Special Projects Division
721 Capitol Mall, Room 556
Sacramento, CA 94814

RE: Alianza Charter School Petition

Enclosed please find the following documents for the proposed
Alianza Charter School:

1. Completed Charter petition.
2. A copy of the public hearing notice for the meeting when the Charter School Petition was discussed and approved. (Attached)
3. Evidence of local governing Board approval. (Attached)
4. A copy of the pages of the petition which include the required number of teacher signatures. Please note Alianza Charter School has 29 full time equivalent teachers in the 1997/8 School Year who work in the classroom. The Charter petition was signed by at least 16 regular teachers. (Attached)

At the July 16, 1998 special meeting, the Pajaro Valley Unified School District Board of Trustees approved the Charter petition submitted by the teachers, staff and community of that school's attendance area and requested that it be forwarded to the State Board of Education for approval.

Sincerely,

On file...

John Casey, Ed. D.
Superintendent

Petition Signature Pages

A minimum of 16 signatures of FTE Classroom Teachers currently employed by the Pajaro Valley Unified School District and working at Alianza Charter School are attached.

- During the 1997/8 School Year there were 29 FTE teachers at Alianza Charter School.
- During the 1998/9 School Year our staffing has been increased to 31 FTE teachers.
- For the purposes of this petition we have collected 51% of 31 or 16 signatures.

I certify that the people whose signatures appear on the attached petitions are employed in the Pajaro Valley Unified School District and work in classrooms at Alianza Charter School.

On file....

Mr. Clem Donaldson, Asst. Superintendent / Personnel

Required Charter Elements - 47605 (b) (5) (A-P)

47605 (b) (5) (A) - Educational Program of the school designed among other things to identify those whom the school is attempting to educate, what it means to be an educated person in the 21st century and how learning best occurs. The goals identified in the program shall include the objective of enabling pupils to become self motivated, competent and lifelong learners.

Overview:

1. Alianza is a K- 8 school serving 650 students, (71%) of whom are English Language Learners (EL), (18%) of whom are English Only and (11%) of whom are Fluent English Proficient (FEP/RFEP) [CDE Website 6/2012]. Alianza Charter School is located with the Pájaro Valley Unified School District (PVUSD). 94% of the students are Latino, primarily of Mexican descent.
2. When Alianza first obtained its charter, it served an attendance area which included students who reside in the Rodriguez Street neighborhood, an area which is primarily low income and Latino. In 2003 Alianza moved to its current location at 115 Casserly Road and is now a school of choice. We maintain our traditional relationship with the Rodriguez Street neighborhood by providing bus service. Currently, 21% of our students come from the Rodriguez Street neighborhood and 65% from other areas in Watsonville. We actively recruit students from all parts of Santa Cruz County who wish to participate in our Two Way Bilingual Immersion Program.

86%	Watsonville
21%	Watsonville/Rodriguez
65%	Watsonville/Other
7%	Freedom
2%	North County (Aptos, Capitola, Santa Cruz)
5%	South (Hollister, Salinas, San Juan)
3. Alianza was established in 1981 as a magnet school with the mission of having all students meet high academic Grade Level Standards and develop bilingualism / biliteracy. Due to the district redefinition of the Desegregation Plan for the PVUSD, our status as a magnet school terminated at the end of the 95/96 school year.
4. Originally we received a federal Title 7 grant during the 1995/1996 school year to continue the development of our vision of bilingualism and biliteracy for all students. The plan for this project is the underlying foundation of our instructional program. The project was designed to:
 - A. accelerate learning for all students in two languages,
 - B. redefine the home/school connection to ensure active and effective participation of parents in the education of the students we serve,
 - C. provide opportunities for staff to collaborate in order to employ the most effective practices and strategies to accelerate learning for students, and to develop alternative assessments to track student progress towards achieving the goal of bilingualism/biliteracy.

Alianza Strategic Plan:

1. Alianza Strategic Plan:

A. **Mission:** *Alianza's mission is to educate students to embrace and improve the world in which they live. We do this through our academically rigorous and culturally relevant Two Way Bilingual Immersion program. The Alianza community promotes social justice, inspires creativity, challenges intellect and nurtures potential.*

B. **Vision:** *"A bilingual world starts here"*

C. Core Values - We believe:

- 1) **In Academic Achievement** - that academic achievement goes beyond success on state standardized tests to include the development of students who:
 - a)think critically and can make the connections between success in school and their futures,
 - b)achieve grade level standards in all curricular areas in both Spanish and English.
 - c)graduate from Alianza prepared to attend high school and university and participate fully as global citizens.
- 2) **Parents are Partners** - that everyone, parents, students and staff are equal partners. Therefore, there exists:
 - a)the freedom to share opinions and communicate honestly and openly.
 - b)empowerment of parents to be equal leaders and partners.
 - c)an environment that permits personal reflection that promotes growth for school and community.
- 3) **In Student Pride & Citizenship** - that the students of Alianza are citizens and leaders in the school, community and in the world. Like citizens they will develop a strong sense of self-esteem. This will help them to:
 - a)be persistent,
 - b)be good critical thinkers,
 - c)seek and be good role models,
 - d)listen to multiple perspectives
 - e)resolve conflicts peacefully.
- 4) **In Being Bilingual & Biliterate** - that being bilingual and biliterate benefits all students and, in turn, their community and the world. Being bilingual offers students the opportunity to:
 - a)have confidence in themselves,
 - b)maintain their roots and connection to their family and heritage,
 - c)open doors to other cultures, perspectives and ideas.
- 5) **In Celebrating Culture** - that students who are exposed to diverse cultural experiences learn to respect, accept and appreciate differences, embrace individuals and their culture, and enrich their community.
 - a)that children in our Alianza community have pride in where they come from and where they live.
 - b)that understanding of and experience with cultures other than one's own eliminates misunderstanding and prejudice which are the roots of racism and intolerance.

D. Strategic Goals

1) **Family-School Partnerships**

- a) Goal: Use a variety of methods to promote meaningful and effective family-school partnerships. Develop ways to strengthen communication between home and school.

2) **Safe & Healthy Learning Environment**

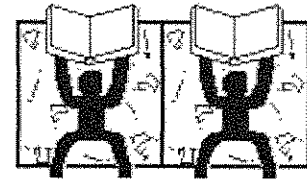
- a) Goal: Maintain and continue to improve a safe and healthy learning environment.

3) **Two Way Bilingual Immersion Program**

- a) Goal: Establish a "60% Spanish speakers / 40% English speakers" language balance in order to support our Two Way Bilingual Immersion program.

4) **Investigate becoming an Independent Charter School**

**Un mundo bilingüe empieza aquí.
A bilingual world begins here.**

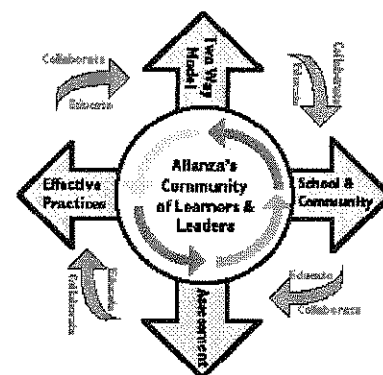


- a) Goal: Determine whether Alianza Charter School should become a Direct Funded Independent Charter School.
- 5) *Accelerate Academic Achievement*
 - a) Goal: Raise levels of academic achievement in Language Arts and Mathematics in both English and Spanish to meet accountability requirements of both the State and Federal Government.
- 6) *Meaningful Assessment*
 - a) Goal: Develop a comprehensive portfolio to communicate Alianza students' academic achievement using a variety of measurements thus expanding the definition of progress used by the state and federal government.
 - b) Goal: Develop ways to further communicate the Alianza community's commitment to achieve our mission.
- 7) *Attracting a diverse, multicultural enrollment*
 - a) Goal: Develop recruitment strategies and activities that will draw a multicultural and diverse population of students to Alianza Charter School.

Research Base for our Charter Petition:

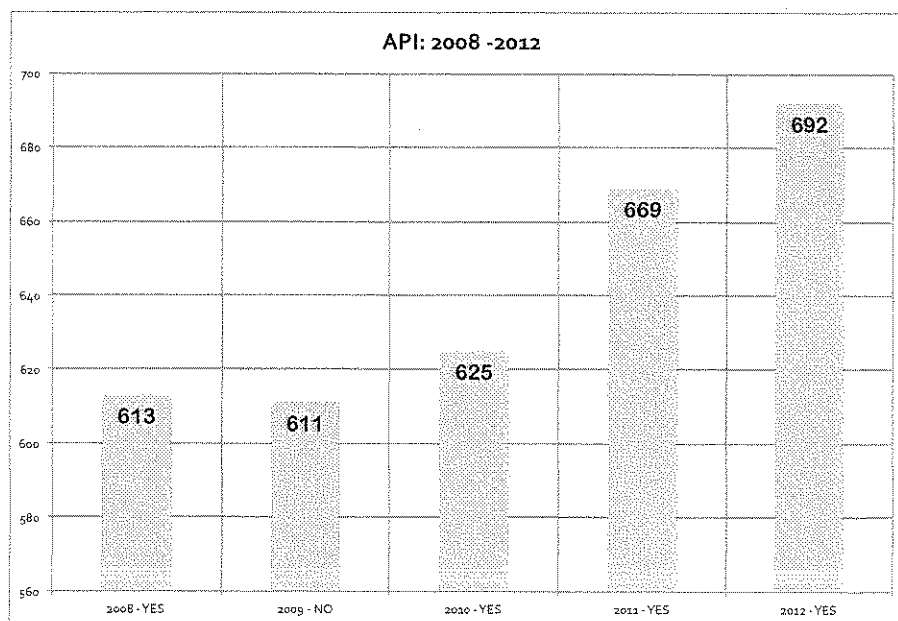
1. Our charter is based on a number of convictions about effective education for students who are learning a second language. These convictions are supported by research studies, and by current theoretical formulations in the areas of learning, language acquisition, bilingual and immersion education and effective schooling, especially effective schooling for a linguistic and culturally diverse population.
2. The most important suggestion from current research is that the needs of language minority and language majority students can be simultaneously met by combining the best features of immersion programs and of bilingual education. According to Dr. Kathryn Lindholm, Dr. Stephen Krashen and Dr. James Cummins, bilingual immersion programs are based on four underlying ideas:
 - A) Second language is best acquired by language minority students when their first language is firmly established
 - B) Second language is best developed by language majority students through immersion in that language.
 - C) Knowledge learned through one language paves the way for knowledge acquisition in the second language. Thus, students who learn content in one language are expected to demonstrate content knowledge in the second language once they acquire the language skills to express that knowledge.
 - D) Students need to reach a certain level of native language proficiency in order to facilitate second language development. Long-term cognitive advantages of bilingualism will not accrue until the student has sufficiently developed both languages.
3. Additional theoretical assumptions upon which this program is based are:
 - A) Children best learn a second language when the instructional strategies utilize the principles of natural language acquisition.
 - B) Students learn a second language best when they have frequent opportunities to interact with peers who are fluent in that language and when status relations between language groups are equal.
 - C) Second language learners perform best when the content skills being learned are integrated into broader structures of activities around common themes. Students explore themes in depth and from a variety of perspectives through a wide range of oral and written language activities designed to increase language acquisition while learning content.
 - D) Student performance is improved when parents are knowledgeable about the school and its programs; have timely information about their child's school performance; frequently interact with the teachers; and are able to help their child study at home.
4. Charter goals:
 - A) Ensure that the program makes use of effective instructional strategies that will enable both language minority and language majority students to develop oral fluency and literacy in Spanish and English.

- B) Develop and implement a process of staff development that will ensure that teachers achieve mastery of the effective instructional strategies that will include refining the instructional approaches based on an analysis of the data derived from assessments.
- C) Foster the development of a learning community within which staff and parents share similar understandings of the school program's goals and operations, both are committed to the program, parents of language majority and language minority students are involved in the decision making process and supporting its activities, and parents have access to learning resources for their own development.
- D) Establish and maintain the current K- 8 Spanish/English Two Way Bilingual Immersion Program.
- E) The graphic offers a visual representation of the Vision for Empowerment the Alianza Charter School Community promotes:



No Child Left Behind / Program Improvement / 5 Year Plan:

1. As a charter school, Alianza is in a different position than other PVUSD schools. We all share the same accountability requirements, but Alianza, due to its unique program and goals, has chosen a different path. Our students receive instruction through Grade Level Standards driven, theme based, integrated units. These units are based on teacher created curriculum as well as state adopted texts and materials, delivered in both English and Spanish. The result is an educational experience that has led the parents of our 650 students to choose Alianza. We believe the families of the Pajaro Valley benefit from a set of education choices that includes both neighborhood schools and a menu of diverse alternatives.
2. Alianza Charter School has worked diligently to improve student achievement and meet the performance requirements of both California and the federal government. We have raised our API by more than 79 points from 2008 to 2012 and have met our API goals in 4 of the last 5 years.



3. This is the basis for our renewal request as set forth in AB1137: "...a charter school shall meet at least one of the following criteria prior to receiving a charter renewal...:(1) Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, or in the aggregate for the prior three years..." In addition the

State Board of Education imposed new rules that allow them to revoke the charter of any decile 1-2 charter school that fails to make at least 30 point growth in the API over the last three years. Alianza improved their API by 59 points between 2009 and 2011.

4. In 2012 we did not meet our Adequate Yearly Progress target for significant subgroups. We did meet the AYP targets for Participation and Academic Performance Index. Our "Latino/Hispanic", "socioeconomically" and "English Learner" groups did not meet their Annual Measurable Objectives but did improve their performance over the last three years. We continue to be a Program Improvement school under the federal *No Child Left Behind* program.
5. In preparation for this 2013 Charter Renewal the Alianza community engaged in a program quality review. We contracted with Ms. Rosa Molina, one of the foremost authorities in Two Way Bilingual Immersion and the Executive Director of Two Way CABE. Along with two colleagues, they spent 4 days conducting a review of the Alianza program. They observed classrooms, reviewed materials and interviewed staff, parents and students. With the information they collected they developed a set of recommendations which referred to as the "*Molina Recommendations*". The focus of these recommendations is to build on the strengths they found and provide direction on restructuring with the goal of making the Alianza Program a more true and effective implementation of the Two Way Bilingual Immersion Program. The purpose of these efforts is to raise student achievement in both English and Spanish, and to satisfy our accountability requirements. The Molina Recommendations have been organized into a new 5 Year Plan that will guide our School Improvement Plan and Professional Development. The 2008 5 Year Plan remains in effect and can be found in the appendix.

The Molina Recommendations - 2013 Program Improvement / Major Restructuring Plan - 5 Year Plan:

PROGRAM REVIEW-REPORT OF FINDINGS

Alianza Charter School

February 29, 2012

• **Alianza Charter School – Background and School Information**

- (1) Alianza Charter School is located 3 miles east of the town of Watsonville. The school moved to this site from a more central location in 2004. It is now housed in one of the oldest buildings in the District, having been constructed in the early 1940s. The school is located in open farmland, close to coastal foothills.
- (2) The number of students attending the school dropped following its move. However, the enrollment has steadily increased again since then and now stands at 650+ students, spanning grades kindergarten through 8. The student population is overwhelmingly Hispanic at 97%, with 2% of students coming from other ethnic backgrounds. Approximately 88% of students are eligible for free or reduced lunch. Just over 10% are special education students and approximately 74% are English language learners. The attendance in 2011 was 96%, the third highest in the District and second highest amongst neighboring charter schools.
- (3) The mission of the school is to teach understanding and respect for racial, cultural and linguistic diversity. A two-way bilingual immersion program is used in pursuance of this mission. The faculty is bilingual. There has been little staff mobility, although the school has hired some new teachers and other staff. Some of the teachers have just joined the profession and others have arrived with more experience. The school shares some of its facilities with a neighboring charter school, and there are some paired activities, such as classes in physical education.



TWO-WAY CABE

- (4) There has been consistent year-on-year growth in student performance, so that the Academic Performance Index (API) rose from 382 to 582 between 2000 and 2006. From 2007 to 2011 the API continued to rise 670 in 2011. The school remains in program improvement because Adequate Yearly Progress (AYP) has not been met under the No Child Left Behind (NCLB) legislation.

- **Summary of Findings**

COMMENDATIONS

The Alianza administrative team and staff are a strong collegial group of educators who are meaningfully committed to student achievement. The Two-Way CABE Site Visit Team commends Alianza Elementary School on the following:

- (1) There is significant evidence that Alianza is implementing the educational program outlined in the school's charter – the vision and mission of the school is demonstrated in daily action and practice.
- (2) Stakeholders are committed to supporting the implementation of a strong Two Way Bilingual Immersion program, "family," culture and purpose at the school.
- (3) There is clearly a strong sense of collegiality and collaboration among the school staff, especially when it comes to horizontal planning among grade level teams.
- (4) There is significant evidence that curricular planning and instructional efforts are aligned to California State Academic Content Standards
- (5) Teacher autonomy and a strong professional skill set development are supported by school leadership
- (6) Teachers exhibit evidence of high levels of teacher efficacy and professional commitment
- (7) There is strong evidence of mutual respect within the Alianza Community and strong sense of loyalty to each other and the school community.
- (8) The school leadership has a solid grasp of charter law and state student accountability measures.
- (9) The school leadership has a fundamental understanding and clear commitment to a fully aligned Two Way Bilingual Immersion program.
- (10) Staff development and school resources have been allocated for the purposes of student achievement, as evidenced by training commitments to standards based core program development, GLAD strategies and Side-by-Side methodology.
- (11) Families feel strong support from teachers and staff.
- (12) There is evidence of consistent year-on-year growth in student performance, so that the Academic Performance Index (API) rose from 382 to 582 between 2000 and 2006. For academic years 2007 to 2011 the API continued to rise to 663. This growth represents 281 points of API growth over the past decade.
- (13) The school has accumulated a solid financial reserve fund over the past several years.

RECOMMENDATIONS

Recommendations are grouped into two categories:

- 1) ***areas for immediate action**, which reflect issues which will likely require immediate action in order to safeguard the integrity of school business operations or to address serious challenges to student learning.; and*
- 2) ***opportunities for improvement**; which school leaders may choose to implement over the medium to long-term*

•• Areas for Immediate Action

1. **Organize the Alianza accountability system under the components of Strategic Schooling - Strengthen the data review process with staff by utilizing Dennis Parkers' strategies for Strategic Schooling.** - There is evidence that the Principal has engaged in serious data review process with his staff for the past four years that could be enhanced and organized under the principles of Strategic Schooling created by Dennis Parker. The review team suggests that both the principal and staff receive inservice on the following strategies to help the school meet the academic targets set by the State and the federal government and contract with Dennis Parker for staff development and review of the following principles:
 - A. **TARGET CONTENT:** align the taught curriculum with the tested curriculum and cover 100% before the state test.
 - 1) Post the state standards and check them off them weekly.
 - 2) Give copies to students to check off with you (grades 2-11)
 - B. **TARGET CONTENT:** do test prep weekly.
 - 1) Identify and discuss key academic and test vocabulary in each question.
 - 2) Discuss why each right answer is right and why the wrong answers are wrong.
 - C. **TARGET CONTENT:** choose one important "nemesis" standard in each subject monthly and teach them in a mini-lesson format daily with a quiz at the end of month. Goal = 80% - 100% mastery.
 - D. **TARGET STUDENTS:** choose 2-3 students per month (2-3 per period in the secondary) who are close to proficient to whom to give extra social and academic attention; discuss and report on them monthly ("bubble" kids for AYP gains). (See pages 41-46)
 - E. **TARGET STUDENTS:** provide after school, before school, summer school, or Saturday School help to the lowest performing students directly related to the standards they are failing ("triage" kids for API gains).
 - F. **FEEDBACK:** provide each student and teacher with a **test chat** based on past years' data.
 - 1) How did you do?
 - 2) How do you want to do next time?
 - 3) What are you going to work on to get there?
 - G. **FEEDBACK:** have an awards assembly in which students are recognized for scoring high or for making significant gains on the CST.
 - H. **FEEDBACK:** establish data walls that include a track record over time and new targets.
 - 1) For the school with API and AYP data, etc.
 - 2) For each class showing whole class performance in each subject, etc.
 - 3) For each student, kept privately by each student in a folder.
 - I. **KNOW-HOW (CLASSROOM):** Improve student engagement: every student answers every question asked by the teacher every time.
 - 1) Heads together
 - 2) Thumbs up/down – who else had that answer? Who agrees or disagrees?
 - 3) Choral response of the correct answer
 - 4) White boards
 - J. **KNOW-HOW (CLASSROOM):** improve visual support every 60-90 seconds of direct instruction. Goal = maximum number of visuals per teacher word per minute
 - 1) Doodling by the teacher
 - 2) Body language
 - 3) Use of graphics (doc camera, poster maker, diagrams, maps, etc.)
 - 4) Use of manipulatives and models
 - 5) Use of hands-on activities
 - 6) Posting and using learning aids handmade by teachers and students
 - K. **CONTEXT AND KNOW-HOW (CLASSROOM):** improve student – teacher relationships and classroom management
 - 1) **Mutual attraction** - chatting kids up to get to know them and for them to get to know you

- 2) **Mutual respect** – having kids do things for you and you for them
- 3) **Voice and choice** – giving students a say in their day
- 4) **Four-point classroom management strategy** (ask for a specific behavior, get 100% compliance, wait 1-2-3, say “thank you!” Or “perfect!”)
- L. **KNOW-HOW (ORGANIZATIONAL):** hold “sacred talk time” teacher collaboration meetings at least twice a month (80% - 20% rule)
 - 1) Talk about target content (first 80% of meetings)
 - 2) Talk about target strategies and activities (first 80%)
 - 3) Talk about target students (first 80%)
 - 4) Talk about related data or student work (first 80%)
 - 5) Talk about anything else (last 20% of meetings)
2. **Review and evaluate the Alianza TWBI program as a staff using the Guiding Principles of Dual Language Education (GPDLE) protocol** - *Review and evaluate the Alianza TWBI program as a staff using the Guiding Principles of Dual Language Education protocol.:*
 - A. The Visiting Team strongly suggests that the Leadership Team engage in a “Jigsaw” approach to evaluation of Alianza utilizing the GPDLE protocol.
 - B. This should include time for:
 - 1) meaningful staff engagement and
 - 2) discussion around each domain presented in the Guiding Principles,
 - 3) as well as time for presentation of findings and/or suggestions targeting continuous improvement as a TWBI program.
3. **Engage in the review of other TWBI programs in an effort to calibrate the schools’ progress toward meeting its academic goals in both languages (attendance and participation in the annual TWBI State conferences, TWBI school visitations, shadowing exemplary two way teachers, professional learning communities, etc.)** - *Engage in the review of other TWBI programs in an effort to calibrate the schools’ progress toward meeting its academic goals in both languages ie., attendance and participation in the annual TWBI State conferences, TWBI school visitations, shadowing exemplary two way teachers, attending professional research dialogues, etc.:*
 - A. In addition to using the Guiding Principles and/or other self-assessment rubrics designed for program improvement, the Visiting Team advises Alianza Charter School and its Leadership Team to engage in targeted efforts to calibrate the schools’ progress against other California Two-Way Schools.
 - B. This would include:
 - 1) reviewing student achievement data,
 - 2) curriculum development,
 - 3) instructional delivery
 - 4) and other programmatic components of other schools.
 - 5) This would be achieved best through planned visitations at those schools.
 - C. In addition to school visitation efforts, Alianza Staff should plan for attendance at applicable conferences and workshops, such as:
 - 1) The Annual Two-Way CABE Conference.
 - 2) The Annual CABE Conference
 - 3) The Annual Charter Schools Conference
 - 4) Through participation in workshops and conferences teachers will be able to more effectively engage in Professional Learning Communities and/or Inquiry Cycles within the Alianza School Community.
 - D. Instructional collaboration and review of best practices throughout the Two-Way School Community is a common strength of exemplary Two-Way Immersion Programs.
 - E. Additionally, there are a number of strong characteristics of Alianza Charter School that are likely to be validated and strengthened through collaborative efforts.

•• **Opportunities for Improvement:**

1. **Refocus the Spanish Language Arts program K-6** - *Re-focus the language arts program in K-2 to include a balanced literacy approach in an effort to strengthen the Spanish Language Arts program*
 - A. The Alianza teaching team worked diligently for three years to ensure that they created and understood GLAD strategies and methodologies. GLAD methodologies are an integral part of all literacy programs.
 - B. However, it is critical for Alianza teachers to implement a balanced literacy program and not replace it exclusively with GLAD methodology. Students must progress in their reading abilities from the initial stages of reading and writing literacy to advanced reading and writing skills in two languages.
 - C. The Two Way model that is being implemented by Alianza School calls for a **sequential** literacy development system that helps students utilize Spanish reading and literacy skills to “add on” English literacy skills over the course of the primary and intermediate grades of the program.
 - D. Teaching students to read requires explicit reading instruction and a balanced literacy approach* so that first and second language reading skills are taught explicitly and in context to ensure meaning.
 - E. Most TWBI programs utilize the state adopted curriculum and texts as the base of their reading program and all TWBI/DL programs modify the adopted curriculum for each language group while incorporating literature studies as part of their program in order to ensure that students will read and write both languages.
 - F. The following stages make up the reading process:
 - 1) **Reading Development – (Jean Shall)**
 - a) Stage 0 - Pseudo reading ages - Preschool
 - b) Stage 1 - Decoding - ages 6/7
 - c) Stage 2 - Confirmation and Fluency - ages 7/8
 - d) Stage 3 - Reading for Learning - ages 9-13
 - e) Stage 4 - Multiple Viewpoints - ages 14-18
 - f) Stage 5 – Construction and reconstruction -18 and above
 - G. The following lists outline the components of the reading & writing process in both languages and the Alianza team must have some time to plan and organize their literacy efforts around these components.
 - 1) **Balanced Reading Program Components*:**
 - a) Concepts about print
 - b) Phonemic awareness
 - c) Phonics
 - d) Fluency
 - e) Vocabulary
 - f) Comprehension
 - 2) **Writing Components in both languages:**
 - a) Connecting writing to oral language
 - b) Fluency
 - c) Conventions: Spelling, Punctuation, and Grammar
 - d) Spelling
 - e) Composing
 - f) Pre-communicative skills – build comprehension
 - g) Semi-phonetic – Inventive spelling
 - h) Transitional skills to support the transference from Spanish to English
 - 3) **At the K-2 Levels - the Spanish literacy program consists of the following components:**
 - a) Interactive read-alouds
 - b) Oral reading
 - c) Phonics, spelling and word study
 - d) Guided reading
 - e) Writing from oral sharing
 - f) Writing that progresses from sentence frames to full paragraphs.

- g) Speaking and Listening
- 4) **At Grades 3-6: A Spanish & English literacy program consists of the following:**
 - a) Guided Reading
 - b) Independent Reading
 - c) Literature Study
 - d) Comprehension Strategies
 - e) Spelling and Word Study
 - f) Writing about Reading
 - g) Writing in the four genres
- 5) In addition the early literacy assessments should reflect the standards of performance needed by students to successfully add on English by the end of 2nd grade and the beginning of 3rd as part of a sequential literacy effort as outlined by the tenets of Two Way Immersion programs.

H. Kindergarten – 2nd Grade Literacy Instructional Assessments:

- 1) The DRA/EDL levels measure
 - a) **accuracy** - to determine the reading level,
 - b) **miscue analysis** - to look to see what they are using and what they are missing in the areas of semantics (meaning) *Did it make sense?* syntax (grammar) *Did it sound right?*, visual (Graf aphonic) *Did it look right?*
 - c) **good reading strategies**- self-correct, go back and try again, comprehends
 - d) **fluency** (2nd grade skill) - look to see how a child reads, word-by-word, phrasing, intonation, comprehension
 - 2) The progression of early literacy skills are:
 - a) levels 1-3; concepts of print, patterned reading and followed by
 - b) level 4- beginning reading using phonics and picture clues for understanding.
 - c) It is highly recommended by the Review Team that the kindergarten team plan a program that will meet these standards of performance to have all Kindergartners leaving Kindergarten with a minimum of a **DRA Level 4**.
 - 3) The focus and importance of teaching literacy in a K-2 Two Way Language Arts block in initial literacy instruction in the target language in Spanish is also based on a strong foundation in oral language development in both Spanish and English.
 - 4) Students in 2nd grade must reach a **DRA/EDL Level 30** by the end of second grade so that as readers students will be able to successfully "add on" English reading in 3rd grade on grade level.
2. **Adopt a K-2 academic ELD program addressing the various linguistic needs of all students - Adopt a K-2 academic ELD program addressing the various linguistic needs of all students**
- A. There is evidence that the teachers have spent a great deal of time in the creation of thematic units in English focusing on GLAD strategies. The content-based units are embedded with the California Language Arts standards, based on the Side-by-Side guidelines.
 - B. The emphasis then is placed on English literacy and the teaching of discrete skills (ie. word analysis, phonemic awareness, vocabulary development, etc.) rather than English Language Development.
 - C. Instruction tends to be whole group, rather than differentiating and teaching to the language levels of the students.
 - D. It is suggested by the Review Team that a greater emphasis needs to be spent on the development of a rich oral English language developmental program in grades K-2, based on the ELD Standards adopted by the California State Board of Education, and focusing on the linguistic needs of the students.
 - E. Suggestions are as follows:
 - 1) become knowledgeable of language levels of students based on CELDT (beginning, intermediate, advanced). May use SOLOM as an alternative.
 - 2) develop weekly content-based lessons, focusing on daily, explicit and structured ELD flexible groupings, addressing the linguistic needs of students, in a 45-50 time block

- 3) incorporate the use of CELDT proficiency level descriptors and question stems, and the ELD Matrix (based on ELD Standards) developed by Susana Dutro, Jeanne Herrick & Kristen Prestridge.
 - 4) design ELD instruction by analyzing academic instruction in terms of its functions, forms and fluency features by proficiency level; focusing on interactive instructional approaches, to allow for oral practice and fluency
 - 5) **differentiate** between the needs of beginning ELLs and advanced ELLs
 - a) Beginning ELLs: basic language structures, **focus** on concrete language and meaning, comprehensible input, time to process information and time for output. It should compliment literacy instruction.
 - b) Advanced ELLs: teach more advanced language structures and words needed to create coherent and connected discourse (speak with fluency)
3. **Strengthen ELA/SLA program in grades 3-8 by utilizing core literature with a focus on student engagement and student proficiency in writing - *Strengthen ELA/SLA program in grades 3-8 by utilizing core literature with a focus on student engagement and student proficiency in writing.***
- A. The teacher-developed Spanish and English thematic units at each grade level are articulated clearly and in line with State standards, both in the content area of Social Studies and/or Science, and Language Arts.
 - 1) **GLAD** learning strategies provide students with access to academic vocabulary development and a deeper understanding of the content standards.
 - 2) Having the **Accelerated Reader** program allows students to read fiction at their own independent reading level.
 - 3) Following a **Step Up to Writing** program provides students with a systematic approach to expository writing.
 - B. However, the Review Team believes that a *greater emphasis needs to be made on the teaching of the Language Arts Content Standards, specifically reading comprehension and writing.*
 - 1) An uninterrupted time allotment (90-120 minutes) needs to be allowed.
 - 2) Through the use of rich literature units, students can be exposed to a balanced literacy program.
 - 3) Reading strategies and comprehension skills can be reinforced thus allowing students greater access to grade level appropriate text.
 - 4) Aligning writing standards to the literature units will provide students with opportunities for language output, thus increasing the oral language level of students.
 - C. The following recommendations have been made for the 3rd-8th grade teams to carefully examine:
 - 1) investigate the purchase of a state adopted language arts program
 - 2) review and align the Language Arts standards taught in English and Spanish at each grade level, in the areas of 1.word analysis, fluency, vocabulary development; 2. reading comprehension and literary response; 3. writing strategies and applications; and 4. written and oral language conventions (grammar), and strategies and applications
 - 3) develop one or two grade level appropriate, high interest, literature units in both English and Spanish, to be taught alternately, with a high level of student engagement and interaction, both oral and written
 - 4) scaffold the instruction by following a gradual release model (I do, we do, you do) allowing students to become independent learners
 - 5) post and refer to reading comprehension standards and skills at the beginning and end of each lesson
 - 6) incorporate the use of Universal Access time by differentiating the instruction and pulling small groups of students who need additional reading reinforcement
 - 7) follow a reciprocal teaching approach to improve comprehension skills, by teaching the reading strategies of questioning, clarifying, summarizing and predicting
 - 8) align the Language Arts Content Standards in writing with the Step Up to Writing grade level progression of skills, assessing student writing through the use of grade level anchor papers (high, medium, low) that follow the state's writing rubric
 - 9) enhance the Accelerated Reader program in the classroom through the use of teacher book chats and check-in with students, Friday student oral presentations, goal setting and celebrations
 - 10) develop a pacing guide specific to the middle school teaching of Spanish grammar.

4. **Review and realign the Instructional TWBI Design** - *Review and re-align the instructional minutes per content and language of delivery as described in a 90/10 TWBI instructional design.*
 - A. The instructional design for a Two Way Bilingual Immersion program is well researched and Alianza should revisit the allocation of time in both languages. It is important that the staff work to ensure that they meet both the bi-literacy goals for the program while meeting the academic targets for the students in the program.
 - 1) **Kindergarten** - 80/10/10 - 80% Spanish - 10% English - 10% Specials (E) - (***Please note: If the Kinder stays at a 3hr. 20 min. program, English ELD time is only 10%. But if it goes up to a full day, it should be 15-20%. SJUSD's TWBI program at K-2 has a 50-minute academic ELD time block, since along with oral language development, the incidental teaching of reading and writing also occurs.*)
 - 2) **First Grade** - 80/10/10 - 80% Spanish - 10% English - 10% Specials (E)
 - 3) **Second Grade** - 70/20/10 - 70% Spanish - 20% English - 10% Specials (E)
 - 4) **Third Grade** - 60/30/10 - 60% Spanish - 30% English - 10% Specials (E)
 - 5) **Fourth, Fifth & Sixth Grade** - 50/40/10 - 50% Spanish - 40% English - 10% Specials (E)
 - 6) **Seventh Grade** - 40/50/10 - 40% Spanish - 50% English - 10% Specials (E)
 - 7) **Eighth Grade** - 40/50/10 - 40% Spanish - 50% English - 10% Specials (E)
 - a) Specials: PE, Super Subs, enrichment, etc.

5. **Continue use of student academic goal setting through a variety of assessments** - *Continued use of student academic goal-setting through a variety of assessments (CST, STS, Aprenda, ALS Benchmarks, Writing, CELDT, and Spanish oral language measures)*
 - A. The school provides the teachers with student academic information through the use of CST, STS and Aprenda test scores available at the beginning of the school year.
 - B. It was evident that Benchmark assessments based on the focus standards in English Language Arts and Math were in use throughout the school from grades 2-8. The new data system allows for teachers and students to quickly monitor progress and see which standards need a greater emphasis in instruction. The results of these trimester assessments allow for intervention groups of instruction.
 - C. Reading inventories of DRA/EDL in the primary grades are used as a measure to monitor the progress of the reading level of students, both in Spanish and English.
 - D. Writing assessments were viewed posted on walls and the use of a writing rubric was evident.
 - E. It was unclear how the **teacher-made benchmark assessments in Spanish** were monitored, articulated to students, and used in planning.
 - F. Also missing was the knowledge of **CELDT language level proficiencies and Spanish language level proficiencies** of students and how that information can be used to drive instruction.
 - G. To Do:
 - 1) monitor oral language proficiency levels in English through the CELDT, and become knowledgeable of the sections of the test and the descriptors of the language proficiency levels to enhance instruction and monitor student second language growth to meet targets and goal of Redesignation by 5th or 6th grade
 - 2) monitor oral language proficiency levels in Spanish through the pre-LAS and LAS on a yearly basis to enhance instruction and monitor student language growth until such time as students reach the advanced levels, with the goal of by 3rd grade
 - 3) **Grades K - 2:** focus on Spanish reading by the use of EDL (Spanish DRA) to assess student's independent reading level and to guide reading instruction, with the goal of kinder students to be at a level 4- 6, first grade at a level 18-20 and second grade at a level 28-30 at the end of the year
 - 4) **Grades 3-5:** continue monitoring student's reading level in Spanish and English through the use of reading inventories, to assess comprehension and reading fluency levels.
 - 5) monitor AR independent reading levels with students grades 3-8, alternating English and Spanish reading by time chunks
 - 6) Spanish and English writing: align the CA Language Arts Content Standards in writing with the Step Up to Writing grade level expectations, assessing student writing through the use of grade level anchor papers (high, medium, low) that are aligned with the CA standards writing rubric

- 7) use the results of the various on-going and benchmark assessments listed above to form small group intervention; for example, through guided reading activities, before/after school skill-based intervention programs, etc.
6. **Investigate the new Common Core National Standards - Review the new common core standards and incorporate them into the existing planning for instruction and assessments**
 - A. The review team suggests that representatives from the school participate in reviewing the common standards by attending workshops and in-services in an effort to complete the work listed above. The common core standards serve as the basis for instruction and assessments.
 - B. Alianza may want to investigate the purchase of the **Standards Plus** program to teach daily mini-lessons that ensure that all students will have exposure and instruction to the essential core standards at each grade level. Call them and inquire with the company about how they are updating their programs to incorporate the National Common Core Standards before purchasing.
7. **Strengthen the collaborative work by grade level teams through a systematic vertical alignment that ensures that student performance gains are achieved on a year- to-year basis - Strengthen the collaborative work by grade level teams through a systematic vertical alignment that ensures that student performance gains are achieved on a year to year basis**
 - A. It is clear that the school places an importance on grade level collaboration through its structure of meeting times:
 - 1) Monthly Staff Meetings (1 hour),
 - 2) Monthly SPI/Cadre Meetings - 2 hours)
 - 3) Weekly Restructured Days (each Wednesday)
 - 4) Annually 3 professional development days (3 SBC days) during the school year.
 - B. In addition, in speaking with grade level teams, it was evident that the teams meet consistently before and after school.
 - C. Multiple grade level content specific Cadres were developed to review curriculum in the areas of writing/ language, ELD, reading, math and social justice/school climate.
 - D. While it appears that the schedule allows for ample time to collaborate, the review team feels a greater emphasis needs to be spent on **vertical articulation** and collaboration between grade levels. It is important to establish a common set of goals for student academic proficiency and success in two languages, to ensure that equitable practices are established for the diverse student population, and that there is depth and rigor of instruction at all grade levels leading to high levels of cognitive development, academic achievement, and positive social attitudes. As teachers continue to analyze student data through the use of test scores, student work and classroom observations, there needs to be a continuous monitoring of strengths, weaknesses and gaps in classroom instruction through the grade levels.
 - E. In an effort to strengthen the K-8 collaborative work to ensure student performance gains are achieved on a year-to-year basis, the review team suggests the following:
 - 1) designate **mega meeting dates** for vertical alignment of English and Spanish Language Arts standards and Math standards
 - 2) formulate discussion topics for Cadres based on **continuous monitoring of student data** (test scores, assessments, student work, rubrics, etc.) in an effort to deepen content knowledge through cross grade level curriculum planning
 - 3) hold post-benchmark data meetings to look at **data boards** and hold discussions across grade levels and vertically as the staff monitors the strengths and gaps in instruction
 - 4) coordinate professional development needs based on student data across the grade levels, by incorporating in-house training, district training and consultants
 - 5) provide for **coordinated walk-throughs**, with a clear goal in mind (ie. student engagement, lesson delivery, teaching strategies, etc.) and the use of a protocol to reflect on student comprehension and learning

8. **Ensure the units of study, scope and sequence are aligned vertically to ensure the progression of skills in both languages** - *Ensure that the units of study, scope and sequence are aligned vertically to ensure the progression of skills in both languages*
 - A. The curriculum for each grade level is articulated through the use of teacher-developed thematic units and is in line with State standards. It is evident that much time and expertise was spent on the development of these units based on GLAD strategies, and following the Side-by-Side protocol. Thus the teaching of English Language Arts and Spanish Language Arts is interwoven through the content areas of social studies, science and math, often times having the same discrete language skills taught in both languages. For example, a particular skill might be introduced in one language and applied in another.
 - B. The Review Team felt these practices *do not adhere to dual language theory, in that skills are to be taught sequentially not simultaneously*. Therefore, it is recommended that planning time be allocated to ensure the units of study are aligned vertically following a scope and sequence of progression of skills in both English and Spanish.
 - C. Suggestions include:
 - 1) *backward mapping of the units* of study and grade level standards in the content areas of math, reading / language arts in both Spanish and English, social studies and science
 - 2) develop *pacing guides* and skill building activities around the focus standards in math, K-8
 - 3) follow a K-2 Spanish Language Arts *scope and sequence* in teaching a balanced literacy program, referring to the individual EDL reading assessments to provide information for guided reading instruction
 - 4) develop an English LA / Spanish LA *pacing guide from grades 3-8*, highlighting language arts standards through literature units, and ensuring the teaching of non-transferable skills in Spanish (see sample)
 - 5) *refer to Benchmark data* to reinforce specific standards that needs to be re-taught and added to the pacing guide
 - 6) collect *anchor papers* in grade level Spanish and English writings to show a progression of skills
 - 7) refer to *CELDT language proficiency level descriptors* and *ELD matrix* to incorporate explicit ELD instruction in grades K-2, 3
 - 8) An example of a 6th grade planning map is attached to this document as an appendix.
9. **Leadership Team and Grade Level Team Walkthroughs** - *Conduct instructional walkthroughs by both grade level and multi-grade observation teams.*
 - A. Program alignment in both Spanish and English can be realized if Alianza's instructional teams at each grade level are given an opportunity to observe each other's practice and plan for instruction.
 - B. The principal should design coordinated walk-throughs, with a clear goal in mind (ie. student engagement, lesson delivery, teaching strategies, etc.) and the use of a protocol to reflect on student comprehension and learning.
 - C. Attached to this report is the Two-Way Immersion Checklist that can be modified for peer observation and classroom observations by the leadership team to conduct walkthroughs of each other's classrooms.
10. **Review the Roles of the Alianza Support Staff** - *Review the current support staff assignments and workloads and determine what staffing needs would best support the full development of a K-8 Two Way Bilingual Immersion model ie., an instructional coach, academic program coordinator, consultant, TWBI resource teacher, etc.*
 - A. Studies have demonstrated over the years that the role of an **Instruction Lead** or Program Resource Teacher or Coach or TWBI program teacher is key to the successful development of a TWBI program.
 - B. The role of this individual is that of "specialist" ensuring that the TWBI program is well implemented and aligned through the grade levels. This individual/s works with teachers to plan the program at each grade level retains the "big picture" as the program evolves.
 - C. Teachers must learn to see this individual as the program "expert" and work with the program specialist to make instructional and programmatic decisions that will enhance and not deter the program from its goal of bi-literacy for all students.
 - D. There are many Bay Area resource teachers that have served in this role and can advise this individual on his/her new role.

11. **Seal of Bi-literacy Requisites for the Alianza Students** - *Align the middle school program with the high school Spanish language offerings with the goal of meeting the Seal of Bi-literacy requisites for all students from Alianza.*
- A. Alianza has entered more than two decades of implementation of a Two Way Bilingual Immersion program. Students are being promoted from the elementary / middle school program with skills and second language proficiencies that should be honored at all levels. A school district or county must craft a resolution to ensure that student graduates be awarded a Seal of Bi- literacy and the Alianza team should pursue it to ensure that their students receive it.
 - B. Alianza School should consider two awards:
 - 1) one after the completion of *5th grade* and
 - 2) the second at the completion of *8th grade*.
 - C. Both awards are designed to set a standard for high levels of bi-literacy attainment for students in a Two Way / Dual Language Immersion program. These awards serve as an incentive for students to continue to work hard in their studies in both languages and remind students and parents that students of the *end result of this effort*:
 - 1) *advanced placement* in high school coursework and,
 - 2) a university recognized *Seal of Bi-literacy* on their high school diplomas.
 - D. Upon completion of *5th Grade students* qualify for **Bi-literacy Pathway Award**. This award is designed to measure attainment of age-appropriate bi-literacy for students who have been in Dual Language programs, or maintenance bilingual programs
 - 1) Measures include:
 - a) CST ELA at the Proficiency,
 - b) Standards Test in Spanish at the proficiency level,
 - c) Spanish LAS at 4 or higher level.
 - 2) In addition, the Bi-literacy Pathway Award is based upon a Portfolio system. Students need to complete four out of six criteria for the Portfolio. These include:
 - a) Completion of 20 hours of community service using primary language skills in-service to the school or community and demonstrating the ability to use translation in social situations.
 - b) A written paper in two languages with a rubric score 4 or above at the 5th grade level
 - c) Written essay on why bilingualism is important – to them personally, to their community and to the world.
 - d) Oral presentation about five careers where bilingualism is important, and why and how bilingualism is benefit in these careers
 - e) For English learners, Re-designation from English Learners to fluent status - RFEP status
 - f) Reading logs signed by their teachers of 10 books (at grade level) read independently in English, and ten books (at grade level) read independently in Spanish.
 - E. Upon completion of *8th Grade students* qualify for a **Bilingual Attainment Award**:
 - 1) For English Learners: Re-designation from EL to RFEP status
 - 2) For all students:
 - a) Proficient on the Standards Test in Spanish or District Assessment of grade-level competency in a language other than English Spanish (or other language)
 - b) LAS 6/8 or equivalent
 - c) CST-ELA at Proficient level
 - d) GPA: B Average in English classes and Foreign Language or Native Speakers courses
 - e) Written essay on why knowing multiple languages is important
 - f) Oral presentation about five careers where bilingualism is important, and why and how bilingualism is a benefit in those careers
 - g) A personal response essay to having attended two cultural events from the second language/ culture they are studying

12. **Ensure the Alianza Parent Compact requires higher levels of parent engagement in school-sponsored activities such as workshops, trainings, school governance and special events in full support of their child's Two Way Bilingual Immersion program** - *Ensure the Alianza Parent Compact requires higher levels of parent engagement in school-sponsored activities such as workshops, trainings, school governance and special events in full support of their child's Two Way Bilingual Immersion program:*
- A. Alianza Charter School currently enjoys a robust and meaningful level of parent involvement.
 - B. However, a number of comments and findings from the Two-CABE School Review indicate that consistency of parent involvement and the level at which each family or parent is involved can vary greatly.
 - C. Alianza also deals with the reality that there is a large gap in the socioeconomic (education and income primarily) among the parents with children at the school. While the school is effective in promoting equal access for parents to become involved and parents of broad and diverse backgrounds work with each other to foster a strong Sense of Community, these efforts still fall short of the engagement levels both parents and staff indicated during the Two-Way Team's visit to Alianza.
 - D. In an effort to raise parent "*involvement*" to the level of parent "*engagement*" the review team suggests the following:
 - 1) Revisit and revise the parent compact for Alianza Families. Ensure that the compact illustrates the level of involvement and the expectations both staff and parent leadership would like to see at the school.
 - 2) Another suggestion would be to have parents self-select their level of involvement/engagement with the parent group/club/organization with respects to leadership roles and commitment of time to planning specific events, serving on committees and holding office and/or other leadership roles identified by the parent group/club/organization.
 - 3) While the Alianza Parent "PAC" Group has formalized itself into a group with its own identity and has taken significant steps in organizing itself into a robust parent club with the appropriate and necessary leadership roles (including President, Fundraising Committee, School Improvement, etc.), the Two-Way Visiting Team suggests that parent leaders consider revisiting the organizational constructs and governance relationships of this group.
 - a) Perhaps consider incorporation into its own unique nonprofit organization or foundation (not PTA but rather an even more robust PTO) that would provide additional organizational support to Alianza Charter School through the continued development of programs and activities aimed at supporting the mission and vision of the school.
 - b) This would include fundraising and development efforts aimed at continuing to build on the schools current Sense of Community and support efforts to continue to improve student achievement outcomes.
 - 4) If the Parent Club "PAC" of Alianza hasn't already done so the Two-Way Visiting Team suggests that parent leaders visit the following web site: <http://www.ptotoday.com/>.
 - a) This web site includes powerful parent driven tools to help take a parent club into a high functioning nonprofit organization with increased levels of communication, involvement and engagement among families.
 - b) However, the website itself is only a tool; the parents need to continue to engage in meaningful conversations about what they would like to see from their parent organization and what they would like to see in the way of engagement and participation from each parent at Alianza Charter School.
 - E. In addition to the Molina Recommendations, Alianza will continue its partnership with COPA (*Communities Organized For Relational Power In Action*) and Joaquin Sanchez to move from parent involvement to parent engagement. The following SMART goals to be included in the 5 Year Plan were developed in the spring of 2012 after 1:1 surveys of school staff by Mr. Sanchez:
 - 1) Form an Ad Hoc Committee composed of teachers and parents to develop a protocol that will be followed at the main Parent Events: BTSN and Open House. The protocol would outline a set of activities that develop relationship between Teacher/Parent and Parent/Parent and that would take place at the beginning of the event. Meeting time would be strategically divided between relational work and the giving of information.

- 2) The Ad Hoc Committee composed of teachers and parents would also develop a protocol for a set of procedures or steps to increase relationship at P/T conferences. The goal would be to establish an appropriate balance between the giving of information and the building of relationship.
 - 3) In the second semester of 5th Grade, produce a parent orientation meeting to prepare parents for the Alianza Intermediate program. The content of the meeting would be planned and organized by a team of parents and teachers. The objective would be to educate parents about how the IP grades are different and to strategize with parents about strategies and resources that can help our students be successful.
 - 4) Continue the Parent Achievement Academies at 2nd grade continuing to focus on college readiness, leadership development and deepening the parent-teacher, parent-parent, parent-child relationships in a way that supports the academic achievement of our students.
 - 5) Establish a COPA Core Team that would work with existing established groups (eg: AGC, PAC, etc.) and with emerging groups (Kinder parents, IP parents, etc.) to support each group in establishing an appropriate balance between the work of the group with the development of relationship among members, parent:parent and parent:teacher. The work of the COPA Core Team would be to observe group function, recommend strategies, procedures or protocols and provide training as needed to achieve the objective. The objective would be to develop Parent Leaders that would be able to better support the mission and vision of Alianza Charter School.
 - a) Engagement vs. Involvement (volunteer vs. leader)
 - b) Qualities of a leader
 - c) Role of trust in Academic Achievement
 - d) Role of Community in Academic Achievement
 - e) Mission and Philosophy of Alianza Charter School as a dual language immersion school
 - F) Another initiative that grew out of parent concerns is the school wide implementation of the Positive Discipline Program as part of the 5 Year Plan. We are partnering with Jane Weed Pomerantz and her organization, PDCR (*Positive Discipline Community Resources*). This initiative will include:
 - 1) Workshops and trainings for staff, parents and students to learn the philosophy, vocabulary, procedures and expectations of the Positive Discipline model
 - 2) A series of protocols, procedures and activities to be implemented in the classroom and at the school
13. **Create a facilities planning team, including representatives from all stakeholder groups and engage the school district with assistance in developing facilities planning efforts (expansion, improvement building conditions, maintenance of grounds, etc.).** - *Create a facilities planning team, including representatives from all stakeholder groups and engage the school district with assistance in developing facilities planning efforts (expansion, improvement building conditions, maintenance of grounds, etc.). These efforts should be focused on the full implementation of the K-8 Dual Language Program.*
- A. The Principal will form a cross-functional Facilities Planning Team to analyze issues related to the **Operational Expectations** and **Facility Use Objectives** for Alianza Charter School.
 - B. The team will assess the current state of their areas of responsibility, research the best possible solution to both Operational Expectations and Facility Use Objectives as identified by the **Alianza Facilities Planning Team (AFPT)**.
 - C. The **Alianza Facilities Planning Team (AFPT)** will work collaboratively with the Pajaro Valley Unified School District to identify gaps or deficits in relationship to expectations or objectives for Alianza Charter School and provide the Principal with recommendations to remedy gaps or deficits taking into account any resource restrictions.
 - D. The **Alianza Facilities Planning Team (AFPT)** should include representation from the following groups:
 - 1) School Leadership/ Administration (the Principal and any Key Instructional Leaders)
 - 2) PVUSD (District personnel who can provide feedback on district involvement/support)
 - 3) Parent Representation (1-2 parent leaders, preferably with some kind of facility planning background)
 - 4) Representation from any extracurricular groups (After School, Community Groups, etc.)
 - E. **The mission for the Alianza Facilities Planning Team (AFPT) is divided into two focus areas:**

- 1) *Focus Area One - Analyze and review the need for expansion and/or renovation of facilities at Alianza Charter School:*
 - a) There are adequate facilities for current and future needs (such as the implementation of ALL Day Kindergarten)
 - b) There is effective use of new facility expansion or renovation (such as the accommodation, renovation and planning for "Middle School" specific learning and recreation areas)
- 2) *Focus Area 2 - Analyze existing practices/standards and recommend changes as necessary to Insure:*
 - a) Spaces and resources are appropriate for current programs
 - b) A safe and healthy work and learning environment
 - c) Effective and efficient resource management

🍏 (End Molina recommendations) 🍏

47605 (b) (5) (B) - The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes" for purposes of this part, means the extent to which all pupils of the school demonstrate students have attained the skills, knowledge and attitudes specified.

1. Pupils will demonstrate higher levels of achievement and mastery of California content standards as reflected by results on the California STAR testing program. This will result in meeting the Academic Performance Index Targets two out of every three years to meet the renewal requirement as specified in AB 1137.
2. Pupils will demonstrate increasing levels of ability to understand, speak, read and write Spanish and English.
3. Pupils who are continuously enrolled in the Alianza program since kindergarten will read at grade level in Spanish by the end of 3rd grade.
4. Pupils who are continuously enrolled in the Alianza program since kindergarten will read at grade level in English and Spanish by the end of 6th grade.
5. Pupils will acquire the grade level math skills to perform grade level math.
6. Pupils working below grade level and/or at risk of retention will be assisted to meet grade level Benchmarks through participation in an Intervention Program.
7. Pupils will achieve the skills, knowledge and attitudes specified in our programs within a community of learners. Therefore, this charter will also demonstrate that parents and teachers are supporting students in attaining the mission and vision as set forth in the Alianza Strategic Plan.
8. Pupils will be supported by parents who are knowledgeable about and support the school program.

47605 (b) (5) (C) - Method by which pupil progress towards meeting outcomes will be measured:

The pupil outcomes above will be measured in the following ways to determine progress in meeting our charter goals:

1. All pupils will be assessed annually on Language Arts on the California STAR Testing Program. In addition, to assess Academic achievement in Spanish, all EO and RFEP students will be assessed with the APRENDA, until such time that the state allows them to be assessed with the STS.
 - A. Pupil performance on the California Standards Tests will meet or exceed levels required to successfully attain the Academic Performance Index target set annually by the State of California.
 - B. On the English Language Arts California Grade Level Standards Test, the percentage of students in each grade level cohort scoring 4 (Proficient) or 5 (Advanced) will increase each year.
 - C. On the APRENDA/STS test in Spanish the percentage of students in each grade level cohort scoring 50% (grade level mean) or higher will increase each year in Reading and Language.

2. All pupils will be assessed annually on Math on the California STAR Testing Program. In addition, to assess Academic achievement in Spanish, all EO and RFEP students will be assessed with the APRENDA, until such time that the state allows them to be assessed with the STS.
 - A. On the Math California Grade Level Standards Test, the percentage of students in each grade level cohort scoring 4 (Proficient) or 5 (Advanced) will increase each year.
 - B. On the APRENDA/STS test in Spanish the percentage of students in each grade level cohort scoring 50% (grade level mean) or higher will increase each year in Math.
 - C. The percentage of Alianza students who meet math benchmarks set for each grade level using the ALS Math Benchmarks will increase.
3. The progress of students identified as English Learners will be assessed each year.
 - A. District Initial Language Assessment procedures to determine language proficiency of incoming students.
 - B. All EL students will be assessed On the California English Language Development Test (CELDT) and the percentage of EL students in each grade level cohort scoring 4 (Proficient) or 5 (Advanced) will increase each year.
 - C. The Redesignation Process monitors the English language development of English Learner students. The number of EL students who have been continuously enrolled at Alianza in Grade 3 through Grade 8 who qualify for redesignation to RFEP each year will be greater than the previous year.
4. Instruction and curriculum development will be informed by review of the annual summative assessments above and by a variety of formative assessments. Formative and summative assessment results will be collected and managed on the Alianza DataBase and Data Director. This data will be shared and discussed with staff who will formulate conclusions about student performance and necessary instructional adjustments.
 - A. Each student will be assessed at three points during the instructional window prior to testing using the *Action Learning Systems* benchmarks to measure progress in meeting grade level proficiency expectations in Language Arts and Math. Staff Collaboration will focus on Benchmark Assessment Results in order to refine, include and/or delete effective instructional strategies to increase academic performance and language acquisition.
 1. Reading benchmarks have been established in both English and Spanish to measure fluency, accuracy and comprehension.
 2. The ADEPT (or alternative) assessment will be used each trimester to assess EL progress in English Language Development.
 3. On the Writing Rubric, students will be assessed in Trimesters 1 and 3.
 - B. Rubrics. Used in all subject areas to measure student mastery of the standard being taught.
 - C. Use teacher designed formative assessments to assess mastery of grade level standards in Language Arts and Math as part of their Inquiry Cycle work in Collaboration.
5. Students working below grade level and/or at risk of retention will be assisted to meet grade level Benchmarks through participation in the following Intervention Programs. The availability of any Intervention program will depend on available funds.
 - A. Available Interventions:
 1. Si Puedo
 2. Migrant Education Supplementary Teacher support
 3. Resource Specialist Program for students who have learning disabilities.
 4. After School Program
 5. Reduced (25:1) class size in grades 4-6 as the budget permits
 6. Computer based programs: Accelerated Reader Program & Successmaker
 7. Services from Literacy Support Teacher as the budget permits
 8. Services from Math Support Teacher as the budget permits
 - B. Student Review Process: Each student's progress towards achieving bilingualism and biliteracy will be reviewed twice yearly. The team will recommend interventions as appropriate.
 - C. A Student Study Team system is in place to review individual students when concerns arise. The SST develops a list of strategies to support the student in being academically and/or emotionally successful.

6. We will conduct a yearly review of the school's progress towards objectives set out in our School Plan. Results will be shared annually with the Pajaro Valley USD Board of Trustees, the community and Alianza staff and parents. The data collected will be reviewed and indicated programmatic changes will be made.
7. Pupils will achieve the skills, knowledge and attitudes specified in our programs within a community of learners. Therefore, this charter will also demonstrate that parents and teachers are supporting them in attaining charter objectives through the following
 - A. Attendance: Good attendance is required for academic achievement. Alianza will maintain an average daily attendance rate of 95% or greater.
 - B. Parent compact: Annually parents, teachers and students will sign a compact that outlines the responsibilities each assumes that will support student achievement.
 - C. Parents will demonstrate knowledge and support for the school program based on an annual parent survey. The goal will be to have 90% or greater of parents responding to the survey indicate either "Strongly Agree" or "Agree". Areas where responses indicate either "Disagree" or "Strongly Disagree" at more than 10% will be addressed as areas of need in the annual school plan.
8. Teachers will demonstrate effective implementation of the effective learning strategies that have been identified by school staff to increase academic achievement and language acquisition based on self assessment, observations and through the PVUSD evaluation process with the principal.
 - A. Teachers will demonstrate effective implementation of the strategies that comprise Project GLAD (Guided Language Acquisition by Design).
 - B. Teachers will demonstrate effective implementation of the strategies that comprise Step Up To Writing.
 - C. At the beginning of each school year a teacher survey will occur to determine which teachers need GLAD or Step Up To Writing training. The goal is to have 100% of all staff trained in both programs.

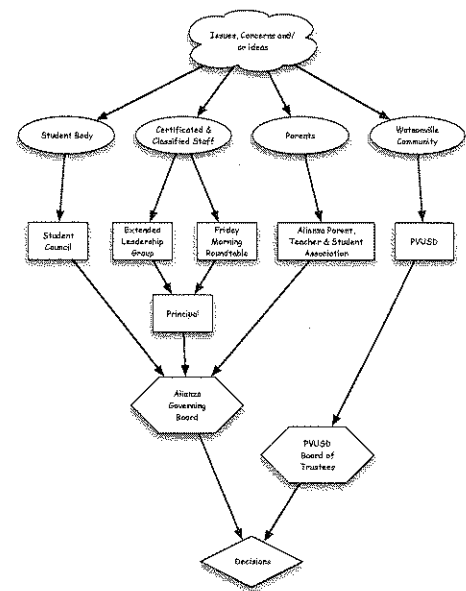
47605 (b) (5) (D) - Governance Structure of School, including the process to be followed by the school to ensure parental involvement.

1. A Community of Learners and Leaders: Alianza's vision of the Home/School Partnership
 - A. The philosophy of two way immersion education held by staff members at Alianza implies much more than simply installing an instructional program or strategy. Two Way Bilingual Immersion implies an empowerment of students, staff and parents that will result in the creation of a community of learners and leaders at Alianza.
 - B. In the process of rethinking the school that has been occurring at Alianza , a vision of the relation between school and parents continues to evolve. In this vision, parents of Alianza students need to be fully involved in a partnership with the school for the education of their children, both at home and at the school site. This involvement needs to be authentic, in two ways:
 1. First, parents should be able to bring their existing strength to support their children's learning.
 2. Second, they should be engaged with the school in active ways as partners capable of making an important and legitimate contribution to the educational process.
 - C. In order to accomplish this, a process of mutual adaptation needs to occur in which both parents and school staff learn more about each other and reach agreements about ways to support each other's efforts on behalf of the students. The school's vision of itself as a learning community supports this view of the relationship between school and parents.
 - D. Our Charter Block Grant & Categorical funds enable us to perform effective outreach to parents. Included in the activities of our classified Community Liaison are:
 1. Coordination of volunteers
 2. Provision of a wide variety of parent education workshops and classroom field trips,
 3. Increased teacher/parent contact through home visits,
 4. Celebrations planned by Community Liaison, parents & staff
 5. Translation of school documents and meeting discussions
 - E. The Alianza Governing Council is the decision making body of the school. This organization has representatives from the various constituencies which comprise our school community.

2. The above philosophy supports increased parent involvement and effectiveness in school governance. Leadership and decision making are shared among staff and community members through the structure to the right:

47605 (b) (5) (E) - Employee Qualifications:

1. Alianza Charter School employees shall meet the same qualifications required for equivalent positions in the district.
2. All matters related to employee relations, including: Hiring, Evaluation, Pay, Discipline, Working conditions, etc. will be managed by the District Human Resources Office and will be governed by the contract negotiated by the District and the representative employee organizations.
3. In addition:
 - A. All classroom teachers will meet BCLAD or equivalent credential requirements.
 - B. All classroom teachers will meet the standard of being "highly qualified as defined by the No Child Left Behind Act.
4. If it is necessary to hire a teacher who does not have a BCLAD, that teacher must be in process to be credentialed through the Intern Programs offered by the Santa Cruz County New Teacher Project or other Institution offering a BCLAD program.
5. There will be an ongoing staff development program which will take place in the following venues: Offsite workshops, Collaborative Fridays, quarterly Mini-Retreats, staff meetings and /or SBC days.
6. Collaborative Fridays utilize Special Teachers who bring special prepared programs in the arts, writing, technology, music and physical education. This allows a grade level team to meet twice a month to review data, receive training, plan curriculum and discuss instructional strategies.
7. Mega-Meetings are meetings on restructured Tuesdays to review the school plan and our progress in meeting our achievement objectives.
8. Additional staff required to meet the learning needs of our students or achieve the goals of our Charter will meet the qualifications described in the following Job Descriptions and will be hired if funding is available:
 - A. Academic Learning Facilitator - This person will be in a resource teacher position, with responsibility for implementation of the staff development and instructional improvement activities. The responsibilities of this position include:
 1. Site-level planning and implementation of the staff development component of the school plan.
 2. Maintenance of records on staff development activities, participation, and outcomes.
 3. Development and implementation of an assessment system that will drive classroom instruction.
 4. Organizing required staff development in Step Up to Writing, Guided Language Acquisition by Design (GLAD) and the Side by Side tool developed by Silvia Reyes to differentiate instruction to the appropriate level for our English Learners.
 5. Coordination and implementation of personalized consultation with and coaching of classroom teachers learning to implement the Two Way Bilingual Immersion model and other instructional innovations sponsored by the project.
 - B. Test Coordinator (classified) - The responsibilities of this position include:
 1. Gathering of data and maintenance of database records on language acquisition, literacy growth and mastery of grade level standards.
 2. Acquisition and organization of instructional materials and texts.
 - C. Intervention Teachers - The responsibilities of this position include:
 1. These are teachers either under contract or working on a supplemental hourly basis.



2. Through the assessment process, students are identified who need extra help to reach grade level proficiency. These students are organized into small groups and work with intervention teachers in specific, targeted areas, either during the school day or after school.
- D. Instructional Aides - These aides perform two separate duties:
 1. Assist and support in the Kinder program.
 2. Conduct small groups in our Si Puedo program which provides extra help to students reading below grade level in 1st, 2nd and 3rd grade.
- E. Community Liaison (Classified - 8 hours). This classified employee will assist in the implementation of the parent component. The duties of the position include:
 1. Participation in program planning and staff development activities.
 2. Recruitment of program participants.
 3. Working with program participants to diagnose needs and develop strategies for meeting those needs.
 4. Assisting program participants in overcoming obstacles to regular participation in classes and other activities.
 5. Assisting in the planning and organization of meetings and educational activities.
 6. Developing networking relationships with social, health and education/training service agencies that might be useful to project participants.
 7. Maintaining records of activities.
- F. Campus Supervisor - The duties of the position include:
 1. Supervising students and school grounds
 2. Maintaining discipline records
 3. Communicating with parents regarding student behavior.

47605 (b) (5) (F) - Procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures will include the requirement that each employee of the school will furnish the school with a criminal record summary (Sec. 44237)

1. Alianza Charter School will comply with the provisions of Education Code 44237 PRIVATE SCHOOL INSTRUCTION EMPLOYEE: FINGERPRINTS AND CRIMINAL RECORDS SUMMARY REQUIREMENTS: DEFINITIONS.
 - A. "Each employee having contact with minor pupils and not possessing a valid California State teaching credential must submit two sets of fingerprints to the Department of Justice for the purpose of obtaining a criminal record summary. This requirement is a condition of employment."
2. Employees and parents new to the school will be required to show evidence of TB screening per existing District Policy.
3. Existing provisions for maintenance of the facility in safe condition will continue and will comply with statutes governing health and safety, S.B. 198 and CAL OSHA requirements.
4. Building maintenance will be provided by the District, and Alianza Charter School will continue to pay its pro-rata share of costs as negotiated with the District annually.

47605 (b) (5) (G) - Means of Achieving Racial and Ethnic Balance

1. Through our admission practices, the racial and ethnic balance of Alianza Charter School will strive to reflect the general population of the Pajaro Valley Unified School District attendance area and a distribution of language groups that support the programmatic goals of the school.
2. Alianza is a K-8 school serving 650 students, 79% of whom are English Language Learners (EL). Alianza Charter School is located within the Pajaro Valley Unified School District (PVUSD). 97% of the students are Latino, primarily Mexican.
3. Alianza was established in 1981 with the mission of holding all students accountable for meeting high academic Grade Level Standards and developing bilingualism and biliteracy. We serve students from Watsonville as well as from other areas of Watsonville and Santa Cruz County who wish to become bilingual and biliterate.

4. Alianza Charter School is a school of choice. Enrollment is open to any student living in California as long as space permits.
5. Alianza Charter School will continue its commitment to serving the educational needs of students residing in the former Alianza Charter School Attendance area by providing bus service to the school site in order to facilitate access to the school. The relationship and history that has developed since 1981 is an important asset to our school.
6. We will continue our annual recruitment efforts to attract students to our program, from the Rodriguez Street neighborhood, from other attendance areas in the District and from the surrounding region.
7. Special emphasis will be given to:
 - A. Recruiting Spanish models from the Rodriguez Street neighborhood
 - B. Recruiting students who can serve as English models.
 - C. Recruiting students that will increase the ethnic diversity of our student population.
8. Students who can serve as English models are important to the Alianza Two Way Bilingual Immersion program. In optimum circumstances the entering Kinder class each year should have 40% of the students who are either designated EO or FEP to serve as English language models. Any recruitment or enrollment procedures will be in compliance with all legal requirements.
9. Alianza Charter School will continue to work with the District in meeting the challenges of facility overcrowding.

47605 (b) (5) (H) - Admission Requirements

1. Pupils will be considered for admission without regard to ethnicity, national origin, gender, disability or achievement level. The student population is expected to reflect the ethnic and racial balance of PVUSD and the Alianza Attendance Area.
2. Beginning with the 2007/2008 School Year, as directed by our revised Strategic Plan, we initiated a change in our enrollment policy. We must support the unique requirements of our Two Way Bilingual Immersion Program in order to achieve the goals of both Alianza and the accountability expectations of both the state and federal government. Specifically, we need to control the enrollment process of our annual Kindergarten recruitment in order to insure a balance between Spanish and English model speakers while maintaining the lottery "chance" required by charter law. To accomplish this, we follow this protocol:
 - A. We begin our recruitment process in January with visits to county preschools and presentations of our program to interested parents.
 - B. When a parent decides they wish to attend Alianza, the Kinder team will have the parents complete an Augmented Home Language Survey. The Augmented Home Language Survey will consist of the regular Home Language Survey plus some additional questions designed by the Alianza staff to appropriately assess the English language proficiency of 4 to 5 year old students.
 1. Students whose Augmented HLS indicates only English will be placed in the English model lottery.
 2. Students whose Augmented HLS indicates only Spanish will be placed in the Spanish model lottery.
 3. Students whose Augmented HLS indicates both Spanish and English will be reviewed and placed in the Spanish model lottery unless a review by staff and administration indicate a level of English proficiency equal to an English Only student.
 - 1) If the Augmented HLS indicates that the student's English does reach the threshold of being an English model, then they are placed in the English model lottery.
 - 2) If the Augmented HLS indicates that the student's English does not reach the threshold of being an English model, then they are placed in a Spanish model lottery.
 4. There are 88 Kinder seats. 52 will be allocated for Spanish speaker models, 36 for English model speakers.
 - C. At the end of the recruitment period:
 1. if there are less than the maximum in either language model category, those students will be admitted and we will fill the remaining seats on a first come / first serve basis.
 2. if there are more than the maximum in any of the three categories, a lottery will be conducted by pulling names out of a bag. When the maximum is reached, those students will be admitted.
 3. Names will continue to be pulled to create an ordered wait list.

3. Any student, regardless of language background, may enter Alianza Charter School in three ways:
 1. Entry #1: Participating in the Kinder enrollment process and lottery (as described above) for the following school year.
 2. Entry #2: Enrolling in a Kinder or 1st Grade class if space is available during the school year after having the unique features and expectations of the Alianza Program explained by school staff.
 - a) If space is not available, the family may place the child's name on a Wait List which is maintained by the Office Assistant in charge of Attendance.
 3. Entry #3: In 2nd through 8th grade, any entering student will be assessed to determine the likelihood of success in either English or Spanish, compared with grade level benchmarks.
4. Students who enter above 1st Grade without the benefit of the preparation in one of the two target languages in previous grades at Alianza will be at a disadvantage and may not be able to meet the grade level expectations in that target language necessary for promotion to the next grade level.
 1. However, after assessment and a thorough explanation by school staff, it will ultimately be the parent's decision to enroll or not. *No child may be denied entry if space exists if that is the choice of the parent, as required by charter school legislation.*
5. The families of all students entering the must sign a form that outlines the special features and expectations of the Alianza Program. School staff must thoroughly explain the program, eg:
 1. that instruction will take place in both English and Spanish,
 2. that students must meet performance expectations in both English and Spanish
 3. as well as other expectations.
 4. Promotion to the next grade level will depend on demonstrating mastery of grade level standards in both English and Spanish.
6. Students will be admitted who:
 1. Reside in the Radcliff School Attendance Area. *In the original charter these students were given preference, as required of "conversion" charter schools as per the Charter Act. In the last 14 years two significant things have happened. Alianza Charter School was moved from its original location and Radcliff School was reopened to serve this attendance area. Therefore the burden of providing preference to students from what is now the Radcliff Attendance Area will no longer be borne by Alianza Charter School (Charter Renewal 2013).*
 2. Reside within the attendance area of the Pajaro Valley Unified School District who wish to participate in the Alianza Two Way Bilingual Immersion Program, as space permits
 3. Reside within the State of California who wish to participate in the Alianza 2 Way Bilingual Immersion Program, as space permits.
7. Enrollment preference will be given to:
 1. Families with students already attending Alianza Charter School. *This preference will only apply to brothers and sisters (biological or by marriage) who live full time in the same house at the same address with the same parents/partners/guardians (Charter Renewal 2013).*
 2. Children of Alianza staff members. *"Staff" is defined as any certificated or classified employee working under contract who receives payment or salary for work performed at Alianza Charter School (Charter Renewal 2013).*
8. Alianza has a mandatory Uniform Required and Dress Code Policy:
 1. All students must wear the school uniform to school everyday, as established in the Alianza Dress Code.
 2. Purpose: The Alianza Dress Code is designed to promote school pride, and a learning environment that is safe for all students.

47605 (b) (5) (I) - Financial and Programmatic Audit

1. Financial
 - A. An annual financial audit of the Alianza program is conducted as part of the District's audit program. The audit will verify the accuracy of the school's financial statements, attendance and enrollment accounting practices and review the school's internal controls.

- B. Alianza Charter School has established procedures for fiscal management and accountability, and will review monthly financial activity reports with the PVUSD Associate Superintendent of Business or his designee.
 - C. The audit will be conducted in accordance with generally accepted accounting principles applicable to the school.
 - D. The Alianza Charter School has elected to be "Locally" funded and not "Direct" funded. Alianza Charter School reserves the right to review that decision annually.
 - E. All services which the Alianza Charter School uses that are provided by the District will be negotiated annually and described in a "Memo of Understanding". All charges will be calculated based on the per pupil cost to the District. No charges will exceed the actual cost to the PVUSD.
 - F. The District will charge Alianza Charter School for oversight equal to 3% of the revenue limit.
 - G. Employee benefits/retirement plan and liability insurance will continue to be covered by the District as they were prior to the establishment of the Charter School. All other services will be contracted by mutual agreement of the Alianza Governing Council and the District administration to maintain the structure of the relationship prior to the establishment of the Charter School.
2. Programmatic
- A. An annual School Improvement Plan Review is conducted by the Alianza Governing Council in the fall.
 - B. Annual surveys are conducted of parents, staff and students to determine the effectiveness of our program.
 - C. The site's educational program is reviewed:
 - 1) Annually by the PVUSD Administration.
 - 2) Every five years as a requirement for membership in the California Charter Schools Association
 - D. The annual Single School Plan Review allows Alianza Charter School to meet all state and federal requirements for:
 - 1) accountability in assisting English Learner students to achieve high academic Grade Level Standards;
 - 2) use of reliable, valid and fair instruments and procedures;
 - 3) appropriate assessment of English Learner student outcomes against State performance standards and in comparison with English proficient students;
 - 4) assessing program implementation;
 - 5) describing program context. The evaluation information is used to determine program effectiveness, to improve the program, and to further define the program's goals and objectives.

47605 (b) (5) (J) - Suspension and Expulsion Procedure

- 1. The procedures for suspension and expulsion of Alianza Charter School students will be identical to those identified in the District's "Prevention, Suspension and Expulsion Guide", District Policy and California Education Code.
- 2. Students whose behavior violates the rules required to maintain a safe and positive learning environment will lose the right to continue as a student at Alianza Charter School. Depending on the situation and the nature of the infraction, the student will either return to their neighborhood school, seek admittance to another district or charter school, or be expelled from the Pajaro Valley Unified School District.

47605 (b) (5) (K) - Provisions for Retirement System Coverage

- 1. All eligible staff members will be covered by the State Teachers' Retirement System, Public Employees Retirement System, and federal social security, as appropriate.
- 2. The Pajaro Valley Unified School District will make all employer contributions as required by STRS and social security. The Pajaro Valley Unified School District will also make contributions for workers compensation insurance, unemployment insurance and any other payroll obligations that they would make if Alianza was a non-charter school.
- 3. All staff members, classified and certificated, will remain employees of the District. Costs for District services will be at a rate equal to the actual cost of their salaries, fringe benefits and retirement plan employer contribution. These costs will be negotiated annually and addressed in a Memo of Understanding.

47605 (b) (5) (L) - Attendance Alternatives for Students

1. Every student attends Alianza Charter School as a result of the choice exercised by themselves and their parents. No child will be required to attend Alianza Charter School.
2. Students who do not choose to attend Alianza Charter School may attend:
 - A. Their local school of residence which serves their area of attendance,
 - B. Another school in the district by completing an Intra-District Transfer Request
 - C. A school in another district by completing an Inter-District Transfer Request
 - D. A charter school
 - E. A private school for which tuition is charged and admission requirements must be met.
3. It may happen that a student who enters the school in the 2nd. Grade or above will not possess the necessary skills in one of the two target languages necessary to be successful in the program. *A Student Study Team meeting will be held that will include, at a minimum, the principal, the teacher and the parent. Assessment data will be shared and the parent will be counseled about the program's limitations in meeting the needs of the student. Support resources and program options will be identified and explained. The decision to continue in the program will reside with the parent.*

47605 (b) (5) (M) - Description of rights of employees working in Charter School to return to the school district after employment at Charter School

1. The services of Alianza Charter School certificated and classified staff will be contracted with the District per regular policies. All employees will be processed by the District. All regulations, work conditions, policies and other factors governing employment of certificated and classified staff will be the same as in a non-charter school here in the Pajaro Valley Unified School District.
2. Non-certificated employees contracted from the PVUSD will retain all rights and benefits and be subject to all rules and regulations of the classified service of the Pajaro Valley Unified School District.
3. Certificated personnel shall retain their rights, benefits and working conditions included in the bargaining unit contract.
4. Alianza Charter School will continue as a *Dependent Charter School until such time as the school community engages in a decision making process and decides to become an Independent Charter School (Charter Renewal 2013)*. All employees, including categorical staff will remain district employees and part of district bargaining units.
5. Employees will be treated as any other employee of the PVUSD. Certificated teachers and administrators, and Classified staff will receive step and column increases according to District agreements with bargaining units as well.

47605 (b) (5) (N) - Provisions to resolve disputes

1. Parents who have complaints will be referred to the Uniform Complaint Procedures as outlined in District Policy.
2. An important role of the Alianza Governing Council shall be to hear concerns and suggestions regarding school practices and programs. Parents are encouraged to use the Alianza Governing Council in that capacity.
3. Dispute Resolution between Alianza Charter School and the Pajaro Valley USD is governed by the Memorandum of Understanding, Section #9, which is excerpted here: Dispute Resolution.
4. In the event of a dispute between the Charter School and the District, the following procedures shall be followed:
 - A) 9.1 Statement of Dispute. The governing body of the Charter School and the District Assistant Superintendent with oversight responsibility for the Charter School will first frame the issue in written format and refer the issue to the Superintendent of the District and the Principal of the Charter School. In the event that the District believes that the dispute relates to an issue that could lead to revocation of the charter, this shall be specifically noted in the written dispute statement.

- B) 9.2 Informal Resolution. The Superintendent and the Principal shall informally meet and confer in a timely fashion to attempt to resolve the dispute. In the event that this informal meeting fails to resolve the dispute, both Parties shall identify two members from their respective governing bodies who shall jointly meet with the Superintendent and the Principal and attempt to resolve the dispute.
- C) 9.3 Mediation. If informal resolution fails to resolve the dispute, the Superintendent and the Principal shall meet to jointly identify a neutral, third party mediator. The format of the mediation session shall be developed jointly by the Superintendent and the Principal, and shall incorporate informal rules of evidence and procedure unless both Parties agree otherwise. The findings or recommendations of the mediator shall be non-binding on the governing board of the District. The Charter School and the District shall bear their own costs of mediation and each Party shall pay one half of the cost for the services of the mediator.
- D) 9.4 Final Resolution by Governing Board of the District. The findings or recommendations of the mediator shall be presented to the governing Board of the District for final resolution of the dispute at a regularly scheduled public meeting of the Board. The governing Board may accept, reject or modify the recommendations of the mediator and the Board's resolution of the dispute that was the subject of the mediation shall be final and binding on the District and the Charter School. The Charter School expressly agrees that it will not initiate, prosecute, or join in any legal action against the District except to compel compliance with this section 9 of the Memorandum.
- E) 9.5 District Oversight. Notwithstanding anything in this Section 9, Section 10 below, or the Charter, participation by the District in any dispute resolution process shall in no way interfere with the District's statutory oversight responsibilities and powers, its power to revoke the Charter in compliance with the Education Code, and its rights and responsibilities as the exclusive public school employer of employees assigned to the Charter School, and with respect to such matters only participation by the District in the dispute resolution process set forth herein shall be entirely voluntary for the District.

47605 (b) (5) (O) - Labor relations

- 5. The exclusive public school employer will be the Pajaro Valley Unified School District for the purposes of the Education Employment Relations Act.

47605 (b) (5) (P) - Procedures to be used in the event that the charter school closes

- 1. In the event that Alianza Charter School is closed, the following procedures will take place:
 - A. Notification of Closure - Alianza Charter School will work with the PVUSD to send a notice of the school closure to parents, the District, the SELPA, STRS, Charter Schools Unit at the CDE and to the County Office of Education. The notification will include the following information:
 - 1) Date of closure action;
 - 2) Effective date of the closure, if different;
 - 3) Reason for the closure.
 - 4) Contact information for inquires
 - 5) The districts of residence for pupils; and
 - 6) How parents may obtain copies of pupil records
 - 7) Charter school name, charter number, and CDS code;
 - B. Documentation of Closure Action - The decision to close Alianza Charter School, for any reason, will be documented by an official action of Pajaro Valley USD's Governing Board. The action will identify the reason for the school's closure. Barring revocation of non-renewal under Education Code Section 47607, it is feasible to do so while still maintaining a viable, appropriate, legally compliant educational program, charter school closures will occur only at the end of an academic year.
 - C. A final audit will be conducted by the District auditor to determine the disposition of all assets and liabilities of the charter school.

- D. In the event that Alianza Charter School is closed, a plan to dispose of net assets will be developed by Alianza Charter School and the Business Office of the Pajaro Valley Unified School District.
- E. In the event that Alianza Charter School is closed, Alianza Charter School staff will work with the Office of Child Welfare and Attendance to insure that all pupil records are maintained and transferred to the appropriate site.
- F. Notification to Parents and Students - Parents and students of Alianza Charter School will be notified as soon as possible when it appears that school closure will be imminent. The notification will include information on assistance in transferring the student to another appropriate school and as stated above a process for the transfer of all student records through the office of Child Welfare and Attendance.
- G. Notification to Receiving Districts - The PVUSD Office of Child Welfare and Attendance will notify any school district that may be responsible for providing education services to the former students of Alianza Charter School so that the receiving districts may assist in facilitating student transfers.

Other Charter Provisions

- 1. The term of this charter renewal will begin on *June 9, 2013 and expire 5 years thereafter on June 9, 2018 (Charter Renewal 2013)*.
 - 1. The term of the current charter renewal began on *June 8, 2003 and will expire 5 years thereafter on June 8, 20013 (Charter Renewal 2013)*.
- 2. There are four memoranda of understanding that govern the relationship of Alianza Charter School with the Pajaro Valley USD and are included in the appendix:
 - A. Memorandum of Understanding
 - B. Facilities Use Agreement
 - C. Alianza Settlement Agreement
 - D. Special Education Services Agreement
- 3. Any amendments to this charter shall be made by the mutual agreement of the Alianza Governing Council and the Board of Trustees of the Pajaro Valley Unified School District. Material revisions and amendments shall be made pursuant to the Grade Level Standards, criteria, and timelines in EC Sec. 47605.
- 4. The terms of this charter contract are severable. In the event that any of the provisions are determined to be unenforceable or invalid for any reason, the remainder of the charter shall remain in effect, unless mutually agreed otherwise by the Alianza Governing Council and the Board of Trustees of the Pajaro Valley Unified School District. The district and school agree to meet to discuss and resolve any issues or differences relating to invalidated provisions in a timely, good faith fashion.
- 5. Material revisions of the charter must be approved by majority vote of the Alianza Governing Council and the Pajaro Valley Unified School District Board of Trustees. This charter is intended to be a broad framework; specific procedures will be developed as needed.
- 6. Any charter provision that, through legislation or legal ruling, is deemed to be outside the intent of Senate Bill 1448 will be removed from the charter. Such a situation would not result in the revocation of the charter.
- 7. The charter may be revoked by the Pajaro Valley Unified School District Board of Trustees if...
 - A. Alianza Charter School commits a material violation of any of the conditions, Grade Level Standards or procedures set forth in the charter.
 - B. Alianza Charter School fails to meet or pursue any of the student outcomes identified in the charter.
 - C. Alianza Charter School fails to meet generally accepted Grade Level Standards of fiscal management.
 - D. Alianza Charter School violates any provision of the law.
- 8. In the event that the charter is revoked, Alianza Charter School will again be subject to all regulations, processes, and controls of the district.
- 9. Alianza Charter School will be nonsectarian in its programs, admission policies, employment practices and all other operations, and will not discriminate against any student or employee on the basis of ethnicity, national origin, gender or disability.
- 10. Alianza Charter School will not charge tuition for its regular educational program.

11. Alianza Charter School will continue to occupy the existing site (115 Casserly, Watsonville) as set forth in the Facilities Use Agreement. No additional rental fee will be required by the District.
12. Alianza Charter School may apply directly for outside grants and other funding

Charter Amendments

- I. Amendment #1: November 1, 1999 - Alianza Charter School Addendum:
 - A. It has been brought to our attention that we did not specify in our Charter Plan the term of our Charter. We request:
 1. that the term of our Charter be 5 years.
 2. that our Charter commenced when approval was granted by the State Board of Education at their September 11, 1998 meeting to establish Alianza Charter School as charter school #164.
 3. that our Charter continue through to September 11, 2003 to complete 5 years
 4. that we retain the right to renew our Charter with Board Approval after the term of our present Charter is complete.
- II. Amendment #2: September 25, 2001 - Alianza Charter School Addendum:
 - A. Amendment forwarded to PVUSD Board of Trustees to require the use of uniforms.

Related Documents

2007 Alianza Strategic Plan

Alianza Strategic Plan • Plan Estratégico de Alianza



Mission / Misión:

Alianza's mission is to educate students to embrace and improve the world in which they live. We do this through our academically rigorous and culturally relevant Two Way Bilingual Immersion program. The Alianza community promotes social justice, inspires creativity, challenges intellect and nurtures potential.



La misión de Alianza es educar a los alumnos a abarcar y mejorar el mundo en el que viven. Hacemos esto a través de un programa Bilingüe de Doble Inmersión que es académicamente riguroso y culturalmente relevante. La comunidad de Alianza promueve justicia social, inspira creatividad, reta el intelecto y fortalece el potencial.

Vision / Visión:

“A bilingual world starts here / Un mundo bilingüe empieza aquí.”

We believe / Nosotros Creemos:

- ***Parents are Partners***...that everyone, parents, students and staff are equal partners. Therefore, there exists:
 -the freedom to share opinions and communicate honestly and openly.
 -empowerment of parents to be equal leaders and partners.
 -an environment that permits personal reflection that promotes growth for school and community.
- ***Los padres son Socios***... que cada uno, padres, estudiantes y el personal son socios semejantes. Por lo tanto, existe:
 -la libertad para compartir opiniones y comunicarse honestamente y abiertamente,
 -habilitación de padres para que sean líderes y socios iguales,
 -un ambiente que permite la reflexión personal que promueve el crecimiento para la escuela y la comunidad.
- ❧
- ***In Student Pride & Citizenship***...that the students of Alianza are citizens and leaders in the school, community and in the world. Like citizens they will develop a strong sense of self-esteem. This will help them to:
 -be persistent,
 -be good critical thinkers,
 -seek and be good role models,
 -listen to multiple perspectives
 -resolve conflicts peacefully.
- ***En el orgullo y la ciudadanía del estudiante***... que los estudiantes de Alianza son ciudadanos y líderes en la escuela, comunidad y en el mundo. Como ciudadanos desarrollarán un sentido fuerte de su autoestima. Esto les ayudará a:
 -ser persistente,,
 - ... tener buen pensamiento crítico,
 -buscar y ser buenos modelos,
 -escuchar a perspectivas multiples
 -resolver conflictos pacíficamente.
- ❧
- ***In Being Bilingual & Biliterate***:.....that being bilingual and biliterate benefits all students and, in turn, their community and the world. Being bilingual offers students the opportunity to:
 -have confidence in themselves,
 -maintain their roots and connection to their family and heritage,
 -open doors to other cultures, perspectives and ideas.
- ***En ser bilingüe y bilítero***:..... que siendo bilingüe y bilítero beneficia a todos los estudiantes y por lo tanto, a su comunidad y el mundo. Siendo bilingües ofrece a los estudiantes la oportunidad de:
 - tener confianza en si mismo,
 -mantener sus raíces y conexión a su familia y herencia,
 - abrir puertas a otras culturas, perspectivas e ideas.



- ***In Academic Achievement:***.....that academic achievement goes beyond success on state standardized tests to include the development of students who:
 -think critically and can make the connections between success in school and their futures,
 -achieve grade level standards in all curricular areas in both Spanish and English.
 -graduate from Alianza prepared to attend high school and university and participate fully as global citizens.
 - ***En Aprovechamiento Académico:***..... que el aprovechamiento académico es más que éxito en pruebas estandarizadas del estado e incluye el desarrollo de estudiantes que:
 -pueden pensar críticamente y hacer las conexiones entre el éxito en la escuela y sus futuros
 -alcanzan los estándares del nivel de grado en todas las áreas del currículo en español e inglés
 -graduarse de Alianza preparado para asistir a la secundaria y la universidad y participar completamente como ciudadanos globales.
- ❧
- ***In Celebrating Culture:***.....that students who are exposed to diverse cultural experiences learn to respect, accept and appreciate differences, embrace individuals and their culture, and enrich their community.
 -that children in our Alianza community have pride in where they come from and where they live.
 -that understanding of and experience with cultures other than one's own eliminates misunderstanding and prejudice which are the roots of racism and intolerance.
 - ***En la Celebración Cultural:***.....que los estudiantes que son expuestos a las experiencias culturales diversas aprenden a respetar, aceptar y apreciar diferencias, comprender individuos y su cultura, y enriquecer a su comunidad.
 - que los niños en nuestra comunidad de Alianza tienen orgullo de donde vienen y de donde viven
 - que la comprensión y experiencia con otras culturas elimina el malentendido y el prejuicio que son las raíces del racismo y de la intolerancia.
- ❧

Strategic Goals / Metas Estratégicas

1. ***FAMILY-SCHOOL PARTNERSHIPS / ASOCIACION ENTRE FAMILIA-ESCUELA***
 - Goal: Use a variety of methods to promote meaningful and effective family-school partnerships. Develop ways to strengthen communication between home and school.
 - Meta: Usar una variedad de métodos para promover relaciones significantes y eficaces entre familia y escuela. Desarrollar métodos para fortalecer la comunicación entre hogar y escuela.
2. ***SAFE & HEALTHY LEARNING ENVIRONMENT / AMBIENTE DE APRENDIZAJE SEGURO Y SANO***
 - Goal: Maintain and continue to improve a safe and healthy learning environment.
 - Meta: Mantener y continuar mejorando un ambiente de aprendizaje seguro y sano.
3. ***TWO WAY BILINGUAL IMMERSION PROGRAM / PROGRAMA BILINGUE DE DOBLE INMERSION***
 - Goal: Establish a “60% Spanish speakers /40% English speakers” language balance in order to support our Two Way Bilingual Immersion program.
 - Meta: Establecer un balance de idiomas “60% de hispano hablantes /40% de habla inglés” para apoyar a nuestro programa Bilingüe de doble inmersión.
4. ***INVESTIGATE BECOMING AN INDEPENDENT CHARTER / INVESTIGAR CONVIRTIENDONOS EN UNA ESCUELA CONVENIO INDEPENDIENTE***
 - Goal: Determine whether Alianza Charter School will become a Direct Funded Independent Charter School prior to the renewal of our Charter in 2008.
 - Meta: Determinar si la Escuela Convenio de Alianza se convertirá en una Escuela convenio independiente, financiada directamente antes de la renovación de nuestro convenio en el 2008.
5. ***ACCELERATING ACADEMIC ACHIEVEMENT / ACELERANDO LOGROS ACADEMICOS***
 - Goal: Raise levels of academic achievement in Language Arts and Mathematics in both English and Spanish to meet accountability requirements of both the State and Federal Government.
 - Meta: Levante los niveles del logro académico en los artes lenguajes y matemáticas en inglés y español para alcanzar los requisitos del gobierno del estado y del gobierno federal.
6. ***MEANINGFUL ASSESSMENT / EVALUACION SIGNIFICATIVA***
 - Goal: Develop a comprehensive portfolio to communicate Alianza students’ academic achievement using a variety of measurements thus expanding the definition of progress used by the state and federal government.
 - Meta: Desarrollar un portofolio comprensiva para comunicar el aprovechamiento académico de los estudiantes de Alianza usando una variedad de medidas así ampliando la definición del progreso usada por el estado y el gobierno federal.
 - Goal: Develop ways to further communicate the Alianza community’s commitment to achieve our mission.
 - Meta: Desarrollar maneras para comunicar más amplio el compromiso de la comunidad de Alianza para lograr nuestra misión.
7. ***ATTRACTING A DIVERSE MULTICULTURAL POPULATION / ATRAER UNA POBLACION DIVERSA Y MULTICULTURAL***
 - Goal: Develop recruitment strategies and activities that will draw a multicultural and diverse population of students to Alianza Charter School.
 - Meta: Desarrollar estrategias y actividades de reclutamiento que atraerán una población multicultural y diversa de estudiantes a la Escuela Convenio de Alianza.

The Cambridge Organization and District Advisory Group (DAG) Recommendations - 2008 Program Improvement / Major Restructuring Plan - 5 Year Plan:

As a charter school, Alianza is in a different position than other PVUSD schools. We all share the same accountability requirements, but Alianza, due to its unique program and goals, has chosen a different path. Our students receive instruction through Grade Level Standards driven, theme based, integrated units. These units are based on teacher created curriculum as well as state adopted texts and materials, delivered in both English and Spanish. The result is an educational experience that has led the parents of our 560 students to choose Alianza. We believe the families of the Pajaro Valley benefit from a set of education choices that includes both neighborhood schools and a menu of diverse alternatives.

Alianza Charter School has worked diligently to improve student achievement and meet the performance requirements of both California and the federal government. We have raised our API by more than 200 points from 2000 to 2006 and have met our API goals in 2 of the last 3 years. This is the basis for our renewal request as set forth in AB1137: "...a charter school shall meet at least one of the following criteria prior to receiving a charter renewal...:(1) Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, or in the aggregate for the prior three years..."

We have not met the AYP requirements of No Child Left Behind and in 2007/2008 are in Program Improvement Year 4. We have devoted this year to the development of a Major Restructuring Plan which we are including as part of our charter renewal. We participated in two Program Quality Reviews, one by Cambridge and the other by the District Alternative Governance Committee. Our Cambridge Review led to our certification as a Quality Charter School by the California Charter Schools Association. Both reviews resulted in a list of findings. We have worked throughout the year to develop solutions that respond to each finding. Taken together, they form our Major Restructuring Plan:

(XIV) Strengthen the consistency and impact of instruction to maximize student growth by:

(A) *Cambridge: Review the use of rubrics to clarify expectations and to set specific goals for students*

(1) Alianza staff will use rubrics to clarify expectations and set specific goals for students.

(2) Elements:

(a) Rubric use by students and teachers as a tool to evaluate student's progress towards meeting grade level standards. We need to have standard based rubrics with a standard format school-wide (same language, font, same grading scale 1-5, and that spirals throughout all grade levels) (SM).

(b) Teachers will agree on when students will be making different oral presentations and how they will be graded based on a school-wide rubric, which is grade level standards aligned and appropriate.

(c) Create a compilation of all rubrics developed by each grade level and organize them in a binder by subject and grade level.

(2) Work needed to make Action Item happen:

(a) Have cross grade-level articulation to give a clear explanation of what each exemplar should look like based on grade level standards (SM).

(b) Research rubrics already created (i.e on the web or other schools) for each subject area and different grade levels.

(c) Rubrics will be integrated into GLAD Curriculum Units and Mathematics as well as our 'Step Up to Writing' Program.

(d) We will collect student anchor papers and develop exemplars of Grade Level Standards applications and text types to ensure reliability in implementation, for professional development and articulation meetings as part of our data analysis. (EF)

(e) Grade level teams will hold collaborative scoring meetings to ensure inter-rater reliability and goal setting for instruction. In these meetings, we will use (and if needed, develop) scoring guides.

(B) *Cambridge: Develop more consistent use of **cognitive walls**, in both English and Spanish, to support students in developing their understanding and use of technical language, especially in mathematics*

- (1) The Alianza staff will support students to develop their understanding and use of academic language in all core areas, especially math, through consistent use of cognitive walls / reference charts in the following ways (SM):
 - (a) Cognitive Content Dictionaries
 - (b) Process Grids
 - (c) Songs, Chants, Poems
 - (d) Pictorial Input Charts
 - (e) Inquiry Charts
 - (f) Observation Reports
 - (g) Exploration Report
 - (h) Sentence Patterning Charts
 - (i) Cognate Walls
 - (j) Observation Charts
 - (k) Mathematical Procedural Charts (e.g. Word Problem Resolution Steps)
 - (l) Step Up to Writing Charts: E.G. Purpose, Voice and Organization of Narrative vs. Expository Genres/ Text Types
 - (m) Transitions / Connectors that relate to different Genres/Text Types
 - (n) Language Frames that advance students' academic speaking and writing
 - (o) Grade Appropriate 'Variety of Sentence Structures' with examples
 - (p) Frequently Misspelled Words / High Frequency Words Reading and Spelling Charts
 - (2) These cognitive walls will be frequently re-visited throughout thematic units. Students will accomplish tasks that require interaction with the cognitive wall. Grade level teams will dialogue and share their strategies for consistently using cognitive walls. Alianza staff will continue professional development with GLAD trainers to develop mastery of strategies. (SM).
- (C) *DAG: Make sure that **Grade Level Standards** are posted and shared with students for each lesson.*
- (1) The Alianza Staff will post and share grade level standards with students for each lesson. The following actions will take place:
 - (a) Teachers will use "Can Do" Grade Level Standards which are student, family and teacher friendly versions of the California Grade Level Standards.
 - (b) Teachers will post grade level standards near their daily agenda (front of room, left side of whiteboard) in order to be accessible to teachers, students and families as well as facilitate student reflection.
 - (c) This process described in "a" and "b" will be modeled for staff by colleagues at different grade levels.
 - 1) Grade Level Standards will be provided by administration and posted on color-coded paper:
 - i. Reading: Blue
 - ii. Writing: Yellow
 - iii. Speaking and Listening: Orange
 - iv. Math: Red
 - v. Social Studies: Green
 - vi. Science: Purple
 - 2) Teachers will refer to Grade Level Standards being addressed at the beginning, during and/or end of each lesson. A "short hand form" of the Grade Level Standards being addressed will be integrated into agenda.
 - 3) When appropriate teachers will reflect with students on progress in addressing the Grade Level Standards throughout the year (e.g. students have copy which they highlight.)
 - (d) Teachers will make the purpose of Grade Level Standards explicit.
 - 1) Teachers will develop student friendly rubrics that address Grade Level Standards across academic content.
 - 2) Along with Writing Grade Level Standards, anchor papers will be posted that demonstrate exemplar work so that students can see models of work that meet grade level standards. (EF)

- 3) Grade level standards will be shared with families at different school events (parent workshops, parent-teacher conferences, etc.)

(D) *DAG: Make sure students understand the **performance expectations** that meet Grade Level Standards*

- (1) Alianza staff will ensure that students understand the performance expectations that meet state Grade Level Standards by doing the following:
 - (a) Lesson presentations will specifically highlight the main standard addressed at the start of each lesson, during each lesson and have students reflect on their understanding of that standard during lesson closure.
 - (b) Lessons will include the construction of an exemplar / model that will then be referred to throughout the course of the lesson cycle.
 - (c) Exemplars/ model will reflect the performance expectations needed to meet the state standard/s.
 - (d) At the beginning of a lesson cycle, the teacher will set a list of learning goals with the class, that will be referred to throughout the cycle. This could be in the form of a rubric or checklist. Students will reflect on their progress regularly using the rubric/checklist.
 - (e) Teachers will document each unit of instruction in Curriculum Binders that include Scope and Sequence, Grade Level Standards, exemplars, rubrics, lesson plans, assessments
 - (f) Locate current research on the benefits of metacognition and links to improvement in achievement or student motivation.
 - (g) Share rubrics that already exist across grade levels and subject manner

(E) *DAG: Make consistent use of **academic language** in all lessons*

- (1) Alianza staff will make consistent use of academic language in all lessons.
- (2) All lessons will identify Content and Academic Language Goals.
- (3) Align Academic Language Arts Grade Level Standards with GLAD Strategies
- (4) Implement non-negotiable GLAD Strategies: CCD, Signal Word, Sentence Patterning Chart, Super Scientist Awards, Process grid, Poems/Raps/ Chants, Big Books, Expert Groups
- (5) Advance Academic Language Instruction in the Harcourt Brace Math Series
- (6) Continue our focus on identifying and encouraging student reflection on cognates
 - (1) Teach students to decipher the meaning of unfamiliar words by using roots, suffixes, and prefixes.
- (7) Professional Development: Teachers will advance their knowledge and implementation of Academic Language use.
- (8) Develop a rubric that the principal will use to assess a teacher's use of academic language in instruction through classroom observations and scans. (EF)

(F) *DAG - Incorporate **higher levels of questioning** (Bloom's Taxonomy) in lessons*

- (1) We will incorporate higher level questioning by the application of Bloom's Taxonomy.
 - (a) We will refine our questioning skills through sharing a list of common predicates for each level of the Taxonomy (e.g., if at the synthesis level, possible predicates include "hypothesize," "estimate," and "predict").
 - (b) Further, we will share a graphic representation for representing the Taxonomy to help students metacognate levels of thinking and reflect on the level of their questions. (SM)
- (2) A set of Bloom Taxonomy questions will be developed for use during teachers' collaboration to apply in their discussions and data analysis. (EF)
- (3) Alianza staff will develop a lesson plan template that guides teachers in the use of Bloom's Taxonomy in specific Lesson Plans

(G) *Cambridge: Ensuring that students' **independent work** is more consistently challenging and engages them at an appropriate level*

- (1) Use Teacher planning time on Restructured Tuesday and Collaboration Planning Time to ensure that:
 - (a) Independent work is aligned to Grade Level Standards
 - (b) GLAD related team tasks, independent menu, centers, will be academically rigorous work
 - (c) Work will be differentiated according to students' ZPD in language and content
 - (d) Consistent use of rubrics will be used at an independent level

- (2) Staff Meeting time will be used for student work analysis in a variety of subject areas that are integrated with curricular units and that benefit from vertical articulation
 - (a) A set of Bloom Taxonomy questions will be developed for use during teachers planning time and staff meetings to apply in their discussions and data analysis. (EF)
 - (3) Teachers will use Restructured Tuesday planning time to map the independent activities to make sure all levels are addressed repeatedly. (EF)
- (H) *Cambridge: Continue to develop and strengthen the **short term assessment** cycle, so that the evaluation of students meeting and not meeting the clearly established objectives feeds into immediate plans.*
- (1) Practice and accountability of teacher talk about short term lesson study and assessment cycles (Rapid Assessment per Schmoker) will be moved to Restructured Tuesday grade level meetings.
 - (a) Individual accountability will be seen in how we integrate student assessment as feedback into our immediate plans, specifically looking for evidence of:
 - academic rigor,
 - academic language,
 - use of rubrics and
 - the application of Bloom's Taxonomy. (EF)
 - (b) The expectation is that every teacher uses rapid assessment cycles to give them ongoing feedback to support next steps in planning and differentiation of instruction.
 - (c) Develop formative and summative assessments that will show student growth toward mastery of grade level Grade Level Standards (EF)
 - (d) Develop a systematic analysis of students by trimester by intervention level (Tier 1 or Tier 2) to track their growth over time. (EF)
- (I) *DAG: Purchase of Grade Level Standards based core curriculum in language arts and math & DAG: **Use state-adopted curriculum** that is already tied to Grade Level Standards. (Note: The school has purchased and is using the District adopted Math, Social Studies and Science curriculum. As a GLAD school, these informational texts are critical in our Language Arts instruction. The Language Arts program has been purchased as a resource.) (Note: In order to respond to these two DAG findings three questions were answered in subtopics #1, 2 & 3 below.)*
- (1) **Alianza Language Arts Curriculum Program:** *What Language Arts Curriculum Program is most effective to advance student achievement?*
 - (a) Alianza plans to convert the Alianza program to a State Grade Level Standards based, Project GLAD driven, horizontally and vertically articulated Thematic Units that are integrated with resources from the State Language Arts Text Adoption.
 - (b) Each grade level will develop an annual Scope and Sequence of Language Arts Grade Level Standards with Trimester calendars that are informed by the State Language Arts Adoption.
 - (c) State adopted Science and Social Studies texts will also be used to provide grade level expository text that is a critical part of preparation for the elementary Language Arts CST and for student success throughout elementary, middle school, high school, and college.
 - (d) Every unit will be documented and include in the Instructional Plan:
 - 1) Scope and Sequence of how & when Language Arts Grade Level Standards as well as Content Grade Level Standards will be addressed and assessed
 - 2) Academic rigor and student achievement will be evidenced through ongoing and cumulative student assessment as well as teacher accountability measures.
 - 3) Effective instructional strategies will be used (i.e. Project GLAD and other scaffolding measures) with a clear understanding of their purpose regarding explicit instruction and student practice of Language Arts Grade Level Standards. (See Alianza consensus on becoming a GLAD School as well as the letter from State Superintendent of Schools about Project GLAD)
 - 4) Systematic study about Language forms, functions and text types will be integrated within each unit as well as students learning language through reading, speaking, listening and writing meaningful content.

- (e) This decision was based on theoretical and practical research of effective Language Arts programs for Second Language Learners and Bilinguals. A timeline and accountability system will be developed to ensure that these elements are in place.
- (2) **English Language Development Program:** *How do we differentiate English Language Development and provide more explicit instruction for students at a variety of English Levels?*
- (a) The ELD program at Alianza will adhere to the following definition of differentiated ELD Instruction that is consistent with the State's ELD Grade Level Standards and West Ed's Map used by the CDE:
- 1) ELD: "English Language Instruction appropriate for students' identified levels of language proficiency. It is designed to promote second language acquisition in Listening, Speaking, Reading and Writing."
 - 2) The State ELD Grade Level Standards are aligned with the State Language Arts Grade Level Standards in an effort to bridge students' English Language Development to grade level appropriate work in a consistent, conscientious and academically rigorous manner.
 - 3) Our ELD program will focus on meaningful content, explicit instruction & analysis of Language forms & functions, and expansive opportunities for students to practice meaningful use of the four modalities (Reading, Writing, Speaking and Listening as evidenced in ELD/ELA state Grade Level Standards).
- (b) It is clear through our inquiry and the research on effective instruction for English Learners, that students need two types of instruction in order to advance English development:
- 1) One component of the program will offer opportunities for learning the English Language through Grade Level Standards based, carefully scaffolded reading, writing, speaking and listening instruction through our GLAD Thematic Units. Within this block of instruction teachers provide differentiated instruction that systematically addresses the alignment of ELD Grade Level Standards with ELA Grade Level Standards.
 - 2) Students will also receive one period per day of Language Study in which the teachers explicitly teach about Language skills following a clear scope and sequence of oral and written conventions in Grades 2-8.
 - a) Grades K and 1 will embed articulated Language Study into their Literacy Program.
- (c) **Alianza's ELD Program must include:**
- 1) Differentiation* to provide instruction that is appropriate for students' identified levels of language proficiency. *Alianza's plans to differentiate will be based on ongoing student assessment that inform the development of:
 - a) Flexible groupings to meet changing needs of students
 - b) Teacher guided reading and discussion groups according to students instructional reading level
 - c) Strongly Supported grade level appropriate instruction including instructional strategies from GLAD as well as partner and group Reciprocal Teaching.
 - d) Differentiated Questioning
 - e) Carefully constructed differentiated scaffolds that support students to move the next higher level of competence so that they can abandon the previous scaffold when application is internalized
 - f) Differentiated rubrics for different levels that move towards the Language Arts Grade Level Standards
 - g) Differentiated, academically rigorous, language mini-lessons and practice activities during "Centers" or Independent work while the teacher is instructing a small group.
 - h) The possibility of using Interactive journals (maximizing individual and small group feedback and mini-lessons) with students k-2, and with students at beginning English levels in other grades.
 - 2) Grade Level Standards Based Scope and Sequence of Language Forms (Skills) vertically and horizontally articulated
 - 3) Systematic, ongoing assessment as well as the use of the CELDT and ADEPT

- 4) A means to systematically record instruction to document teaching word analysis, forms (skills), functions and text types. There is a need to document both the teaching and the student mastery of above.
- 5) Planning explicit instruction regarding contrastive and transferable skills between English and Spanish; leading students to reflect on cognates, forms and functions
- 6) The use of Cummins / Gibbons model and Dutro & Moran Framework for Program Planning
- 7) The use of West Ed map showing pathway from ELD to Language Arts Grade Level Standards in order to accelerate students' ELD
- 8) Examination of Dutro's curriculum on the Web, and consideration to purchase it.
- 9) A clear timeline and plan must be initiated this year in order to implement next year.
- (d) Through our inquiry and research, we have found that consistently leveling students into separate classrooms for ELD with single teachers instructing at "one level" can have a destructive impact on student motivation and their opportunity to learn according to their diverse abilities and capacity to accelerate in a wide variety of skill areas. The loss of more proficient language models is also a dilemma because oral practice and listening are integral elements of language development.
- (3) **Language Allocation:** *What Language Allocation Program Would be Most Effective in Advancing Student Achievement in English?*
 - (a) Research shows that dual language immersion programs with either language allocation methods (90/10 and 50/50) were effective and led to similar levels of academic achievement for students.
 - (b) Increasing the amount of English instruction in the 90/10 model by 10% (to become a 80/20 model) was not supported by research. In fact, our research shows that such modification had a negative impact on student achievement.
 - (c) It was recommended by parents and the principal that 7th grade increase English from 40/60 to 25/75 (moving Science to English).
 - (d) Another recommendation is that there needs to be more and more effective parent-teacher communication on student development in both languages with both language model teachers.
 - (e) Parents need to know from teachers how to specifically guide their students in the practice of both Spanish and English.
 - (f) Staff recommended that implementation of the other plan solutions (important variables) be rigorously implemented in order to understand the real implications of language allocation in our dual immersion program prior to changing models.
 - (g) Our research showed both the 90/10 and the 50/50 model to be effective for dual language instruction. Staff recommended to the Alianza Governing Council to preserve the current 90/10 language allocation method in our Dual Language Immersion program (with the change at 7th grade).
- (J) **DAG: Implement *intensive interventions*, where appropriate, to help accelerate students growth.**
 - (1) Develop a system of interventions to address the needs of the following students:
 - (a) Tier 1 - Students who are 1-2 years below grade level. These interventions should serve to bring these students to grade level within one school year
 - (b) Tier 2 - Students who are 2+ years below grade level and cannot attain grade level in one year. These interventions should serve to accelerate student learning and support their access to grade level standards.
 - (2) Tier 1:
 - (a) Sí Puedo (1st - 3rd Grade)
 - (b) Speech & Language Program (depending on degree of disability)
 - (c) Migrant Program Support:
 - 1) Sí Puedo
 - 2) Push-In support in 7th and 8th grade science classes
 - 3) Literatura Infantil (early intervention)
 - (d) After School Program:
 - 1) Read 180 (4th - 6th grades)

- 2) Homework Centers
- 3) Success Maker (math; 2nd - 8th grades)
- 4) Lexia (phonics/fluency; 1st - 2nd grades)
- 5) Quick Reads (1st - 5th)
- (e) Summer School
- (f) Latino Family Literacy Project
- (g) Accelerated Reader
- (h) Study Island
- (i) XL Reader (phonics and fluency)
 - 1) 2nd - 4th grades
- (3) Tier 2:
 - (a) All Tier 1 interventions
 - (b) Resource Specialist Program
 - (c) Speech and Language Program
 - (d) After School Program (depending on degree of disability)
 - 1) Read 180 (7th - 8th grades)
 - 2) Lexia (3rd grade)
 - 3) Quick Reads (6th grade)
 - (e) XL Reader (phonics and fluency)
 - 1) 5th grade

(XV) Strengthen the collaborative work of grade teams by:

(A) *DAG: Use the school tradition of collaboration and use of rubrics to create **scoring guides** for student work that meets Grade Level Standards.*

- (1) Alianza staff will collaboratively develop Grade Level Standards based rubrics to guide instruction, ongoing assessment and evaluation.
 - (a) Staff members will create a developmentally appropriate sequence of writing genres (text types) and trimester assessments throughout the school year. (SCCOE Consultants and the 4th and 7th CST guide will be resources.)
 - (b) Develop a system of vertical articulation to ensure that grade level writing standards and applications are built upon and advanced through successive grade levels.
 - (c) Horizontal articulation around calibration and inter-rater reliability will ensure grade level consistency in expectations and scoring.
 - (d) Text Type (genre) writing rubrics will be developed in grades 2-8.
 - (e) A rubric wall will be posted to easily identify:
 - 1) which rubrics are in place and
 - 2) where rubrics need to be developed.
 - (f) Consider for adoption and integration the PVUSD writing evaluation process.
 - (g) The Alianza program will reflect the use of rubrics across subject areas, integrating the use of exemplars, student self assessment and explicit understanding of the Grade Level Standards and of the writing process.
 - (h) Alianza will continue to be a school wide Step Up to Writing program school and that all staff will be trained in its strategies and employ them consistently in writing instruction.

(B) *Cambridge: Evaluate the impact on student learning through **direct observation** in classrooms.*

- (1) The principal and English Language Facilitator will observe for Teacher and Student accountability based on common program elements including (SM):
 - (a) pacing, consistency and alignment with agreed upon Grade Level Standards based scope and sequence & schedule. (Teachable moments are respected with the understanding that the focus is on academically rigorous student learning).
 - (b) Vertical articulation on GLAD instructional strategies and other school wide agreements (such as the use of rubrics in instruction and assessment).

- (c) Development of Scan Sheet (School wide observation / self assessment rubric) based on common program elements to provide rapid feedback to teachers and grade level teams.
- (2) A goal is to create collegial accountability where peer observation and *support lead to a rigorous curriculum in both Spanish and English* (EF).
 - (a) The value that would support this work is: "We're all in this together; accountable to each other for all of our students' learning."
 - (b) The central question would always be: "What is the impact on student learning and achievement?"
 - (c) Create a self and peer assessment Rubric that would include GLAD implementation / Grade Level Standards alignment.
 - (d) Collaboration teams visit grade above and grade and below.
 - (e) Collaboration teams observe a member's practice on collaboratively developed lesson for everyone's learning
- (C) *Cambridge: Ensuring that grade teams build more systematically and securely on the gains made in student performance the previous year through more vertical articulation*
 - (1) At staff meetings, schedule the following:
 - (a) Rubric articulation
 - (b) Analyze student work and major assessments that are linked to student progress in mastery of grade level standards.
 - (c) Peer Support for next instructional steps
 - (2) At bi-monthly Collaboration meetings:
 - (a) Focus on explicit instruction and acquisition of Academic Language through GLAD strategies and ongoing effective instructional strategies. We are now officially a GLAD School (See consensus document).
 - (3) At SBC meetings and/or special work days:
 - (a) School wide observation
 - (b) Teacher self assessment rubrics
 - (c) Peer collaborative coaching
- (D) *Cambridge: Complete the GLAD (Guided Language Acquisition Design) training, together with supporting the consistent implementation of those strategies proven to be most successful with Alianza students.*
 - (1) All current staff members will be trained in the GLAD Project Training
 - (a) two day theoretical
 - (b) four day observation with coaching and
 - (c) Ongoing follow up training days
 - (2) New staff will be trained as soon as possible after hiring
 - (3) Consistent Implementation of GLAD Strategies with pacing calendar aligned with Language Arts and Content Grade Level Standards will be supported through English Language Facilitator and Collaboration Time.
 - (4) Alianza is an official GLAD School with clear responsibilities and support documented. This includes support from the GLAD project for curriculum development, observation and school wide evaluation as well as family education. In addition, teachers will have students use GLAD strategies themselves to demonstrate thinking and organization of learning. (EF)
- (E) • *DAG: Discuss course of study within each grade level to ensure that instruction and follow up assignments are targeted at mastery of grade level standards & • DAG - Strengthen and deepen the process of collaboration to include discussions of common practice with regard to **pacing, rituals and routines** and expectations for student performance. & • Use **grade level pacing guides** in language arts and math to ensure that all Grade Level Standards are taught during the school year.*
 - (1) Course of study (GLAD Curriculum Units) and instructional resources are aligned to grade level standards by grade level teams during Restructured Tuesdays and Collaboration Fridays to achieve the following:
 - (a) The development of a clear and obvious link between what is being taught in a lesson and mastery of an identifiable grade level standard.

- (b) Pacing calendars will be developed and maintained for each subject tested on the CST to assure that essential Grade Level Standards are distributed in the instruction window prior to testing (August through March).
- (c) Rituals and routines will be established both by Grade Level and vertically across grade levels to maintain focus on, celebrate and reward mastery of Grade Level Standards.

(2) Accountability:

- (a) Principal Observation and Evaluation
- (b) Observation and self assessment rubrics
- (c) Collegial Support
- (d) Scope and Sequence for GLAD centered Language Arts and Mathematic Pacing Calendars which will document what assessments will be given. (EF)

(XVI) **Strengthen the use of data to impact on student achievement by:**

(A) *Cambridge: Generate **growth targets** at the start of the year for the school overall and at grade level, with signposts for the expected growth at each benchmark stage.*

- (1) We will generate growth targets at the start of each school year for the school and for each grade level, with goals for expected growth at each benchmark stage. We will do so in the following ways:
 - (a) in addition to giving trimester formal assessments, we will give systematic, formative assessments based on Grade Level Standards mastery at the end of each GLAD Curriculum Unit.
 - (b) align formative assessments to Grade Level Standards mastery according to the Grade Level Standards-based year plan.
 - (c) Update status of Tier 1 and Tier 2 students in need of intervention at each assessment period

(B) • *Cambridge: Make the wealth of student achievement **data** collected more accessible to teachers. & • DAG: Analyze student test **data** (in grade level teams and school wide) to develop instructional plans that will help students reach grade level standards. & • DAG: Use **formative assessments** that are tied to Grade Level Standards every 6 to 8 weeks and make **instructional changes** as indicated.*

- (1) The following actions address these findings in an integrated and comprehensive manner:
 - (a) Make student achievement assessment data more accessible by teaching staff how to manipulate and apply data to inform their instruction / assessment cycles through DATA Director (including CST and Trimester data).
 - (b) School wide session to analyze relevant data (eg: CELDT and ADEPT) to identify target critical indicators for differentiated instruction.
 - (c) Teachers will manipulate data by mapping it by grade level and then viewing vertical articulation of critical indicators.
 - (d) Staff Reflection on how successfully we have targeted critical indicators by analyzing subsequent data in staff meetings.
 - (e) Teach and co-develop strategies for making sense of data in ongoing assessment cycles on Restructured Tuesdays.
 - (f) Identify assessments and decide on multiple formative and summative assessments in GLAD units during collaboration every 4 -8 weeks.
 - (g) Make instructional changes as needed, design lessons to specifically teach target Grade Level Standards

XVII. *Other Areas: • Cambridge: Ensure that the forthcoming process of the school's charter renewal, and the associated Memorandum of Understanding with the District, reflects any necessary changes to **school governance** and school goals. & • Cambridge: Review the **financial balance** to guarantee the success of current school plans and developments to ensure more rapid growth in student achievement levels. & • Cambridge: Capitalize on the positive work of **parents** in supporting the school to date through the establishment of a more formal parent teacher group.*

(1) Reconfigure existing parent groups in order to increase parent involvement and manage school business in a more expeditious manner:

- (a) Alianza Governing Council
 - 1) would serve as a Board of Directors to oversee: the Charter, the Strategic Plan, the School Plan and the school budget.

- 2) The AGC would focus on policy and the performance of the Principal.
- 3) Membership: 3 parents, the ELAC president, 3 staff, 1 District Office representative and 1 community representative.
- (b) English Learners Advisory Committee
 - 1) Maintain existing structure and bylaws
- 2) Establish an Alianza Parent, Teacher and Student Association
 - 1) would focus on parent education, issue forums, fundraising and community building events.
- 3) Maintain a fiscally conservative budget with a reserve equal to at least 5% of operating revenue.

PAJARO VALLEY UNIFIED SCHOOL DISTRICT



Board Agenda Backup

Item No: 13.1

Date: November 14, 2012

Item: Santa Cruz County Office of Education: Quarterly Williams Settlement Report

Overview: The Santa Cruz County Office of Education is pleased to provide, for submission to your governing board at this regularly scheduled meeting, the first quarterly report for fiscal year 2012-2013 as required by *Education Code* section 1240(c) (2)(G) pursuant to the *Williams* Settlement. This report presents the results of our visits and review at Pajaro Valley Unified School District for the period of August - October 2012.

The purpose of our visits as specified in California Education Code 1240 was to:

1. Determine if students have "sufficient" standards-aligned instructional materials in four core subjects areas (English language arts, mathematics, history/social science and science), including science laboratory equipment in grades 9-12, and, as appropriate, in foreign languages, and health;
2. Determine if there is any facility condition that "poses an emergency or urgent threat to the health or safety of pupils or staff"; and
3. Determine if the school has provided accurate data on the annual School Accountability Report Card (SARC) related to the sufficiency of instructional materials and the safety, cleanliness, and adequacy of school facilities, including 'good repair'.
4. Review documentation to ensure that a Uniform Complaint Process (UCP) policy is in use and UCP notices are posted in all classrooms and in administrative offices.

The law further requires that the County Superintendent:

1. Annually monitor and review teacher misassignments and teacher vacancies in schools ranked in deciles 1-3 (2009 Base API); and
2. Receive quarterly reports on complaints filed within the school district concerning insufficient instructional material, teacher vacancies and misassignments, and emergency or urgent facilities issues under the Uniform Complaint Procedure. (The Uniform Complaint data are not mandated to be a part of this report to you)

Our findings were as follows:

Instructional Materials:

The team found that all students had access to sufficient instructional materials, including textbooks, in the core subject areas (Including science laboratory materials at the secondary schools.). All nineteen schools reviewed for instructional materials/ textbook sufficiency fully complied with the *Williams* settlement.

Facility Inspections:

Utilizing the Facilities Inspection Tool (FIT), as developed by the Office of Public Schools Construction to determine if a school facility is in "good repair" as defined by Education Code

(EC) Section 17002(d)(1) and to rate the facility pursuant to EC Section 17002(d)(2), a school facilities inspection was completed at each school site. Our visiting team reviewed the previous year's FIT reports, annual FIT reports submitted by the district, and inspected restrooms, common areas, kitchen/multi-purpose facilities, and 25% of the school classrooms. All schools were determined to be in "Good Repair" or "Fair Repair" and therefore do not pose an emergency or urgent threat to the health or safety of pupils or staff.

School Accountability Report Cards (SARC):

The Williams Settlement included language regarding the accuracy of data reported in the SARC. In reviewing the 2010-2011 reports, the team found minor discrepancies in the information reported for instructional materials or the cleanliness and adequacy of school facilities. Specifically, the 2010-2011 SARCs did not include the year in which Instructional Materials were adopted, and the SARC did not include information for Science Laboratory Equipment or Foreign Language/Health materials at the high schools. In addition, the Facilities Inspection Tool data was based upon the district's annual FIT Report, not the most current FIT Report from the County Williams Team. These discrepancies have been reported to District Office staff, and are being addressed in the completion of the 2011-2012 SARCs.

Teacher Assignments/Misassignments:

In reference to the annual review of Teacher Assignments/Misassignments, you will receive under separate cover the annual audit made by the County Office of Education, Director of Human Resources.

The Human Resources department in PVUSD has worked collaboratively with the Santa Cruz County Office of Education to ensure that teachers are appropriately credentialed and placed in the correct teaching assignments. In 2011-12 there were no misassignments and teachers held the appropriate EL authorizations. There were also no vacancies reported at the start of the school year.

Uniform Complaint Process:

All classrooms must have the Uniform Complaint Process posted. *Education Code* Section 35186 created a procedure for the filing of complaints concerning deficiencies related to instructional materials, conditions of facilities that are not maintained in a clean or safe manner or in good repair, and teacher vacancy or misassignment. The complaint and response are public documents as provided by statute. Complaints may be filed anonymously. The team found that of the 25% of classrooms visited at each site, all had current notices posted in both Spanish and English. Notices were also posted in the school administration buildings and at the high schools were revised to include language as required by *Education Code* section 1240 (c) (2) (E) pursuant to the *Valenzuela* Settlement.

Finally, it is important to note that the majority of site administrators of scheduled visits were well prepared. In addition, the unannounced site visit administrators were able to accommodate us efficiently. All Pajaro Valley Unified School District personnel were professional and cooperative throughout the visitation process. Please extend my appreciation for their professionalism in addressing the compliance requirements for the *Williams* and *Valenzuela* Settlement Legislation.

Recommendation: Report item only.

Prepared By:

Adam Wade

Superintendent's Signature:

Dora B. B.



PAJARO VALLEY UNIFIED SCHOOL DISTRICT



Board Agenda Backup

Item No: 13.2

Date: November 14, 2012

Item: Report on Cohort 1 School Improvement Grants (SIG) Data

Overview: At the request of several trustees, the Cohort 1 principals, Guillermo Ramos, Todd Westfall and Tom Hiltz, along with the School Improvement Coordinator, Kim Sweeney, are returning to follow-up with a brief presentation. During this presentation we will be sharing test results and other school-related data. This data is specifically related to the three schools who have been receiving the School Improvement Grant funds for the past two years (Hall District, Calabasas, and MacQuiddy).

Recommendation: Report and discussion item only.

Budget Considerations: N/A

Funding Source:

Budgeted: Yes: ☐ No: ☐

Amount: \$

Prepared By: Kim Sweeney, School Improvement Coordinator

Superintendent's Signature: Dorm Bob



SIG Cohort 1

Hall District Elementary, Guillermo Ramos
 Calabasas Elementary, Todd Westfall
 MacQuiddy Elementary, Tom Hiltz
 School Improvement Coordinator, Kim Sweeney

Guiding Principles

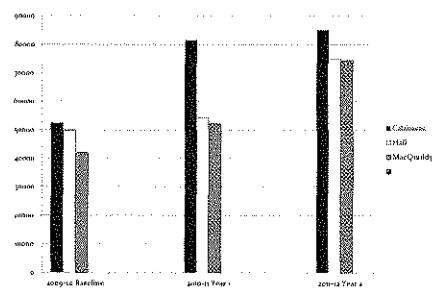
- Students who attend one of the State's persistently lowest-achieving schools deserve better options and can't afford to wait!
- Not quantity, but quality
- Need to build capacity and supports at all levels
- Not a one-year activity

Increased Learning Time

- Additional Minutes/reduced recesses
- Extended Learning/Afterschool Program
- Full-Day Kindergarten
- Extended Year/Summer Program
- Increased Teacher Collaboration time



Increased Learning Time



Strategies

- RTI—Response to Instruction
 West Coast Center for Educational Excellence—Cara Bergen
- Data Teams
- Systematic English Language Development
- New Teacher Center Support
- Technology Support

IN YOUR PACKET TO REVIEW:

Response to Instruction PVUSD /SIG Improvement Summary From West Coast Center for Educational Excellence

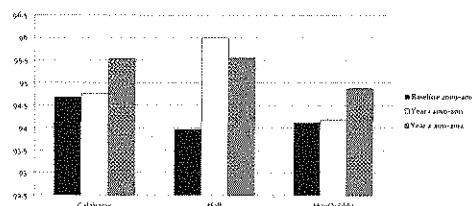
- Academic Growth in Reading as evidenced through various assessments (curriculum benchmarks, teacher made, reading level, fluency level, phonics-based and teacher observation.)
- In the beginning of RTI implementation, flexible groupings at each grade level included intensive, Strategic and Benchmark groups. After only 2 years of RTI implementation, each grade level at each school has been able to add an Enrichment level to address the needs of students who are now above grade level!
- When Hall began RTI, the SIPPS program was used in all 1st and 2nd grade RTI levels for decoding assistance. In one year they were able to reduce the number of levels using SIPPS in HALF.
- At MacQuiddy, the first graders began their focus on comprehension in January instead of waiting until March like the previous year due to the fact that the students came into first grade higher in their reading abilities than they did the previous year.
- At Calabasas, in 2010-11 the third grade students scored one of the lowest in the district on the 2nd Benchmark, in 2011-12 they showed remarkable growth and outscored many of the schools within the district.

Support Staff provided

- School Improvement Coordinator
- Counseling Services through PVPSA
- Parent/Community Liaisons
- Additional staff such as
 - Content area specialists
 - Reading intervention teachers
 - Extended Learning/Afterschool staff

Student Attendance Rates

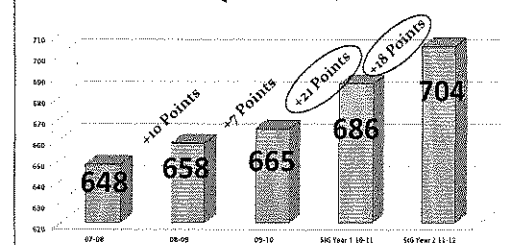
	SIG Schools		
	Student Attendance Rates		
	Baseline 2009-2010	Year 1 2010-2011	Year 2 2011-2012
Calabasas	94.68	94.76	95.54
Hill	93.97	95	95.55
MacQuiddy	94.12	94.18	94.87



MacQuiddy Elementary School Principal's Summit 2012-13

MQ API

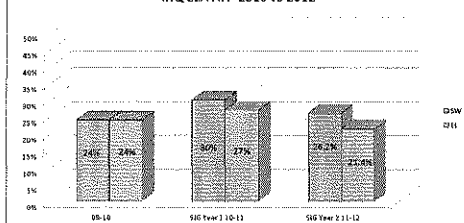
MQ API Growth



ELA - CST Goals

The percentage of students scoring Proficient+ on the CST will increase from 26.2% to 34%.
The percentage of English learners scoring Proficient+ on the CST will increase from 21.4% to 30%.

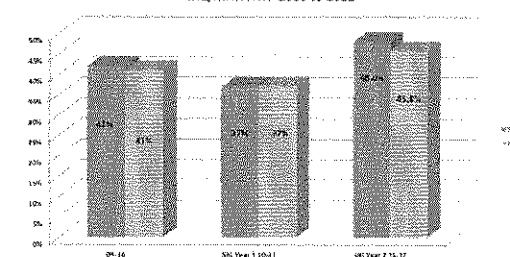
MQ ELA AYP 2010 to 2012

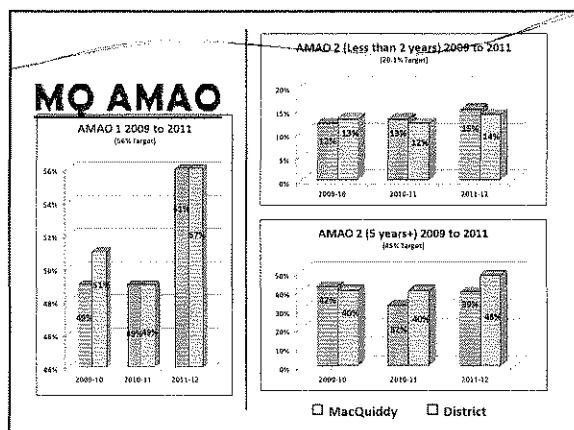


Math - CST Goals

The percentage of students scoring Proficient+ on the CST will increase from 48% to 54%.
The percentage of students scoring Proficient+ on the CST will increase from 45.8% to 52%.

MQ MATH AYP 2010 to 2012





AMAO Goals

- AMAO 1 – The percentage of ELs progressing at least 1 year on the CELDT will increase from 61% to 65%. (increase of 10% of non-proficient ELs)
- AMAO 2 – The percentage of ELs (less than 5 years) who meet proficiency on the CELDT will increase from 15% to 21.4% (state level target goal).
- AMAO 2 – The percentage of ELs (5 years or more) who meet proficiency on the CELDT will increase from 39% to 47% (state level target goal).

Refining Practice

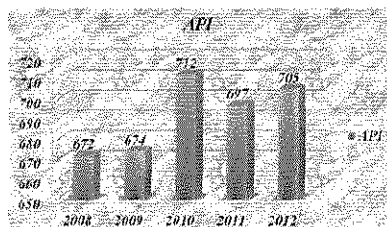
	2011-12	2012-13
Data Teams	Math Skills Focus	Reading Comprehension Standards & ELA Writing Focus Authentic formative assessments
RtI	RtI Year 2 Leveled groups w/ support at lower levels Focus on H-M Comp Skill & Strategy	RtI Year 3 Focus on Reading Comprehension Power Standards/CCCS Metacognition/Bloom's & Depth Of Knowledge Matrix
ELD	SELD Year 0.5 Practice with the program Oral academic language Common Strategies: "Hear It/Say It," "Think-Pair-Share"	SELD Year 1 Coaching & PD to support instruction Continuation of best practices from Year 0.5
Writing	Not an explicit emphasis for PD	Integration of writing across ELA curriculum
Math	H-M Math Skill-based data cycles	Continuation of best practices JUMP Math for 4 th & 5 th Number Talks Strategies
Technology	AR, Lexia, BrainPop Successmaker Math	Continuation of best practices KidBlog, word processing

Calabasas Elementary

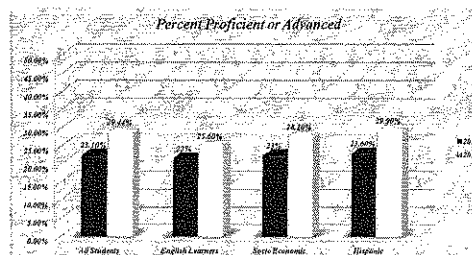
Data Analysis 2012 – 2013



API Year to Year



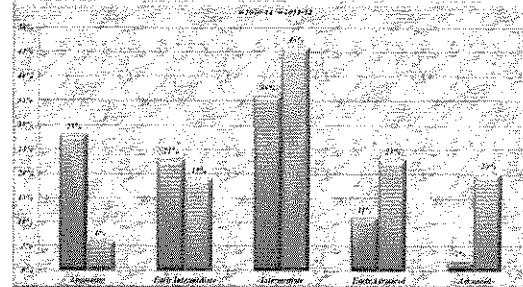
AYP Growth by Subgroup (ELA)



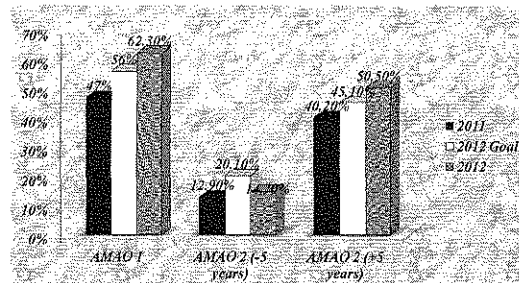
AYP Growth by Subgroup (Math)



CELDT Growth



AMAO Growth Data



Reclassification

Early Advanced/Advanced on CELDT

324 or higher on CST

Show adequate growth in class, scoring 3 or better in ELA, Math, ELD, Social Studies, and Science

2010 - 11

2011 - 12

34

42

SIG

Where we are at after 2 years

Strengths:

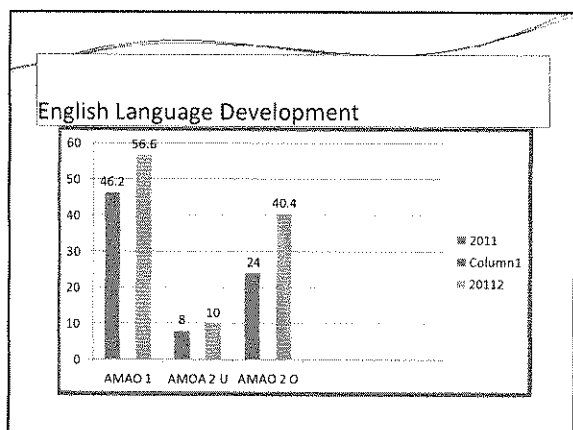
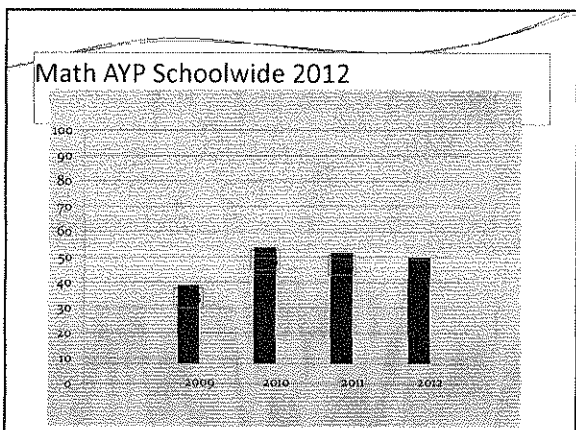
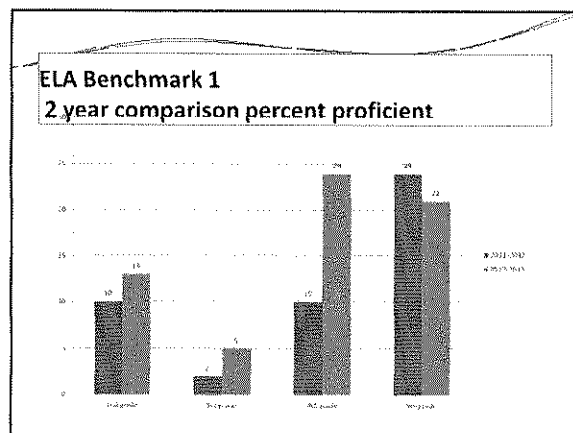
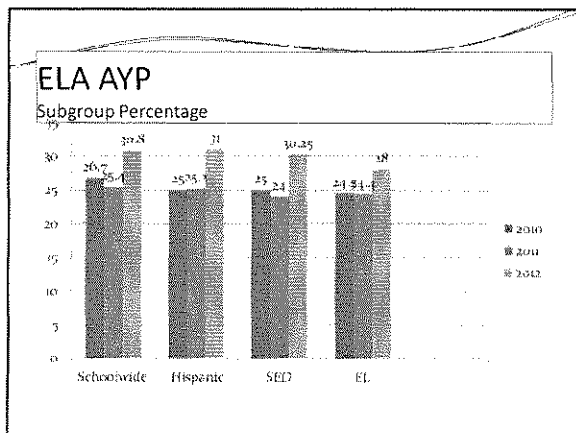
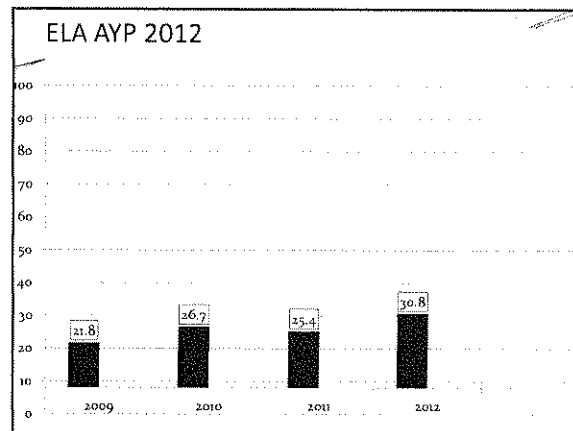
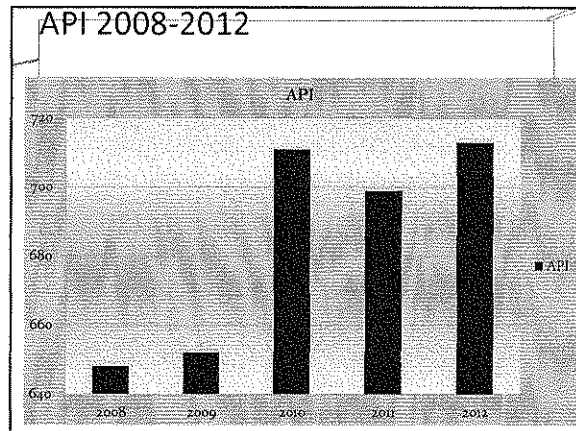
- All staff (except 2 new teachers) have been fully trained in Systematic ELD, Levelled SELD implemented during the 2011 - 2012 school year.
- Collaboration has become part of the school culture, with grade level teams constantly sharing best practices and differentiating instruction when needed.
- RTI has become the most valued time of the day, with teachers looking to assess and start earlier than asked.

Growth Needed/Next Steps:

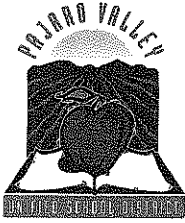
- Data Cycles became a lower priority focus, and felt disconnected to program.
- The ratio of Spanish speaking teachers is still 5:22... and that's a generous 5!
- Content during collaboration time was disconnected to skills being taught during ELA/ELD.
- After School Program is disconnected from regular day program.



Hall District Elementary



PAJARO VALLEY UNIFIED SCHOOL DISTRICT



Board Agenda Backup

Item No: 13.3

Date: November 14, 2012

Item: EL Master Plan Updates

Overview: The Master Plan for Services to English Learners was Board adopted in 2008. Since that time, curriculum, assessments and the resources available to support our programs for English Learners have changed. The recommended revisions to the EL Master Plan are being presented to the Board to ensure that this remains a current and effective document.

Recommended additions to the EL Master plan are highlighted with bold print. Recommended deletions are highlighted with italics and strikethrough. In most cases, the items that are deleted from the EL Master plan are outdated and being replaced with more current information. However, several of the additions are clarifications of information that was not specific enough to ensure implementation.

Recommendation: It is recommended that the Board approve the updated Master Plan for Services to English Learners.

Budget Considerations: N/A

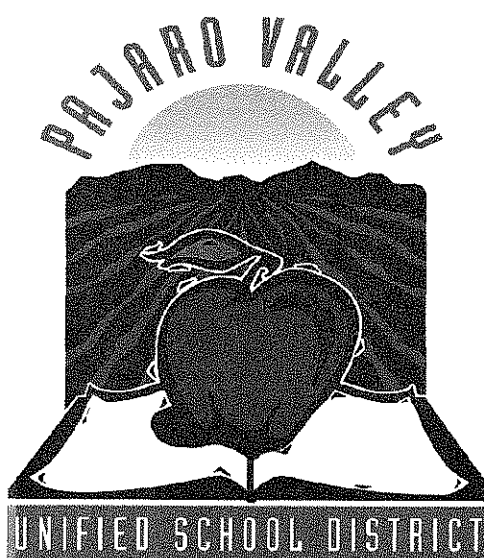
Funding Source:

Budgeted: Yes: ☐ No: ☐

Amount:

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

Superintendent's Signature: Dorm Bok



Master Plan for Services to English Learners

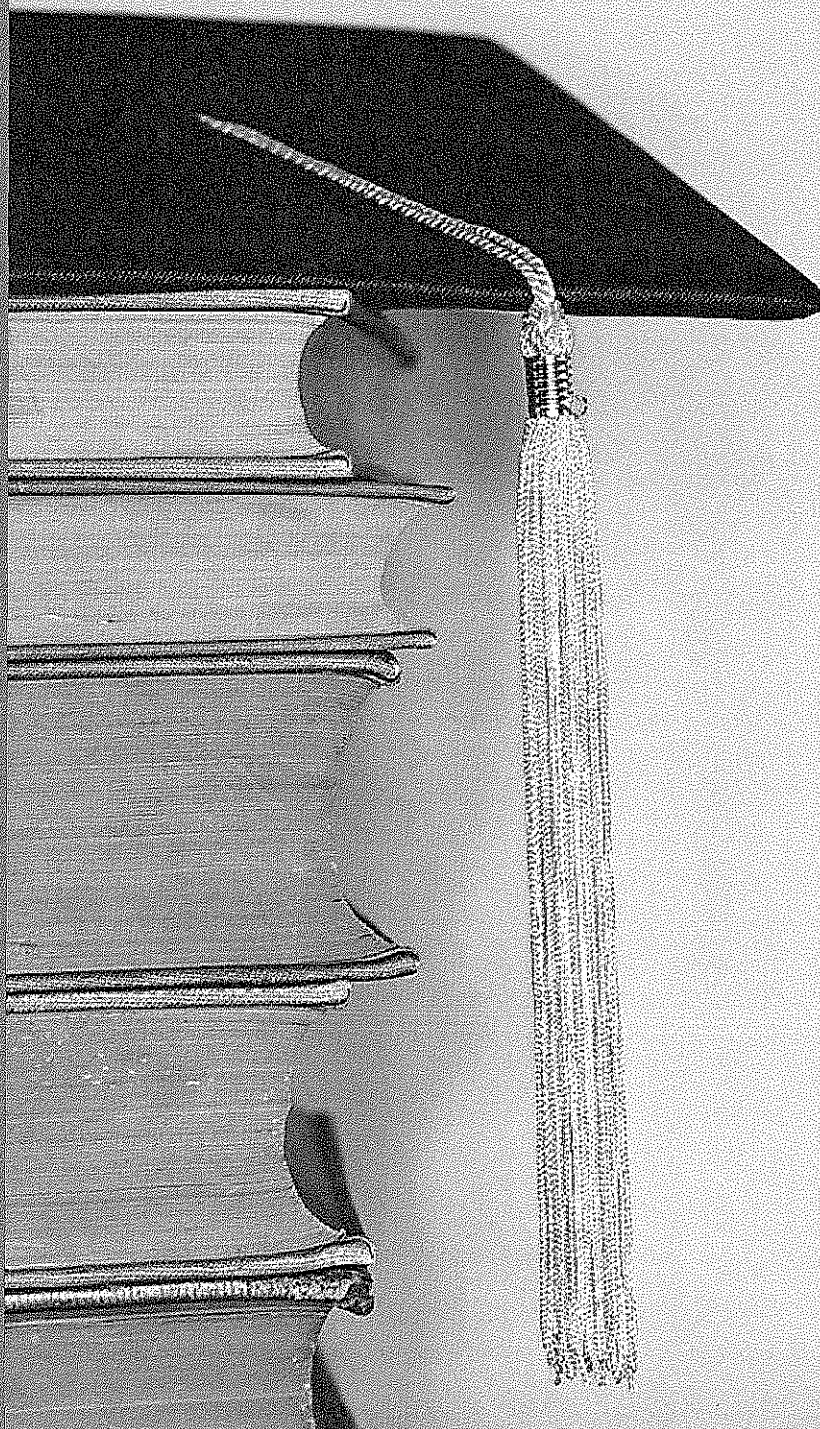
Pajaro

Valley

Unified

School

District



Pajaro Valley Unified School District Master Plan for English Language Learners

Board Approved June 25, 2008.

Governing Board: Kim Turley, President;
 Leslie L. De Rose, Vice President;
 Doug Keegan, Trustee;
 Sandra Nichols, Trustee;
 Karen Osmundson, Trustee;
 Libby Wilson, Trustee;
 Willie Yahiro, Trustee.

Pajaro Valley Unified School District
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Dorma Baker, Superintendent
Ricardo Medina, Deputy Superintendent
Sylvia Méndez, Director, Curriculum and Instruction
Elena Fajardo, Director, English Learner Services Department

This document can be found on the World Wide Web at: <http://www.pvUSD.net/>

The district gratefully acknowledges material developed originally in the Fresno USD, Newport-Mesa USD, and Desert Sands USD, and guidance materials from the California Department of Education.



DEDICATION

The Pajaro Valley Unified School District English Learner Master Plan Task Force dedicates this document to Judy Stobbe, a master bilingual teacher who devoted her 36 year teaching career to the children of Watsonville and their families. Maestra Judy was an amalgam of passion, expertise, leadership, scholarship, and deep commitment. Judy believed that every child

comes to school with the treasure of their language, culture, and family. She worked tirelessly to ensure that each child had access to an education that would transform their life. Her efforts impacted PVUSD on many different levels including curriculum, instruction, professional development, and policy. Judy's legacy will be that her work will continue to inspire educators and influence the education of our students for many years to come. We will miss our colleague and champion of the children.

It is in this spirit of honoring the richness of our diverse community that we embark on the implementation of this plan.

ACKNOWLEDGEMENTS

The Pajaro Valley Unified School District Master Plan for English Learners was developed with the dedicated effort and collaboration of district teachers, administrators, support staff, students, parents, and community members. We greatly appreciate their guidance and support, and thank them for their time in reviewing and giving input for this plan. Our gratitude to:

Joaquin Acosta	Dr. Ron Glass	Maria Quintero-Lober
Juan Alcantar	Jean Gottlob	Pancho Rodriguez
Ruth Alejo	Sandra Gutierrez	Bobby Salazar
Luis Alejo	Donna Hall	Heloise Schaser
Julie Arroyo	Catherine Hatch	Manuel Jose Serrrano
Liliana Barrios	Janet Johns	Judy Stobbe
Manuel Bersamin	Brian King	Maria Torres
Jerry Beyersdorff	Nancy Lejes	Susana Valderrama
Jose Camacho	Megan Mallamace	Libby Wilson
Tony Campos	Rachel Mayo	
Angelita Carrillo	Leonel Morales	
Tere Carrubba	Stella Moreno	Consultants:
Magda Cervantes	Sandra Nichols	Dr. Norm Gold
Monica Cesarello	Ylda Nogueta	Chris Lopez Chatfield
Elizabeth Cunningham	Victor Nolasco	
Olga de Santa Anna	Carol Parker	Ex-Officio:
Terry Eastman	Susan Peoples	Dr. Mary Anne Mays,
Pola Espinoza	Steve Peterson	Interim Superintendent
Luis Martin Estrada	Kristen Prestridge	
		Ricardo Medina,
		Deputy Superintendent

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INTRODUCTION

History of the English Learner Master Plan Task Force

Beginning in August 2006, Dr. Norm Gold of Associates was invited to complete an Evaluation of the English learners programs in the Pajaro Valley Unified School District. On February 14, 2007 his report was shared with the PVUSD Board Members. The evaluation made a total of 33 recommendations in six major areas of need. Recommendation 3.5 was that the district needed to, "Produce an updated and operational EL Master Plan."

In March and April, 2007, a process for updating the Master Plan was created. Dr. Norm Gold and Chris Lopez Chatfield were hired to serve as the facilitators of the process. During April 2007, an application process was developed and handed out District-wide calling for participation in the Master Plan Task Force.

The composition of the original Task Force was 17 teachers (chosen randomly by category), 8 administrators, 2 school board members, 2 union representatives, 2 assistant superintendents, 4 students representing each of the 4 high schools, 10 parents (6 selected by zone, and 2 by DELAC and 2 by Migrant) and 6 community members that included civic, government and university representation.

The Mission of the Task Force that was shared with the members was: "The Master Plan for English Learners will be developed in order to meet the needs of our students."

The duties of the Task Force were:

- To develop a comprehensive Master Plan for Services to English Learners that incorporates: findings from Dr. Norm Gold's evaluation plan, Federal and State Guidelines, Categorical Program Monitoring, District Policy and program designs that represent quality, research based programs to ensure that English Learners reach high academic proficiency

- To follow the decision-making process outlined by the facilitator;
- To adhere to the timeline required for completion of the plan;
- To read the materials provided to the Task Force for research and review; and,
- To reach consensus on the important elements and components of the Master Plan.

The Task Force was advisory to the Interim Superintendent. All completed work would be submitted to the Interim Superintendent for review and revision.

There were nine monthly meetings with the first one convened on May 14, 2007, and the last one on January 28, 2008. Task Force members were provided background readings on the law and current research, and were given an opportunity to share their perspectives on critical characteristics of an EL Master Plan for the PVUSD. They deliberated in small groups to develop recommendations in four major areas of the Master Plan: 1) Identification, Assessment, Reclassification and Monitoring; 2) Elementary EL Programs 3) Secondary EL Programs; and, 4) Parent and Community Engagement. Every document read and discussed was translated into Spanish and interpretation was available at every meeting. Attendance varied each month from the lowest of 25 in December, 2007 to the highest of 39 in June, 2007.

The Task Force reached consensus on the great majority of issues, and forwarded a complete draft EL Master Plan to Dr. Mays and District staff on January 28, 2008.



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Message from the Superintendent

Pajaro Valley Unified School District's 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 the global society. In concert with our vision and mission, the District believes it is critical for all students to acquire academic English skills.

We value and recognize the importance of nurturing one of the most important resources of our district: the language and culture of our diverse student population. We know that students cannot learn what they cannot understand. We expect that this plan will guide the district as it moves forward to implement a quality educational experience to our English learner students.

The Master Plan is a resource and guide to help all district personnel design and discuss programs for English learners in a cohesive, consistent manner. The plan also gives the parents of our English learners important information for a better understanding of the goals and outcomes of each program or model on which they can rely.

We wish to publicly thank the teachers, administrators, support staff, parents, and community members for their dedication and collaboration on the Master Plan. We greatly appreciated the support and guidance from Consultants: Dr. Norm Gold and Chris Lopez Chatfield, who facilitated the English Learner Task Force, and also to Sylvia Mendéz, Director of Curriculum, who was the district lead on this Task Force.

Sincerely,

Dorma Baker
Superintendent

Chapter 1

Identification, Assessment and Placement

Relevant Categorical Program Monitoring Items:

All pupils are placed in English-language classrooms unless a parental exception waiver has been granted for an alternative program.

Parents and guardians of English learners are informed of the placement of their children in an English-language classroom and are notified of an opportunity to apply for a parental exception waiver for their children to participate in an alternative program.

INITIAL IDENTIFICATION, ASSESSMENT, AND PLACEMENT

The process for initial identification and placement of students into an appropriate instructional program is shown in Figure 1 on page 16 and is explained in detail below. Student enrollment and assessment takes place at the student's attendance area school with bilingual staff members meeting with parents whenever possible. ~~(During the 2008-09 school year, the district will study whether the enrollment process is consistently implemented and effective. The feasibility of centralizing the process will also be studied.)~~

STEP 1: Registration, including completion of the Home Language Survey

Parents take their child(ren) to their neighborhood school in order to enroll. At the school, parents complete a Home Language Survey (HLS), as required by state law. This survey is completed the first time the parent enrolls the child in the district, and the results are maintained thereafter.

- If the answers to Items 1, 2, 3, and 4 are "English", the child is classified as English Only (EO).
 - The student is placed in the district regular education program. The parent may request an Alternative Program model. Participation in an Alternative Program model may be based on the child's grade level, proficiency level in the language other than English taught within the model, previous participation in a similar Alternative program model, and space availability. Detailed descriptions of these programs are provided in Chapter 2. No Parental Exception Waiver is necessary.
- If Item 1, 2 or 3 on the Home Language Survey is answered with a language other than English, the child is tested for English proficiency. (Continue to Step 2)
- If only item 4 on the Home Language Survey is answered with a language other than English, the school must determine whether to continue with assessment of English (go to step2,) or to identify the student as FEP. The parent or guardian of the child will be interviewed with a district developed set of questions to determine whether the child continues with assessment or not.

STEP 2: English Language Proficiency Assessment

State regulations require that if the student's Home Language Survey indicates that a language other than English is used, the student's English language proficiency must be assessed within 30 calendar days of initial enrollment. However, in PVUSD this testing will be accomplished as soon as possible, preferably within a day or two of enrollment. (See below for Kindergarten registration, which is an exception to this statement). Students' English language proficiency is assessed as part of the enrollment process by trained personnel, with assistance provided through the district's Language Assessment Resource Center (LARC). Every effort will be made to make the enrollment and initial assessment process as convenient as possible for parents and children.

The assessment used to determine initial English proficiency is the California English Language Development Test (CELDT). The CELDT is a standardized language proficiency test designed to measure the English proficiency of non-native speakers. The following table shows the areas that are currently assessed using CELDT.

Grade Span	Areas Assessed
Kindergarten – First Grade	Listening, Speaking, Reading, Writing
Second – 12 th Grades	Listening, Speaking, Reading, Writing

The child receives a score for each part of the test (Listening, Speaking, Reading, and Writing) as well as an overall score. The score types include: raw score, scale score and proficiency level. A preliminary score is calculated for the purposes of determining the student placement. These preliminary results are communicated to the parent in writing and include proficiency level results for each subtest. The assessment is also forwarded to the school district's **Educational and English Learner Services Department** (~~Department of Assessment Data and Evaluation~~) for official scoring by the test publisher. These official results override the informal scoring in those cases where the scores differ. The official results are sent to parents within 30 days of receipt by the district. CELDT results are maintained in the student's EL folder (orange folder) inside the CUM folder, and in the district's student information system for future use in monitoring student progress and in program evaluation.

If an Individual Education Plan (IEP) team has determined that a student is unable to take all or part of the CELDT, the student will be given an alternative assessment (Alternative Language Placement Instrument) determined by the IEP team according to individual student need.

On the basis of the English language assessment, students are classified as either Initially Fluent in English Proficiency (IFEP) or English Learner (EL).

- IFEP Students – The parents of IFEP students are informed of the results and given the same program options as those given EO students. Placement is made on the same basis as for EOs. (See Step 1.)
- Students identified as English Learners proceed to primary language assessment (Step 3 below).

STEP 3: Language Classification and Primary Language Assessment

An initial assessment of the EL's primary language is conducted as soon as possible after the completion of English language assessment, as part of the enrollment process. Primary language assessment is conducted by a trained person fluent in the student's primary language. The following are district-adopted primary language assessment instruments:

Grades	Initial Primary Language Assessments	Languages
K-1 st	Pre-LAS, given by LARC or school staff, one on one	Spanish
2 nd -12 th	LAS-Oral, given by LARC or school staff, one on one	Spanish
2 nd -12 th	LAS-Lectura/Escritura, given by LARC or school staff, in one on one or group setting	Spanish
K-12	Informal oral assessment, given by primary language tutor*	Languages other than Spanish
2 nd -12	Informal reading assessment, given by primary language tutor*	Languages other than Spanish
2 nd -12	Writing sample, given by primary language tutor*	Languages other than Spanish

***Note:** Where there is a student that must be assessed in a language for which there is no person able to implement the informal primary language assessment in that language, the district shall seek a waiver of this requirement from the California Department of Education.

Results of the primary language assessment are placed in the student's EL folder, entered in the district student information system and are used to support the identification of a student as an English learner. The results of the Home Language Survey, the language assessments (and any other information related to prior schooling, including transcripts, if available) are used to determine the degree of proficiency in English and the default program placement for students.

The following process is used to identify the most appropriate English language program for the student:

CELDT results indicate whether the 2nd – 12th grade student is reasonably fluent in English or not.

The criteria for reasonable fluency in English include:

1. Student's overall proficiency level is Intermediate; **and**,
2. Proficiency in Subtests are also Intermediate;
or
3. Early Advanced or higher; **and**,
4. Proficiency in each subtest area is **not** intermediate or higher. The subtests are Listening, Speaking, Reading, and Writing. (~~K-1 reading and writing subtests will be implemented upon completion by the California Department of Education.~~)
5. **Reasonable fluency for K/1 students is based on Listening and Speaking only, not Reading and Writing.**

If the child is reasonably fluent in English by these criteria, then the default placement is the English Language Mainstream (ELM) program. Additional support services may be recommended, as appropriate. The child will normally continue in this placement until reclassified. Support services in the mainstream program must include English Language Development and may include one or more of the following:

- Content instruction using SDAIE techniques
- Tutoring
- Specialized instruction by a Reading or Literacy Specialist
- Participation in Benchmark, Strategic or Intensive interventions
- Before and/or after school intervention programs
- Primary language instruction within the definition of “overwhelmingly in English” (including, but not limited to, Spanish for Spanish Speakers)
- Primary language support
- Migrant Education support
- Other appropriate services

If a child is not reasonably fluent in English by the above criteria, then the default placement is the Structured English Immersion (SEI) program. In SEI, the instruction is nearly all in English. The types of support services listed in the previous paragraph are provided as needed. English Language Development is required.

STEP 4: Parent Notification of Assessment Results and Program Options

Upon completion of the testing, the parents are notified of the assessment results and are given a description of the default program placement (see step 5). Preferably in a meeting, parents are provided an explanation of all available programs and alternative model options and discuss the benefits of each. This information is also provided to parents in writing in a language designed to be readily understandable to the parent.

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. **All parents of English Learners are given an opportunity to view the district video and/or power point describing program options prior to making their choice.** ~~(Once a video/multimedia presentation is created by the Department of English Learner Services, all parents of English learners shall be given an opportunity to view it prior to making their choice of program option.)~~ This information is also provided in writing, using language and materials designed to be readily understandable to the parent. The alternative program model options in PVUSD for students with approved waivers are:

- Early Exit Transitional Alternative Model
- Late Exit Developmental Alternative Model
- Dual Language Immersion Alternative Model
- Newcomer Bilingual Alternative Model (for grades 4 – 12)

Not all alternative program model options are available at each site. Each principal and staff, with advice from their English Learner Advisory Council, shall review the research and make an application or request to the district administration in support of their proposal of a program model for their school. (See Chapter 2 for program model descriptions.)

STEP 5: Program Placement

The principal or designee assigns an English learner to an appropriate English language program based on the student's assessment data.

The parent may decide to request a Parental Exception Waiver from the requirement that English learners be placed in an English Language Classroom. If the parent requests an alternative program, then the parent visits the school to review the program model and the materials. The parent must submit a parental exception waiver form to the school principal/office. These forms are available online at the PVUSD website, at the school site, at the district Language Assessment and Resource Center (LARC), and at the district's **Educational and English Learner Services Department** ~~(Department of English Learner Services)~~. Regardless of where the form is obtained, all Parental Exception Waiver requests are processed at the school of attendance. Parental Exception Waivers shall be granted unless the principal and educational staff determines that an alternative program would not be better suited for the overall educational development of the pupil. (EC 310, 311; 5 CCR 11309[b][4]) Each Parental Exception Waiver shall be evaluated on its individual merit. Parental Exception Waivers must be submitted each school year.

The district shall implement an Alternative program model when there are 20 or more approved Parental Exception Waivers at a grade level, at a site, for the same language. English learners with approved Parental Exception Waivers shall be given an opportunity to go to another school within the district if their site does not have sufficient number of approved Parental Exception Waivers at their site.

If after the programs have been explained, a parent elects to have their English learner, who is "less than reasonably fluent," placed in the English Language Mainstream program rather than in a Structured English Immersion program, no Parental Exception Waiver is necessary and the district will honor the parent's informed request. The parent may be asked to sign and date a written request to document the request was made if the request was not made in writing.

A copy of all Parental Exception Waivers, and requests to be placed in an English Language Mainstream program, are kept on file by the site principal. Originals are placed in the cumulative record of the child. **The feasibility of electronic storage of** ~~(The information is entered into the)~~ district student information system for electronic storage of the approval, denial, or request is **under consideration at this time.**

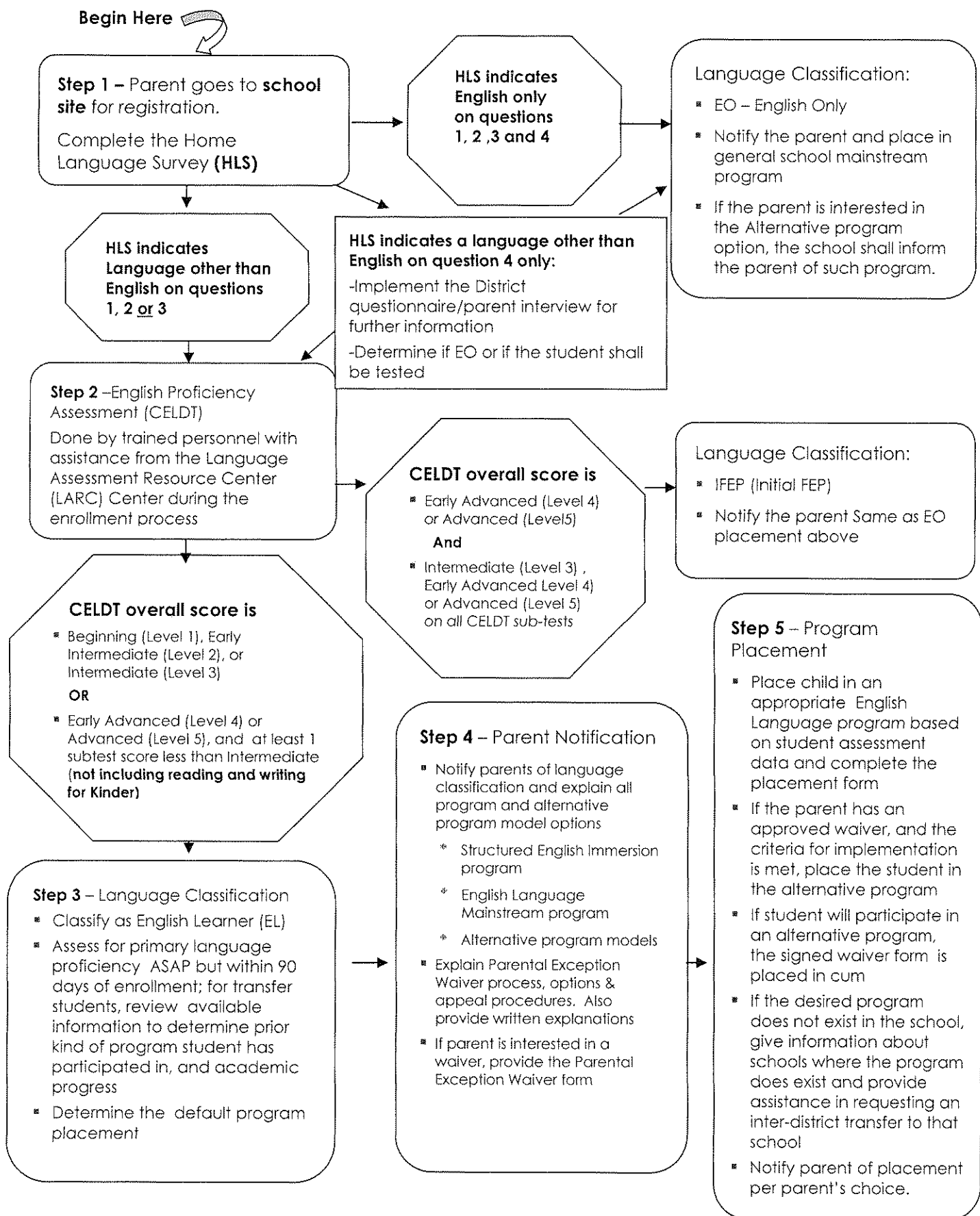
If the parental exception waiver request is denied, the parent may appeal. Appeal procedures are explained in Chapter 5.

Legislative Requirements for Enrollment in Alternative Programs

According to California's Ed Code and Consolidated Program Monitoring regulations, (EC 48985; 5 CCR 11309), the following types of EL students under the age of 10 years must be placed in a mainstream or SEI program for at least 30 calendar days(i.e., 20 instructional days) before a parent's request for an alternative program can be honored:

- a. Students in a California school for the first time:
 - New Kindergartners
 - Transfers from out of state
 - Students entering a US school for the first time
- b. Students transferring from another California school who have not completed the 30-day requirement in another school
- c. All other ELs, including those who are 10 years of age and older, or meet the criteria for knowing English, and those who have completed the 30-day requirement in another school or previously in the same school, may enter an alternative program immediately once they have obtained an approved EC 311 A, B or C type Parental Exception Waiver .

Figure 1: Initial Language Proficiency Assessment, Identification and Placement Process



Program Placement vs. Classroom Placement

One classroom setting may provide different students in the class with different instructional program placement options. More than one program may exist within a given classroom. For example, a classroom may provide English-Only and Fluent English Proficient students with a Mainstream English program of instruction while providing EL students enrolled in the class with a program of Structured English Immersion (see Chapter 2 for program descriptions). Throughout this document, when the text refers to a classroom (for example, “Structured English Immersion classroom” it means a classroom in which the program services exist. It does not mean that the classroom is exclusively dedicated to that program.

When more than one program exists within a classroom, it is extremely important that students be clearly identified as to the program to which they are assigned, and that they receive the services appropriate to that program. This requires differentiation of instruction and of activities within the classroom, and careful monitoring to ensure that the guidelines for each program are followed.

KINDERGARTEN REGISTRATION, ASSESSMENT AND PLACEMENT

A special process is used for assessing new Kindergarteners’ language proficiency at the beginning of each school year.

Kindergarten pre-registration begins in March, April or May of the school year preceding the child’s entrance into Kindergarten. However, CELDT testing, by state mandate, may not begin until July. When the parent pre-registers the child, the Home Language Survey is completed. If the HLS indicates a language other than English is spoken, the student is given a testing appointment during the district’s official assessment and registration period (~~which begins in July~~).

Each school site holds a “Kindergarten Round-Up” for the incoming Kindergartners during the spring of each year. While students participate in the Kindergarten assessment and screening, parents are provided with an introduction to district programs, procedures and resources, including the placement and alternative program options for English Learners. The HLS is also completed at this time.

During the official assessment period, (~~beginning July 1~~) **the first week after school begins** and continuing until all assessment of new Kindergarteners is completed, but no later than 30 days from when classes begin, a team of district staff trained in CELDT and primary language assessment procedures is assembled and deployed to school sites in order to help complete CELDT testing of kindergartners.

Assessment results are processed within 30 days, parents are notified of the results and the program placements are made. The same procedures related to parent notification, the parental exception waiver, and program placement that are used for other students are used for Kindergartners. Parent meetings are arranged to inform parents about the placement in the English language classroom program and alternative model options and explain the waiver process. All information is also provided in written form in a language readily understood by the parent.

Once the initial kinder assessments are completed, those children found to be English learners are provided an instructional program that is overwhelmingly in English for the mandatory 30 calendar days (20 instructional days) even though their parents may have submitted a Parental

Exception Waiver. When the waiver is approved, and the 30 days in an English program is completed, the parents may request that their child participate in an Alternative program option.

TRANSFER STUDENTS

Transfers between district schools

Parent initiated Intra-district Transfer requests are made through the Department of Student Services. Completed Intra-district Transfer forms are sent to the Department of Student Services office, and all data regarding the student's EL assessment history, current scores, current placement, records of academic progress, and interventions are sent to the receiving school. The ~~(EL Specialist and)~~ site principal **or designee** at the receiving school is ~~(are)~~ responsible for reviewing the student's records (including information in the district's database system) and ensuring that the student will be properly placed in the appropriate type of instructional program, as specified in the student's current records, before approving the Intra-district transfer request. Parental Exception Waivers are given priority when the intra-district transfer is specifically for the Alternative Program Option at the school (see page 28) if the home school has no program to offer because of insufficient Parental Exception Waiver requests at that grade level. Parents who seek a different alternative program option than the one offered at their home school shall be considered with all other intra-district transfer requests. All intra-district transfers are subject to space availability at the site requested.

Transfers from other California schools

Students transferring into the district from another district within the state often have records of a Home Language Survey, scores on the mandated assessments and an initial language status (EO, IFEP, and EL). These students do not need to go through the PVUSD initial identification process. If the parent provides the student's records, staff will use this information to make an appropriate placement. If not, staff **from the Educational and English Learner Services Department** must contact the former district in order to obtain information regarding language proficiency, HLS and other assessment results. Preliminary information may be obtained by phone or fax. Records are obtained from the previous school/district, and entered into the district's record keeping system. The district of origin is required by education code to provide English learner identification and assessment information. PVUSD staff will take all initiative necessary to obtain this information. If these records or information cannot be acquired within ten days of enrollment, English and primary language assessments proceed and the identification/notification placement process is implemented per the above description.

Transfers from out of state or from other countries

The five-step language assessment, classification and placement process described above and shown in Figure 1 will be followed for students entering PVUSD who are new to the state or from another country. The date the student is enrolled in the district is entered into the student's records and the student database system and is used as the date they first enrolled in a California school and (when appropriate) the date they first enrolled in a US school.

TRAINING FOR STAFF AND ADMINISTRATORS ON INITIAL IDENTIFICATION, PLACEMENT AND PARENTAL OPTIONS/INFORMED CONSENT

The district provides ongoing training for administrators and staff on legal requirements and district procedures relating to the implementation of this EL Master Plan including:

- initial identification;
- program placement and procedures; and,
- parental options and informed consent, including the Parental Exception Waiver process.

The persons who participate in the training include, but are not limited to district and site administrators, teaching staff, district Language Assessment Resource Center (LARC) staff; staff members who work with EL students and student records; office staff members responsible for registration; EL specialists, special education teachers, aides, and specialists; and any other support staff as necessary. The training places special emphasis on sensitivity to parents, including how to make parents feel welcome, and how to ensure that they are truly informed and enabled to take an active role in the process of deciding on an appropriate program for their child. Training for site staff must take place at least annually, prior to or within 10 days of the opening of the schools for the year, or when new staff has been employed.

Chapter 2

Instructional Programs

Relevant Categorical Program Monitoring Items:

Each English learner receives a program of instruction with English Language Development in order to develop proficiency in English as rapidly and effectively as possible.

Academic instruction for English learners is designed and implemented to ensure that they meet the district's content and performance standards for their respective grade levels in a reasonable amount of time.

PROGRAM COMPONENTS FOR ENGLISH LEARNERS (K-12)

The Pajaro Valley Unified School District offers three options to English Learners: (1) Mainstream English program, (2) Structured English Immersion program, and (3) Alternative Program models for students with approved Parental Exception Waivers, which waive the requirement for an English learner to be placed in an English language classroom. Each of these options is designed to ensure that students acquire English language proficiency and prevent or recoup any academic deficits that may have developed in other areas of the core curriculum while learning English. All options contain the following required components:

- Well-articulated, standards-based, differentiated English Language Development (ELD) instruction, specifically designed to teach English to non-English speakers;
- Well-articulated, standards-based, differentiated instruction in the core curriculum, with primary language instruction, primary language support and/or Specially Designed Academic Instruction in English (SDAIE); and,
- Structured activities designed to develop cultural proficiency and positive self-esteem.

All EL students, regardless of the option in which they are enrolled, are expected to make progress in English proficiency and in mastery of grade level standards.

PRIMARY LANGUAGE INSTRUCTION vs. PRIMARY LANGUAGE SUPPORT

Instruction

Primary language instruction consists of use of the primary language by the teacher to deliver lessons, and by the students in their participation. This instruction makes use of grade-level materials in the primary language (textbooks, audio-visuals, electronic media, and internet resources) that meet state content standards. Assignments and assessments are in the primary language.

Primary language instruction is used in the alternative programs as the vehicle for providing access to the core curriculum. For students in these programs, especially those at the Beginning and Early Intermediate levels of English acquisition, primary language instruction is an important resource that assists students to master grade level standards in the content areas while they are acquiring English. For students in the Dual Language Immersion Alternative Model, primary language instruction is both an avenue to meeting grade level standards and a means of continuing to build full literacy in that language.

In the alternative program models, English can be used to preview, transfer, or review information, but is **not** to be used by the teacher during the lesson in the primary language.

Some use of primary language may be appropriate in Structured English Immersion and English Language Mainstream settings, as long as instruction overall is nearly all, or overwhelmingly, in English. The **Educational and English Learner Services Department** (~~Department of English Learner Services~~) shall develop guidance for use of the primary language in SEI and English Language Mainstream settings.

Primary Language Support

Primary language support is not the same as primary language instruction. It does not include directed lessons, in-class assignments or assessments in the primary language. It may be provided within the Structured English Immersion or Mainstream English Programs by a teacher who is bilingual, a trained bilingual para-educator or through the use of support materials in the primary language. This support is a means of increasing access to core curriculum taught in English, assist the student to tap prior knowledge, transfer skills, use cognates, etc. Primary

language support is used to motivate students, and also to clarify, direct, support, or explain concepts.

Even where daily primary language is not supported by bilingual staff, teachers are encouraged to make use of various materials and resources to ensure that all primary language support tools are available to students and their families. These can include cross-age bilingual tutors, parent or community volunteers, and occasional teaming with bilingual staff in the school. Site EL Specialists can assist teachers to prepare classroom displays that include the primary language, noting important English-Spanish cognates, and resources that students may use at home. Classroom libraries should be stocked with age-appropriate bilingual dictionaries, fiction and non-fiction in the primary language. Students should be encouraged to take home materials in the primary language that they can review with parents and other family members. Every classroom enrolling English Learners should have some primary language support materials.

When 15 percent or more of the students enrolled in the school speak a single primary language other than English, all notices, reports, statements, or records sent by the school or district to the parent/guardian must be written in English and in the primary language. (See Chapter 5)

ENGLISH LANGUAGE DEVELOPMENT (K-12)

English Language Development (ELD) is a component of all program options and alternative program models for English Learners. The ELD component is aligned with the California English Language Development standards. The teaching of English within the program is based on the student's level of English proficiency. The purpose of the ELD component is to explicitly and intentionally teach English in order to develop a strong English language foundation in both social and academic settings. ELD also provides a foundation for literacy development (reading and writing) and a pathway leading to the English Language Arts (ELA) standards. Both ELD and ELA standards have the goal of assisting students to develop skills related to cognitive academic proficiency in English.

ELD instruction occurs daily for all EL students until reclassified to fluent English proficient. It is a systematic, explicit component of the EL student's total educational program. There is no maximum amount of time that might be devoted to ELD. However, the following are the minimum daily ELD times: Elementary – **45 minutes** (~~1 hour~~) per day in addition to reading/language arts; Middle School and High School at least one period per day (~~45 minutes in Kindergarten~~).

The district has endorsed Systematic ELD as the **program to be implemented K-6.** (~~approach to be implemented, K-12~~). (~~Within this approach~~) ELD **should be** standards-driven, systematically planned, and follows a scope and sequence of language skills to ensure students learn English within a reasonable amount of time. It is designed to teach ELs beginning at their proficiency levels bringing them, at least, to the next proficiency level, thus ensuring that instruction is differentiated to meet student needs. (~~In the document entitled "Instructional Guidelines for Teaching Leveled ELD", the district provides guidance to teachers for implementing the ELD program.~~)

Students are grouped by proficiency level for ELD instruction. In order to make sure that student progress is the focus, no ELD instructional group should include students at more than two adjacent proficiency levels. The specific plan for accomplishing this grouping will be decided at the school level, based on an analysis of the levels existing within the school's EL population. The grouping is flexible allowing students to move through the levels upon meeting

the criteria for more advanced groups. The following examples serve to provide an idea of the range of options.

Instructional Grouping for ELD at the Elementary School Level

At schools with a high number of ELs, students **will** ~~(might)~~ be grouped by proficiency level within their grade level. At schools with fewer ELs, students might be grouped within adjacent grade levels but of the same ELD level. While ELs are in ELD sessions, **Eos and RFEPs will participate in CALD (Continued Academic Language development) using the new Common Core Speaking and Listening standards.**~~(might participate in activities that develop English language proficiency, such as writing)~~. Each teacher within the grade level or grade-span team is then responsible for teaching a specific leveled student group, and bringing them to the next identified level.

Instructional Grouping for ELD at the Secondary School Level

Students at the middle school level receive at least 1 period daily of ELD. At the high school level, students receive 1 to 2 periods daily. Secondary students at CELDT Levels 4 and 5 might receive ELD within the English Language Arts class. Here the teacher is required to provide ELD and ensures progress toward reclassification. Where ELD is integrated into the English Language Arts classroom, the classes are monitored to ensure that ELD instruction is effectively implemented.

Several grouping options are available for use at middle and high schools. However, any option for instructional grouping must ensure that time for structured ELD is separate from Reading/Language Arts. Further, formative assessments must be used for ELD as well as for Reading/Language Arts. The following are, not the only, examples possible:

- Students are placed in a three-period Core or Intensive Intervention class according to identified grade level reading skill and need. Sixty minutes of the class are dedicated to leveled ELD instruction with full curriculum implementation. Within this ELA class, ELs are grouped for instruction by CELDT proficiency level to ensure progress to the higher levels of proficiency and/or reclassification.
- Students are placed into a Core (ELA) or Intervention class based on English reading skill level, and have a separate (1 period) class for ELD instruction. Placement is determined by CELDT proficiency level. Both the core or intervention class and the ELD class work together to provide instruction, reinforce skills, ensure English is acquired rapidly and efficiently and that academic deficits (such as in reading) are remedied/recouped within a reasonable amount of time.

Instructional Materials

The district has adopted materials for use in the delivery of ELD instruction, K-12, to teach the state ELD standards.

- **Elementary – Systematic ELD**
- **Middle School – Inside**
- **High School – Edge.**

~~(Because such adoptions occur on a cyclical basis, specific titles are not given in this plan. However, current lists of district adopted materials are available at the school site, at the district Department of Curriculum and Instruction and the Department of English Learner Services. In implementing the adopted materials, teachers will use a district approved ELD program guide that uses the ELD Standards to organize instruction.)~~

Monitoring Student Progress

Assessments are used within the district to monitor the progress of English Learners in acquiring English skills. These include, but are not limited to, the following:

- California English Language Development Test (CELDT);
- *(The Alisal District English Proficiency Test (ADEPT));*
- Curriculum-embedded assessments from the leveled ELD materials;
- District-developed benchmark assessments;
- Student work samples – for example, student writing, oral reports, etc., evaluated using standards-based rubrics; and,
- Portfolios that include writing, oral reports and rubrics.

ACCESS TO GRADE LEVEL CORE CONTENT, K-12

English Learners are provided with access to PVUSD’s well-articulated, standards-based core curriculum program. In all program and alternative program models, the materials are standards-based and either the same as, parallel to, or contain equivalent content (i.e. secondary specialized courses) as those used in mainstream English classes.

In Structured English Immersion and Mainstream settings, the core instruction occurs in English, with use of Specially Designed Academic Instruction in English (SDAIE), Guided Language Acquisition Design (GLAD) strategies and primary language services as diagnosed need indicates. In the alternative programs, access to the core curriculum is provided through direct instruction in the student’s native language as well as in English making use of SDAIE and GLAD strategies. In these alternative programs, literacy development in both languages is available to all participating students.

Instructional materials in all content areas are carefully reviewed by appropriate district adoption committees. The adopted materials must be state-approved (K-8) and standards-based (K-12) and include a strong EL instructional support component. Parallel materials in Spanish and English are adopted to support primary language courses. Students in alternative program classrooms have access to grade-level content similar to those used in English Language Classrooms. The district is committed to consistent use of materials on a district-wide basis. A lack of parallel materials shall not be a hindrance in alternative model options. In the case that parallel materials are not available, another standards-based curriculum will be used to parallel as closely as is possible.

Appendix A contains a list of currently adopted core academic materials. Updated lists of adopted materials will be made available from the **Educational and English Learner Services Department**. (~~Department of Curriculum and Instruction~~).

A variety of strategies are incorporated into classroom instruction. Professional development for teachers focuses on best practices and may include:

- Guided Language Acquisition Design (GLAD);
- Focused Approach to Frontloading; and,
- Secondary Academic Language Tools (SALT).

The following table shows how these approaches work together with Leveled ELD to provide a comprehensive approach to academic language development.

Levelled ELD	Reading/ Language Arts	History/ Social Science	Math	Science	Other Subjects
<div>Use of strategies to teach <u>language structures and vocabulary</u> for students to learn English</div>	Use of strategies to make <u>language structures and vocabulary</u> relevant to content				
	Use of strategies to make <u>content</u> comprehensible: <ul style="list-style-type: none"> ▪ Access to Core/Integrated Curriculum to scaffold instruction ▪ Culturally responsive pedagogy 				

The approaches outlined above use the following to help make instruction comprehensible and meaningful to students:

- Teachers contextualized instruction by using non-verbal language, visual support materials, realia, graphic organizers, oral/verbal amplification. Students to use a variety of resources in the environment so they construct meaning;
- Teachers modify language to deliver instruction such as wait time, questioning, pacing and highlighting;
- Student-centered instruction, allows students to work with concepts and the language of those concepts in a variety of ways to demonstrate mastery of the content standard (such as drama, drawing, mapping out the concepts, or using poetry, song, chant, letter writing, journals, graphic organizers, etc.);
- Content teaching and assessment is linguistically and culturally responsive;
- The teaching and use of language structures and vocabulary develop student comprehension;
- Accommodations are planned and purposeful in the learning environment;
- Activities encourage, engage and support students to risk active use of their developing language;
- Teachers emphasize the major ideas and/or organize principles that underlie the content so students access concepts in an organized logical sequence;
- Teachers frequently check for understanding and allow equitable student participation in demonstrating knowledge;
- Teachers integrate assessment and instruction throughout the planning implementation phase to diagnosis of student development by using through student observations, portfolios, journals and analysis of student work;
- Classroom assessments allow for accurate measure of the mastery of grade level core content standards and/or use of academic language structures taught;
- Students are provided access to large collections of appropriate age-level literature within the student's assessed Zone of Proximal Development, in classroom and school libraries.

Primary language instruction can be used in SEI and is used in the alternative models as another way to provide access to the core curriculum. For students in these models – especially those at the Beginning and Early Intermediate levels of English acquisition - primary language instruction is an important resource that assists students to master grade level standards in the content areas while they are in the process of acquiring English proficiency.

Primary language support provided by a teacher who is bilingual or a trained bilingual paraprofessional, is a further means of increasing access, as is the use of primary language materials.

Students are allowed to use the primary language at any time, especially to develop and organize fluent and coherent thoughts whenever they need to communicate knowledge, questions, or other information.

THE EL INTERVENTION/CATCH-UP PLAN-OVERCOMING ACADEMIC DEFICITS

ELs' academic performance is monitored K-12 using formative assessments in order to identify and remedy developing academic deficits before they become irreparable. This monitoring of academic and language proficiency continues quarterly (secondary) or by trimester (elementary) as English learners, and for at least two years following reclassification to ensure that students continue to meet expected academic growth. District formative assessments provide information that informs instruction and alerts teachers to students that may be struggling. (See Chapter 3.)

Students are assessed throughout the year and, if they are not performing on grade level in English Language Arts, they are identified as in need of *Benchmark* (less than 1 year below grade level), *Strategic* (1 to 1.9 years below grade level) or *Intensive* (2 or more years below grade level) academic interventions.

Their English language proficiency is also assessed to ensure that the intervention meets the student's need, whether it is academic, linguistic or both. Upon review of performance assessment results, the analysis of the data informs the effectiveness of the implementation of instruction and alignment of instruction to academic standards.

Starting in the spring of each year, the School-wide Review Team (SRT), which includes the school administrator and staff members with relevant information, reviews the CELDT scores and classroom performance of all ELs and identifies students not meeting growth expectations. At this meeting:

- ~~The teacher identifies all interventions that have been implemented, (using a Pre-Referral Checklist as a guide);~~
- **The ELS/Site Designee works with the Department of Educational and English Learner Services to complete the monitoring process, tracking a student's success toward reaching and maintaining Proficiency in English Language Arts, as well as having satisfactory grades. For students not meeting this goal, an intervention plan is put in place. A record of monitoring this is kept on the front of the student's EL folder located in the Cum.**
- The team reviews and modifies the list of interventions to be implemented;
- Modification to instructional practices, grouping, language of instruction, and effective design are also considered;
- An EL Intervention/Catch-up Plan is developed, to be implemented through the first quarter of the following year. This plan identifies the intervention and acceleration schedule for the individual student. Use of additional time (intersession, summer school, before and after-school) is also considered and defined in this plan; and,
- The parent may be contacted to inform them of the lack of progress, to discuss the individualized acceleration/intervention plan and invite them to review and inform forthcoming discussions, and invite them to participate on the team in the decisions and actions of the ensuing interventions.

No later than October, the SRT reviews the results of the spring STAR testing (end-of-year results on district-identified assessments for Kindergarten and first graders) and develops or revises an EL Intervention/Catch-Up Plan for each student not meeting the growth expectations. No later than the fall parent conference, the EL Intervention/Catch-up Plan is discussed with the parent, amended to include the parental input, and is documented on the appropriate forms. This plan includes interventions to be provided, identifies the language(s) to be used, and timelines.

The student is provided with the intervention programs/services as specified in the EL Intervention/Catch-up plan. His/her progress is carefully monitored throughout the school year, at each assessment interval. Adjustments and modifications to the plan are made when the data continues to show slow progress or no progress. All records, including a copy of the plan, are kept in the student's EL Folder as an addendum to the Cum.

In the spring of each year, the SRT assesses the effectiveness of the implemented interventions and achievement of students with EL Intervention/Catch-up Plans. If a student continues to make inadequate progress, a meeting is held with the SRT, which includes the parent. Teachers, program and settings are monitored for regular, systematic implementation of best practices and effectiveness of effort.

The EL Intervention Catch-up Plan is developed based on the analysis of the student's needs and the results of the evaluation from the previous interventions.

Group data are disaggregated and examined to measure the effectiveness of the various intervention programs for different groups of English Learners.

If the student continues to make inadequate progress, he/she is referred to the Student Study Team (SST) for a more comprehensive examination to diagnose his/her needs, and planning of an appropriate program. The student's progress continues to be monitored. The implementation of program, settings and implementation of best practices continues to be monitored by the principal, and the District.

The district **Educational and English Learner Services Department** (*Department of EL Services*), working with other departments as appropriate, will provide ongoing guidance and professional development to schools on how to manage the process of developing and monitoring effective catch-up plans, including the development of the forms to be used. This department will also provided training on how to efficiently conduct monitoring reviews and implement planning sessions.

ENGLISH LANGUAGE PROGRAM OPTIONS

The following descriptors and charts describe the English Language classroom programs and alternative model options available in PVUSD.

Structured English Immersion

Structured English Immersion is California's default setting for English learners with "less than reasonable fluency" as determined by the criteria set forth in Chapter 1. Structured English Immersion (SEI) is defined by the state as a process to learn English designed for students who are non-native speakers of English.

SEI depends heavily on the ability of the teacher to make instruction comprehensible to the student while delivery of instruction is in English using materials and strategies designed for students learning English such as but not limited to Specially Designed Academic Instruction in English (SDAIE). For a short period of time, additional materials may include those designed for non-native speakers of English to allow English learners to learn English while participating in

the standards-based program; however, the goal is to get these students into the core adopted text at least within the year, so students can meet grade level expectations.

The SEI program is designed to not normally exceed one year, therefore is an accelerated program of English development and provides access to the core curriculum as mentioned in the paragraph above. Students may be re-enrolled in an SEI program if the criteria for “reasonable fluency” as defined in Chapter 1 are not attained and if parents consent.

The SEI setting may take place within the English Language Mainstream classroom.

English Language Mainstream

The English Language Mainstream classroom is California’s default program for students who met the criteria for “reasonable fluency”. The Classroom would also contain English Only students, Fluent English Proficient, and some English learners with “less than reasonable fluency” whose parents have requested this program.

The English Language Mainstream classroom is one in which English learners continue to learn English and at the same time have full access to standards-based curriculum and materials at grade-level designed for the native English speaker. Instruction may include Specially Designed Academic Instruction in English (SDAIE) strategies.

Both, Structured English Immersion and English Language Mainstream are English Language classroom programs, in which primary language support or instruction may also be provided, but instruction is overwhelmingly or nearly all in English.

ALTERNATIVE PROGRAM OPTIONS

The alternative program option offers instruction in the primary language. There are four alternative program option models in PVUSD. **Three of these options are open to ELs with approved Parental Exception Waivers. The fourth option is available at Alianza Charter School.** (~~They are open to ELs with approved Parental Exception Waivers.~~) Other students (non-ELs) whose parents request participation are subject to prior program participation, language proficiency and space availability in the child’s grade.

- An alternative program will be provided at a school when there are 20 or more students with approved Parental Exception Waivers at a grade level, at a school, for the same language.
- The school principal and staff with advice from the English learner Advisory Committee may make application or request for a specific model to the district administration. This advice may include information gathered through parent surveys.
- Implementation of a model must be in accord with the features of the model as explained later in this chapter.
- (~~The district will make program options and models available to parents in each Zone.~~)
- The district **Educational and English Learner Services Department** (~~Department of English Learner Services~~) will develop a process for schools seeking to establish a particular model at their site. The process will include research to identify a theoretical base, ELAC advice, and provision for beginning the implementation

This third option is defined by four program models. All four models offer primary language instruction. **Three of the four program models are** (~~They are~~) open to students with approved Parental Exception Waivers (see Chapter 5 for information on waivers), and to other students subject to the student’s grade level, past program participation and space availability. **The**

fourth, the **Two-Way Bilingual Immersion model**, is available at **Alianza Charter School**. Two of the alternative models, Late Exit Developmental and **Two-Way Bilingual Immersion**, are designed to develop literacy in two languages.

PROGRAM OPTIONS AT THE ELEMENTARY SCHOOL LEVEL

Programs Nearly All in English

The two programs that offer instruction nearly all in English are assigned according to state law where there is no approved Parental Exception Waiver for an alternative program option.

ELEMENTARY STRUCTURED ENGLISH IMMERSION PROGRAM (SEI)

SEI is a specialized process of teaching the English language to students whose first language is not English. This program is designed to develop the acquisition of English language as rapidly and effectively as possible. It is for English Learners with less than reasonable fluency in English. It is designed to not normally exceed one year.

The goal is for students to acquire English, meet grade level expectation in the academic core content, and attainment of cultural proficiency. Teachers have specialized authorization and training to meet the needs of English Learners. Instruction is nearly all in English.

EL Students Served	Program Components	Staffing
<ul style="list-style-type: none"> ▪ ELs with "less than reasonable fluency" in English (see Chapter 1) ▪ This is the state default placement for ELs who are not reasonably fluent and do not have an approved parental exception waiver for an alternative program 	<ul style="list-style-type: none"> ▪ 45 minutes <i>(Minimum 1 hour)</i> daily¹ of structured and uninterrupted English Language Development instruction at the students' assessed level of English acquisition ² ▪ Team teaching as required meeting student needs ▪ Differentiated instruction in reading, writing, math, science and social science, delivered through specially designed academic instruction in English (SDAIE) methodology, utilizing state-approved, District-adopted, standards-based materials • Purposeful and deliberate uses of the primary language to motivate students, and to support, clarify, direct, and explain instruction. 	<p>Appropriate subject matter authorization.</p> <ul style="list-style-type: none"> ▪ Multiple or Single Subject Teaching Credential <p>Cross-cultural, Language and Academic Development (CLAD) or equivalent</p> <ul style="list-style-type: none"> ▪ SB 395 or SB1969 that include an ELD and SDAIE component ▪ Language Development Specialist Certificate • General teaching credential or supplementary ESL authorization (ELD only) <p>Bilingual Cross-cultural, (BCLAD) is required when primary language instruction is a part of this program</p> <ul style="list-style-type: none"> • Bilingual Certificate of Competence (BCC) <p>Preference is for a teacher who is bilingual/biliterate</p> <p>Teachers participate in ongoing professional development to ensure differentiation of instruction for ELs and full implementation of this master plan</p>

Additional Support Service options for English Learners in an Elementary School SEI Program:

- Tutoring
- Specialized instruction by literacy and English learner specialists
- Migrant Education support
- Participation in Benchmark, Strategic, and/or Intensive interventions
- Before and/or after school intervention programs
- Primary language support
- Limited use of primary language instruction
- Other appropriate services

¹ 45 minutes in Kindergarten

² No more than two ELD levels are combined for instruction.

ELEMENTARY ENGLISH LANGUAGE MAINSTREAM (ELM)

ELM is a program for English Learners with reasonable fluency. The English learner receives instruction with students who only speak English (EO), Initially Fluent English Proficient (IFEP) students, and students Reclassified from English learners to Fluent English Proficient (RFEP). Other participants may include English Learners (ELs) who are not reasonably fluent in English, whose parents have requested that they participate in a mainstream program.

The goal is for English learners to master academic core content, reclassify to fluent English proficient, and attainment of cultural proficiency. Teachers have specialized authorization and training to meet the needs of English learners. Instruction is overwhelmingly in English.

EL Students Served	Program Components	Staffing
<ul style="list-style-type: none"> EL students who are "reasonably fluent" in English (see Chapter 1 for a definition). EL students who have "less than reasonable fluency" in English and whose parents/guardians have requested participation in the Mainstream English classroom. 	<ul style="list-style-type: none"> 45 minutes (<i>Minimum of 1 hour</i>) daily³ of English Language Development (ELD) instruction for ELs at the student's assessed level of English acquisition⁴. Differentiated instruction in reading, writing, math, science and social science, delivered in English, using decreasing SDAIE strategies. Use of state-approved, district-adopted, standards-based materials. Purposeful and deliberate uses of the primary language to motivate students, and to support, clarify, direct, and explain instruction. 	<p>Appropriate subject matter authorization.</p> <ul style="list-style-type: none"> Multiple or Single Subject Teaching Credential <p>Cross-cultural, Language and Academic Development (CLAD) or Equivalent:</p> <ul style="list-style-type: none"> SB 395 or SB 1969 (must include both ELD and SDAIE in the training) Language Development Specialist Certificate (LDS) General teaching credential or supplementary ESL authorization (ELD only) <p>Bilingual Cross-cultural, Language and Academic Development (BCLAD) required when primary language instruction is part of this setting.</p> <ul style="list-style-type: none"> Bilingual Certificate of Competence (BCC) or <p>Teachers participate in ongoing professional development to ensure differentiation of instruction for ELs and full implementation of this master plan.</p>

Additional Support Service Options for English Learners in an Elementary School ELM Program:

- Tutoring
- Specialized instruction by literacy and English learner specialist
- Migrant Education support
- Participation in Benchmark, Strategic, and/or Intensive interventions
- Before and/or after school intervention programs
- Primary language support
- Limited use of primary language instruction
- Other appropriate services

³ 45 min in Kindergarten

⁴ No more than two ELD levels are combined for instruction.

ELEMENTARY ALTERNATIVE PROGRAM MODELS FOR STUDENTS WITH APPROVED PARENTAL EXCEPTION WAIVERS

The following models feature instruction in English and another language, and are open to children who have an approved parental exception waiver from the requirement in Education Code to be placed in an English Language Classroom due to an identified student need. Currently, all district alternative program classrooms offer bilingual instruction in Spanish and English. However, the district will develop programs in languages other than Spanish/English, when there are the required numbers of Parental Exception Waiver requests for the same language, in the same grade, at the same school.

There are four Alternative Program models within the district:

- Early Exit/Transitional Alternative Program Model (Grades K-3),
- Late Exit Developmental Alternative (Grades K-5 or K-6, depending on the school's grade span),
- **Bilingual Two Way** (~~Dual Language~~) Immersion (Grades K-8) **at Alianza Charter School**, and
- Newcomer Bilingual Model (Grades 4 and above)

Parents choosing a model different from that offered in the school serving their child's attendance area may request an intra-district transfer to a school that offers the model they desire. Regular intra-district transfer procedures are followed to accomplish this transfer. No such transfer is necessary when the school offers no alternative program model because there are insufficient required parental exception waivers at a grade level at the school.

Late Exit Developmental and Dual Immersion are models offering students the opportunity to develop advanced language/literacy skills in two languages. Entrance into these models requires that the parent sign a compact to make a long term commitment to keep their child in the program for as long as the child attends the school. The district commits to allowing the child to continue to be enrolled in the same type of program model whenever possible.

The district is committed to providing alternative models that are based on the research about effective approaches to educating English Learners. The most relevant research comes from the literature on bilingual education programs and on effective schools. The following summary of major conclusions from this research is based on the work of Kathryn Lindholm-Leary, Jim Cummins and others.

The amount of time spent in an enrichment-focused program grounded in sound theory and best practices is strongly associated with higher levels of student achievement for ELs. Long exposure to a well designed and implemented program produces positive results. Students who switched from one type of program to another frequently showed the poorest results.

The most successful schools and programs feature clear alignment of instruction to standards and assessment, and a meaningful, academically challenging curriculum that incorporates higher order thinking and is thematically integrated. A strong effort is made to ensure that students learn content as well as academic language associated with the content.

More effective programs feature a clear articulation across grade levels and coordination within grade levels. These programs are organized around a proper scope and sequence, developmentally appropriate practices and language proficiency levels in both languages.

When primary language instruction occurs over a long period of time, English achievement of ELs tends to be higher.

Monolingual lesson delivery seems to be a superior instructional strategy in comparison to language mixing during the same lesson or time period. However, Cummins in a recent article concludes that complete separation of the primary language (L1) and the secondary language

(L2) is neither always necessary nor beneficial. Establishing a relationship between the two languages can help students bridge their prior knowledge in one language into the language codes of the second language. According to his article, Cummins indicated that students with limited proficiency in one language do this mentally as a regular part of learning.

The following characteristics of effective programs that aim to develop literacy in two languages have been culled from the research literature. These characteristics have been taken into account in designing programs for ELs as well as in evaluating existing programs.⁵

Literacy in two languages as a goal	<ul style="list-style-type: none"> ▪ Administrative and community support ▪ Standards-based Language Arts in both languages ▪ A well-articulated and complete ELD component ▪ Ongoing staff development ▪ Plan for evaluating effectiveness supporting ongoing improvement
Academic instruction through the primary language	<ul style="list-style-type: none"> ▪ Clear language allocation plan ▪ Purposeful use of languages in instruction ▪ Qualified bilingual staff
Cognitive and academic emphasis	<ul style="list-style-type: none"> ▪ Full access to the standards-based core curriculum in each language ▪ Development of academic language including in the academic content will focus on developing fluency in each language Material aligned with grade level standards
Consistent academic strategies	<ul style="list-style-type: none"> ▪ SDAIE and GLAD best practices for language development, methodologies and strategies ▪ School-wide/district-wide articulation ▪ Bilingual/bicultural curriculum and support services ▪ Materials and books that present a cross-cultural perspective ▪ Lessons that activate students' prior knowledge
Linguistic emphasis on both L1 and L2	<ul style="list-style-type: none"> ▪ Equal status and value of both languages ▪ Advocacy for the program, as an enrichment rather than remediation ▪ EO students participate ▪ Exposure of ELs to English models
Program length	Cognitive development in both languages throughout the grades defined in each of the models.

The alternative program models are described in the next few pages. For each of the four models, there are two tables. The first table gives a general description of the goals, targeted EL students, instructional components, teacher credential requirements, and student support options included in the model. The second table gives general overall guidelines of language use over time in the program. Actual allocations may vary slightly from school to school as the year progresses. **See Appendix for specific guidance in developing a schedule.**

(The district will develop and provide to schools a series of scheduling options that may be used as resources in developing school schedules)

⁵ Partial research base for models: Gomez, L. Freeman D & Freeman Y, Dual Language Education: A Promising 50-50 Model, Bilingual Research Journal 2005, Christian, D. Montone, C. Lindholm, K. & Carranza, I., Profiles in Two Way Bilingual Education, 1997 Delta Systems, Collier, V. A Synthesis of Studies Examining the Long Term Data on Academic Achievement, 1992, Bilingual Research Journal, 16, Lindholm-Leary, K, Dual Language Education, 2001, Multilingual Matters. For a more extensive set of references related to the education of English Learners, see Appendix.

EARLY EXIT TRANSITIONAL ALTERNATIVE MODEL

The goals of this model are to ensure that students (1) meet grade level content and performance standards; (2) meet reasonable fluency in English criteria, including listening, speaking, reading, and writing; (3) successfully move to the English Language Mainstream program; and (4) attain cultural proficiency.

Students receive appropriate instruction and support in both the primary language and English. In this model, instruction in Kindergarten is 50% in the primary language and 50% in English, with decreasing primary language instruction and increasing English each year. Primary language reading and language arts are provided in the early grades as a foundation for the development of literacy. English literacy instruction begins in Kindergarten, transferring the skills learned and mastered in the primary language and teaching English reading skills which are not transferable from the primary language. 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 2 to 3 years. Teachers have specialized authorization and training to meet the needs of English Learners.

Students Served	Program Components	Staffing
<ul style="list-style-type: none"> ▪ ELs with an approved parental exception waiver including: <ul style="list-style-type: none"> -ELs that enroll new to the U.S. -ELs with less than reasonable fluency 	<ul style="list-style-type: none"> ▪ 45 minutes (Minimum of 1 hour) daily⁶ of English Language Development (ELD) instruction at the student's assessed stage of English acquisition.⁷ ▪ Team teaching for ELD as needed to address student needs based on ELD levels. ▪ A standards-based primary language arts component, comparable to English language arts, delivered in the primary language of the ELs. ▪ A standards-based English literacy component for students. <ul style="list-style-type: none"> -Beginning students are taught English literacy skills learned in L1 and those that exist in English and do not transfer from their primary language. -As students achieve a reasonable level of primary language literacy, a well planned and purposeful transfer to the full English literacy component is implemented highlighting relationships between the two languages. ▪ Differentiated instruction in reading, writing, math, science, and social science, delivered in Spanish or through specially designed academic instruction in English (SDAIE), utilizing state-approved, District-adopted, standards-based materials <p>Purposeful and deliberate uses of the primary language to motivate students and to <u>support</u>, clarify, direct, explain instruction</p>	<p>Appropriate subject matter authorization.</p> <ul style="list-style-type: none"> • Multiple of Single Subject Teaching Credential • Bilingual Cross-cultural, Language and Academic Development (BCLAD) <p>Equivalents to BCLAD:</p> <ul style="list-style-type: none"> • Bilingual Certificate of Competence (BCC) <p>Teachers participate in ongoing professional development to ensure differentiation of instruction for ELs and full implementation of this master plan.</p>

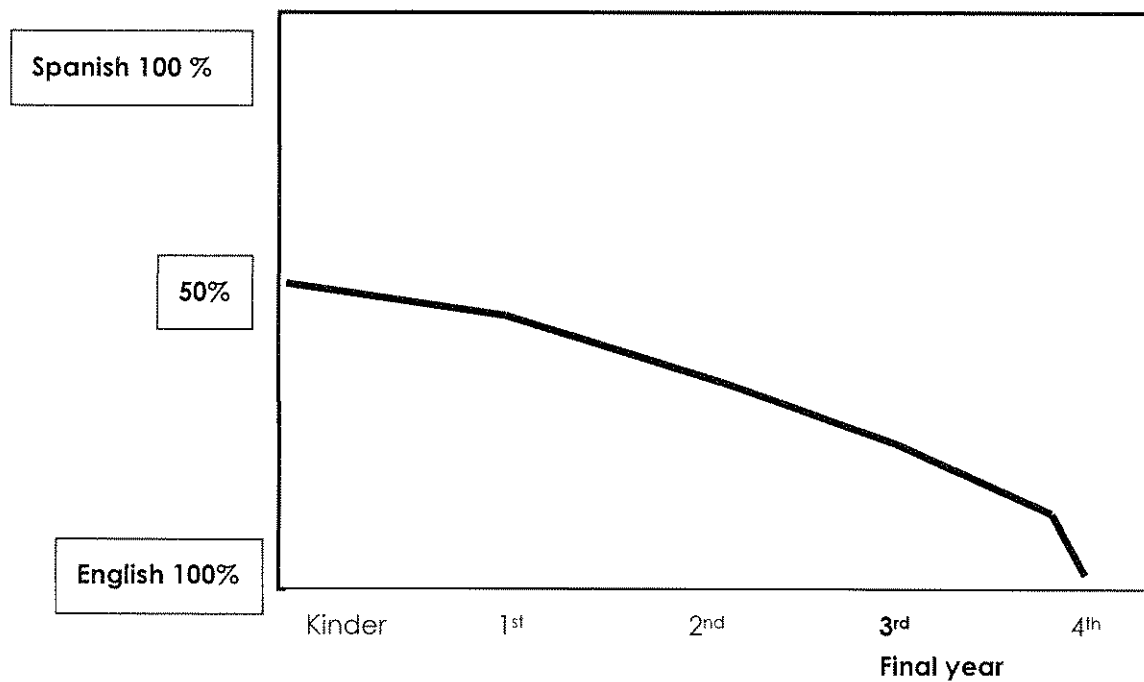
⁶ 45 min in kindergarten

⁷ No more than 2 ELD levels are combined for instruction.

Additional Support Service Options for English Learners in an Early Exit Transitional Alternative Program Model:

- Tutoring
- Specialized instruction by literacy and English learner specialists
- Migrant Education support
- Participation in Benchmark, Strategic, and/or Intensive interventions
- Before and/or after school intervention program
- Other appropriate services

Early Exit Transitional Alternative Model
See Appendix for more detailed guidance



LATE EXIT DEVELOPMENTAL ALTERNATIVE MODEL

The goals of this model are to ensure that students (1) meet grade level content and performance standards; (2) become fully bilingual and biliterate in Spanish and English; 3) reclassify to Fluent English proficient and be successful in a Mainstream English Program upon exit from program; and (4) attain cultural proficiency.

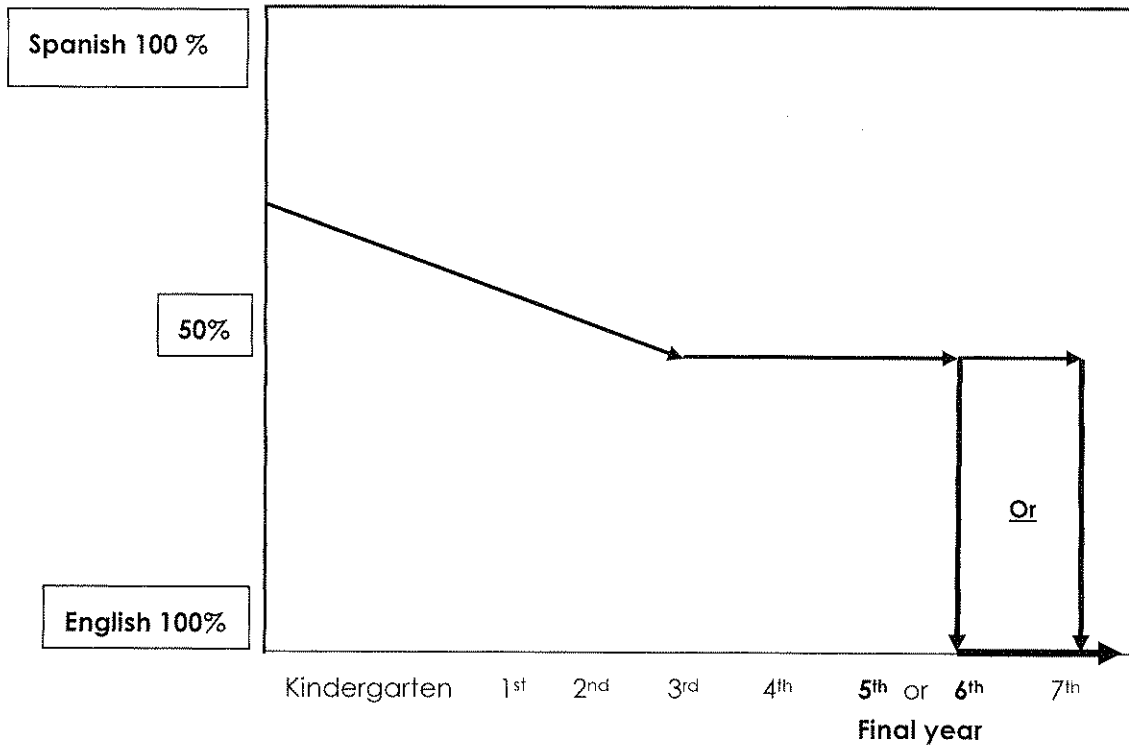
Students receive appropriate instruction and support in the targeted primary language and English. Academic instruction provides access to the core curriculum in both languages and develops literacy in the native language while developing literacy in the second language. Instruction in the first year is approximately 70% in the primary language and 30% in English. As the child increases in English fluency, instruction in English increases, until the ratio is 50-50. Students are expected to meet all grade level standards and assessments in their primary language across all content areas. Students are expected to be at grade level in English at least by the third year. Teachers have specialized authorization and training to meet the needs of English Learners.

Students Served	Program Components	Staffing
<ul style="list-style-type: none"> ▪ ELs with an approved parental exception waiver ▪ May also include some IFEPs and RFEPs, based on parental choice, prior participation, language proficiency and space availability. 	<ul style="list-style-type: none"> • 45 minutes (One hour) daily of English Language Development (ELD) at the student's assessed stage of English acquisition. • Team teaching for ELD as necessary to address student needs based on (<i>meet student</i>) ELD level need. ▪ A standards-based primary language arts component, comparable to English language arts, delivered in the primary language of the ELs. ▪ A standards-based English literacy component. <ul style="list-style-type: none"> -Beginning students are taught English literacy skills learned in L1 and some that exist in English and do not transfer from their primary language. -As students achieve a reasonable level of primary language literacy, a well planned and purposeful transfer to the full English literacy component is implemented highlighting relationships between the two languages. ▪ Differentiated instruction in reading, writing, math, science, and social science, delivered in primary language and/or through specially designed academic instruction in English (SDAIE), utilizing state-approved, District-adopted, standards-based materials. ▪ Purposeful and deliberate uses of the primary language to motivate students and to support, clarify, direct, explain instruction. 	<p>Appropriate subject matter authorization.</p> <ul style="list-style-type: none"> • Multiple or Single Subject Teaching Credential • Bilingual Cross-cultural, Language and Academic Development (BCLAD) <p>Equivalents to BCLAD</p> <ul style="list-style-type: none"> • Bilingual Certificate of Competence (BCC) <p>Teachers participate in ongoing professional development to ensure differentiation of instruction for ELs and full implementation of this master plan.</p>

Additional Special Support Services for English Learners in a Late Exit Developmental Alternative Program Model:

- Content instruction using SDAIE techniques
- Tutoring
- Specialized instruction by literacy and English learner specialists
- Migrant Education support
- Participation in Benchmark, Strategic, and/or Intensive interventions
- Before and/or after school intervention programs
- Other appropriate services

Late Exit Developmental Alternative Model
See Appendix for more detailed guidance.



TWO-WAY BILINGUAL (DUAL LANGUAGE) IMMERSION ALTERNATIVE MODEL

(At Alianza Charter School)

The goal of this enrichment model is (1) acquisition of academic proficiency in two languages: English and Spanish; (2) mastery of grade level core content and performance standards; and (3) attain cultural proficiency. Instruction is in the primary language and English.

The program utilizes a model that begins with 90-10 and gradually increases to 50-50. Students are expected to meet grade level standards in both languages. Students typically continue in the program after attaining proficiency in their second language. Teachers have specialized authorization and training to meet the needs of English Learners.

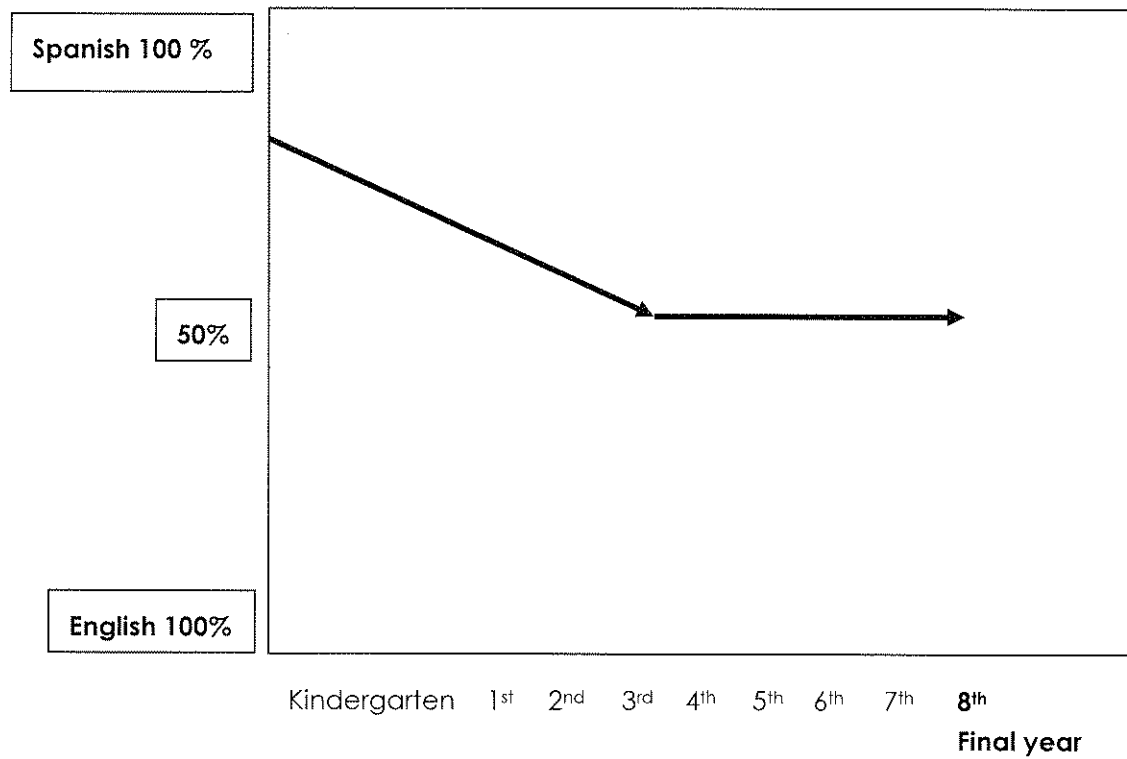
Students Served	Program Components	Staffing
<p>District will attempt to create balanced classrooms with the following student composition:</p> <ul style="list-style-type: none"> ▪ 50% of each classroom: ELs with an approved parental exception waiver ▪ 50% of each classroom: EOs, IFEPs and RFEPs, based on parental choice, prior participation, language proficiency and space availability. 	<ul style="list-style-type: none"> ▪ Grade level standards-based program (including language arts and math) provided to all students in both languages. ▪ Separation of languages by time and space, with special attention given to language allocation. ▪ Team teaching model preferred ▪ Daily language development for all students in their second language. For ELs, ELD is a required minimum of 1 hour per day⁸. ▪ Differentiated instruction in reading, writing, math, science and social science, delivered through both languages, <ul style="list-style-type: none"> • with use of specially designed academic instructional techniques for non-native speakers of each language • utilizes state-approved, District-adopted, standards-based materials ▪ Purposeful and deliberate uses of language to motivate students and to support, clarify, direct and explain instruction 	<p>Appropriate subject matter authorization.</p> <ul style="list-style-type: none"> • Multiple or Single Subject Teaching Credential • Bilingual Cross-cultural, Language and Academic Development (BCLAD) <p>Equivalents to BCLAD</p> <ul style="list-style-type: none"> • Bilingual Certificate of Competence (BCC) <p>Teachers participate in ongoing professional development to ensure differentiation of instruction for ELs and full implementation of this master plan.</p>

Additional Special Support Services for English Learners in a Dual Immersion Program:

- Content instruction using SDAIE techniques in each language
- Tutoring
- Specialized instruction by literacy and English learner specialists
- Migrant Education support
- Participation in Benchmark, Strategic, and/or Intensive interventions
- Before and/or after school intervention programs
- Other appropriate services

⁸ 45 min in kindergarten

Two-Way Bilingual (*Dual Language*) Immersion Alternative Model



NEWCOMER BILINGUAL PROGRAM MODEL FOR GRADES 4-5

The Newcomer Alternative Program is a specialized program of instruction that utilizes both English and the English learners' primary language.

The goals of this model are to ensure that students (1) acquire of sufficient English language to meet the criteria for reasonably fluent in English, including listening, speaking, reading and writing; (2) successfully participate in the English Language Mainstream program upon exit; (3) master of academic core content at grade level demonstrated by successful academic achievement; and (4) attain cultural proficiency.

English learners receive appropriate instruction and support in both the primary language and English. In this model, instruction in the first year is 50% in the primary language and 50% in English, with decreasing primary language instruction and increasing English during the year. Primary language reading and language arts are provided as a foundation for the development of or retention of literacy at grade level. English literacy instruction begins immediately, transferring the skills learned and mastered in the primary language and teaching English reading skills which are not transferable from the primary language. 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. Teachers have specialized authorization and training to meet the needs of English Learners.

Students Served	Program Components	Staffing
<ul style="list-style-type: none"> ▪ EL in grades 4 or 5 ▪ ELs with an approved parental exception waiver ▪ ELs that enroll new to the U.S. ▪ ELs with less than reasonable fluency 	<ul style="list-style-type: none"> ▪ Minimum of 1 hour daily of English Language Development (ELD) instruction at the student's assessed stage of English acquisition.⁹ ▪ Team teaching for ELD as needed to address student needs based on ELD levels. ▪ A standards-based primary language arts component, comparable to English language arts, delivered in the primary language of the ELs. ▪ A standards-based English literacy component for students. <ul style="list-style-type: none"> -Beginning students are taught English literacy skills mastered in L1 and those that exist in English and do not transfer from their primary language. -As students achieve a reasonable level of primary language literacy, a well planned and purposeful transfer to the full English literacy component is implemented highlighting relationships between the two languages. ▪ Differentiated instruction in reading, writing, math, science, and social science, delivered in Spanish or through specially designed academic instruction in English (SDAIE), utilizing state-approved, District-adopted, standards-based materials ▪ Purposeful and deliberate uses of the primary language to motivate students and to <u>support</u>, clarify, direct, explain instruction 	<p>Appropriate subject matter authorization.</p> <ul style="list-style-type: none"> • Multiple of Single Subject Teaching Credential <p>Bilingual Cross-cultural, Language and Academic Development (BCLAD) or equivalent:</p> <ul style="list-style-type: none"> • Bilingual Certificate of Competence (BCC) <p>Teachers participate in ongoing professional development to ensure differentiation of instruction for ELs and full implementation of this master plan</p>

Additional Support Service Options for English Learners in an Elementary School Newcomer Alternative Program Model:

- Tutoring
- Specialized instruction by literacy and English learner specialists
- Migrant Education support
- Participation in Benchmark, Strategic, and/or Intensive interventions
- Before and/or after school intervention programs
- Other appropriate services

⁹ No more than 2 ELD levels are combined for instruction.

PROGRAM OPTIONS AVAILABLE AT THE MIDDLE AND HIGH SCHOOL LEVELS

English Learners arriving at middle school and high school have diverse needs. They cannot be well-served by a single program, setting or a single approach.

Middle and high schools will assess individual English learners' assets and needs, and flexibly adapt instructional programs and settings accordingly yet meeting state and federal requirements for English learners. The student assessment process will include an analysis of information in the following areas: (1) language proficiency; (2) prior education; (3) academic strengths and needs; (4) mobility and continuity of participation in prior school programs and/or settings; (5) career and educational goals. Individual schools have site and district level specialist to assist in appropriate analysis of the information collected.

Once the English learners' assets and needs have been identified, efforts will be made to develop an individualized program that take them into account when assigning students into a schedule of classes. Programming must be flexible enough to allow for unforeseen circumstances (i.e. the need to work), acceleration through the program, and be responsive enough to accommodate ongoing student needs as they arise. Master schedules and courses, as well as materials selected and teacher assignments should be designed to meet student needs and parent choice. Each program setting and alternative program model selected for an English learner (SEI, English Language Mainstream and Newcomer Bilingual Alternative Model) is to be research-based, coherent and consistent, and fully implemented to support district-wide initiatives and designs. English learners are provided with course of study options that meet college prep and Career/Technical Education requirements.

Primary language courses are offered based on the number of approved waivers as required that includes an analysis of student need for the particular courses. If it is not possible to provide a course via the primary language because of an insufficient number of students with approved waivers, then an effort will be made to provide primary language support through such things as materials in the students' primary language, tutoring, primary language study groups, and other strategies until such number is attained. The class size of ELD and SDAIE courses should be limited to smaller numbers, when possible.

It is the intent of the district to expand the options open to students at the secondary level in order to create greater coherence and consistency of programs across the district, and ensure that all alternatives are firmly based on principles drawn from research and proven best practices. A clearly defined range of Alternative Program Model options will be developed by a committee of middle and high school administrators, teachers, and district and site specialists. In addition to research-based effective secondary program models, placement criteria for entrance to and exit from these different models need to be developed. Careful consideration will be given to ensuring that a clear path from elementary school through high school is created.

The following charts describe the English Language classroom programs and alternative program model options available in PVUSD.

Programs Nearly All in English

The two programs that offer instruction nearly all in English, Structured English Immersion and English Language Mainstream, are assigned according to state law where there is no approved parental exception waiver for an alternative program option.

SECONDARY STRUCTURED ENGLISH IMMERSION (SEI) PROGRAM

SEI is a specialized process of teaching the English language to English learners whose first language is not English. This program is designed to develop the acquisition of English language as rapidly and effectively as possible. It is designed to not normally exceed one year.

The goal is for students to acquire English, meet grade level expectation in the academic core content, and attain cultural proficiency. Teachers have specialized authorization and training to meet the needs of English Learners. Instruction is nearly all in English.

Students Served	Program Components	Staffing
<ul style="list-style-type: none"> ▪ ELs who are "less than reasonably fluent" in English (see Chapter 1) ▪ This is the state default placement for ELs who are not reasonably fluent in English and do not have an approved Parental Exception Waiver for an alternative program. 	<ul style="list-style-type: none"> ▪ One to two periods daily of English Language Development (ELD) that is leveled according to students' English proficiency level¹⁰. ▪ Grade level content area classes (math, reading/ language arts, science, social science, etc.) delivered through specially designed academic instruction in English (SDAIE) strategy, and other methodology. ▪ Support using the student's primary language. ▪ Math placement according to math skill level, not based on English proficiency level. ▪ High school courses that meet graduation and A-G requirements. ▪ Honors and AP classes as appropriate. ▪ Instruction using the primary language as needed. <p>Purposeful and deliberate uses of the primary language to motivate students and to <u>support</u>, clarify, direct, explain instruction.</p>	<p>Appropriate subject matter authorization.</p> <ul style="list-style-type: none"> ▪ Single subject Teaching Credential <p>CLAD or equivalent required</p> <p>Equivalents to CLAD:</p> <ul style="list-style-type: none"> • SB 395 or SB1969 with ELD and /or SDAIE component • LDS Certificate • General teaching credential with supplementary ESL authorization (ELD only) <p>BLCAD or equivalent is required when primary language instruction is a part of this program</p> <p>Equivalents to BCLAD</p> <ul style="list-style-type: none"> ▪ Bilingual Cross-Cultural Certificate (BCC) <p>Teachers in all content areas participate in ongoing professional development to ensure differentiation of instruction for ELs and full implementation of this master plan.</p> <p>Preference is given to teachers who are bilingual/biliterate.</p>

Additional Support Service Options for English Learners in a Secondary SEI Program:

- Tutoring
- Specialized instruction by literacy and/or English learner specialists
- Migrant Education support
- Participation in Benchmark, Strategic, and/or Intensive interventions
- Before and/or after school intervention programs
- Primary language support
- One or two periods of primary language for instruction
- Other appropriate services

¹⁰ No more than 2 ELD levels are combined for instruction.

SECONDARY ENGLISH LANGUAGE MAINSTREAM (ELM) PROGRAM

ELM is a program for English Learners with reasonable fluency. The English learner receives instruction with students who only speak English (EO), Initially Fluent English Proficient (IFEP) students, and students Reclassified from English learners to Fluent English Proficient (RFEP). Other participants may include English Learners (ELs) who are not reasonably fluent in English, whose parents have requested that they participate in a mainstream program.

The goal is for English learners to master academic core content, reclassify to fluent English proficient, and attain cultural proficiency. Teachers have specialized authorization and training to meet the needs of English learners. Instruction is overwhelmingly in English.

EL Students Served	Program Components	Staffing
<ul style="list-style-type: none"> ▪ Default placement for EL students who are "reasonably fluent" in English ▪ EL students with "less than reasonable fluency" but whose parents/guardians have requested participation in a mainstream English program. <p>(EO, IFEP, and REP students are in this setting, but do not receive services designed for English learners)</p>	<ul style="list-style-type: none"> • Minimum of 1 hour daily of English Language Development (ELD) for ELs at the assessed stage of English acquisition (Grades 7-8 – 1 hour daily; Grades 9-12 – 1 to 2 periods daily). • Grade-level content courses (math, science, social science, etc.) delivered in English, using SDAIE strategies and other techniques to provide <u>differentiated instruction</u> • Additional support as needed (see below) • Primary language is used to motivate students, and to support, clarify, direct, and explain instruction. • Instruction using the primary language as needed. 	<p>Appropriate subject matter authorizations</p> <ul style="list-style-type: none"> • Single Subject Credential in the subject area being taught <p>CLAD/BCLAD or equivalent</p> <p>Equivalents to CLAD:</p> <ul style="list-style-type: none"> • SB 395 or SB1969 • Language Development Specialist Certificate (LDS) • General teaching credential with supplementary ESL authorization (ELD only) <p>BCLAD or equivalent</p> <ul style="list-style-type: none"> • BCC Certificate <p>(BCLAD is required in classes where instruction is delivered in the primary language.) Preference is given to teachers who are bilingual/biliterate</p> <p>Teachers in all content areas participate in on-going professional development to ensure differentiation of instruction for ELs and full implementation of this master plan.</p>

Additional Support Service Options for English Learners in a Secondary ELM Program:

- Tutoring
- Specialized instruction by content and English Learner Specialists
- Migrant Education support
- Participation in Benchmark, Strategic, and/or Intensive interventions
- Before and/or after school intervention programs
- Primary language support
- Minimal use of the primary language for instruction
- Other appropriate services

SECONDARY ALTERNATIVE PROGRAM MODEL FOR ENGLISH LEARNERS WITH AN APPROVED PARENTAL EXCEPTION WAIVER

SECONDARY NEWCOMER ALTERNATIVE PROGRAM MODEL

The Newcomer Alternative Program is a specialized program of instruction that utilizes both English and the English learners' primary language.

The goals of the Newcomer Alternative Program are 1) acquisition of the English language, 2) successful participation in the English Language Mainstream program upon exit; (3) mastery of academic core content at grade level demonstrated by successful academic achievement; and 4) attainment of cultural proficiency. Instruction is in the targeted primary language and English. Primary language instruction supports the student's ability to meet grade level standards while in the process of becoming fluent in English. As the student increases in English fluency, instruction in English increases. Teachers have specialized authorization and training to meet the needs of English learners.

Students Served	Program Components	Staffing
<p>English learners with an approved Parental Exception Waiver such as (but not limited to):</p> <ul style="list-style-type: none"> ▪ ELs at beginning level of English proficiency (CELD 1-2) that would be able to understand the content through their primary language ▪ Newcomer students with limited to competent literacy in their native language ▪ English learners with limited prior schooling ▪ Students who have participated in a dual language immersion model <p>Note: Although this model is designed for students new to a U.S. school and English, EO, IFEP, and RFEP students with grade level proficiency in the target language may request placement in courses taught in the primary language where space is available.</p>	<ul style="list-style-type: none"> ▪ 1 to 2 periods daily of appropriately leveled English Language Development (ELD) at the student's assessed stage of English acquisition¹¹ ▪ A well planned English literacy component for students. Students are taught English literacy skills mastered in the primary language and those that are unique to English that do not transfer ▪ Primary language academic courses¹² the content areas (Math, Social Studies, Science, Language Arts) ▪ Honors and AP classes, as appropriate. ▪ Primary language use to motivate students and to support, clarify, direct, , explain instruction ▪ Elective classes taught in English via SDAIE or other appropriate techniques to differentiate instruction ▪ Articulation K-12 with alternative models to ensure that there is a coherent K-12 pathway for students in the elementary alternative program models. 	<p>Appropriate subject matter authorization.</p> <ul style="list-style-type: none"> ▪ Single subject Credential in the subject being taught <p>BCLAD or equivalent:</p> <ul style="list-style-type: none"> ▪ Multiple or Single Subject Credential with Bilingual Cross-cultural Language and Academic Development (BCLAD) Emphasis ▪ Bilingual Certificate of Competence (BCC) <p>Teachers in all content areas participate in ongoing professional development to ensure differentiation of instruction for ELs and full implementation of this master plan.</p>

Additional Support Service Options for English Learners in a Secondary Newcomer Alternative Program:

- Tutoring
- Specialized instruction by content area and English learner specialists
- Migrant Education support
- Participation in Benchmark, Strategic, and/or Intensive interventions
- Before and/or after school intervention programs
- Other appropriate services

¹¹ No more than 2 ELD levels are combined for instruction.

¹² Bilingual classes meet high school graduation requirement

FLEXIBILITY OF PROGRAMMING TO MEET STUDENT NEEDS

At the secondary level, there are four distinct groups of EL students:

- Newly arrived ELs with adequate formal schooling;
- Newly arrived ELs with limited formal schooling;
- Long term ELs (more than 6 years as ELs) who are not meeting benchmark or expected progress; and,
- ELs who are meeting benchmarks and making expected progress toward language and academic goals.

Programs will be designed to meet the needs of students in each of the groups identified above as discussed below:

Newly-Arrived English Learners with Adequate Formal Schooling

These students may or may not have had some exposure to the formal study of English; however, they have had a formal educational program in their native country, and many have the knowledge background that supports them in their content instruction in English. Depending on their English proficiency upon initial enrollment, they may need an additional year of high school in order to master English and meet High School Exit Examination and course requirements for graduation. Students with official records will be granted credit for coursework completed in their native country so that they can meet high school course requirements and graduation standards within a reasonable amount of time.

Students functioning at CELDT levels 1 and 2 will typically benefit from the alternative bilingual program that may be provided with an approved parental exception waiver. When there are 20 students with approved Parental Exception Waivers in the same language group at a grade or course level at a school, the school shall make a bilingual alternative available.

This program provides the following:

- Year-long leveled ELD – 2 periods (students at ELD levels 1 and 2 should not be mixed for instruction, due to differences in language development needs).
- All or most academic content classes taught are taught in the primary language. (Students might take classes out of grade level in order to fill classes.
- Electives taught in English through SDAIE/GLAD strategies

CELDT 3 and above students will also receive:

- ELA with accommodations and interventions for language proficiency level.
- Some academic content classes taught in the primary language and/or through SDAIE with primary language support.
- Electives

Newly-Arrived English learners with Inadequate Formal Schooling

English learners with little or no prior schooling typically score at the beginning level of reading and writing in their primary language, and have low skill levels in mathematics and other content areas as well. Many students arrive with interrupted schooling in their native country and lack the background knowledge necessary for success in a secondary level academic program. These students need an academic program that will address their primary language literacy needs, and a flexible high school program that will allow them to fulfill high school graduation requirements with an additional one to two years.

Students in this category will receive an academic program with the following features:

- Year-long leveled ELD – 2 periods;
- Primary language literacy;
- Mathematics taught in their primary language; and,
- Other content classes taught in the primary language.
- Electives taught in English through SDAIE/GLAD strategies.

The above program requires an English learner to have an approved parental exception waiver for participation in a bilingual program. This program will be implemented when there are 20 or more students at a grade in the same language group at the school.

Long Term English learners

These students have more than six years of uninterrupted schooling in the United States. Long term ELs often have high oral fluency in English, and in some cases have attained a “reasonable fluent” level of proficiency, but have incurred academic deficits and have not yet achieved the academic criteria to qualify for reclassification. In determining placement, it is important to first analyze the student’s academic and linguistic assessment data and then consider the following in regard to the student’s educational history, in order to determine what academic deficits have been incurred due to the time spent learning English:

- The student’s number of years in U.S. schools;
- The history of the ELD instruction the student has received; and,
- The history of the student’s instructional program.

Students in this category will receive the following:

- An accelerated standards-based articulated ELD curriculum, either through an English Language Arts class with accommodations and interventions for the student’s level of English proficiency, or an intervention class that addresses both ELD, language and literacy skills.
- Placement in an English Language Mainstream or SEI setting for the core academic subjects, provided by an appropriately credentialed CLAD or BCLAD teacher using SDAIE / GLAD strategies.
- Counseling and frequent achievement/benchmark monitoring to ensure that the student is making adequate and accelerated progress in classes that meet high school graduation and post-secondary requirements.
- Intervention support (at least during the school day but may include before and/or after the school day).

ELs Who are Meeting Benchmarks

ELs in Grades 7-12 are offered ELD for each of the five levels of proficiency as part of the, SEI and Mainstream English settings. Student placement in a given ELD course is based on initial assessment scores on the CELDT for new students, annual CELDT, and curriculum embedded tests. Each ELD course is designed to take one semester. Flexibility for students to move up during the year, when assessment results indicate they met the criteria for entry into the next level is built into the school’s master schedule. Students may need additional support to avoid repeating the course. At the high school, students receive credit toward graduation for all ELD courses, including any that have been repeated. ELD courses shall be monitored for effective implementation to ensure students are progressing through the courses within the timeframe of the design.

The goal of ELD is for students to develop proficiency in English as rapidly as possible. Students are supported to develop at their own pace to move up ELD levels whenever necessary. Change in ELD levels will be based on the data including, but not limited to, the following:

- District approved CELDT progress indicators;
- District-wide end of semester ELD standards-aligned Mastery Test results;
- Classroom performance samples;
- ELD curriculum-embedded assessments; and,
- Teachers' anecdotal recommendations based on daily observation and student work examples.

The principal or designee conducts periodic review (at least twice within the semester) to collect and analyze the above data to identify English learners who meet or exceed course benchmarks. Students who are successful in completing coursework ahead of schedule (semester break) shall be immediately accelerated to the next level of ELD.

Chapter 3

Monitoring of Student Progress and Reclassification

Relevant Categorical Program Monitoring Items:

The LEA reclassifies a pupil from English learner to proficient in English by using a process and criteria that include, but are not limited to:

- a. Assessment of English-language proficiency (CELDT)
- b. Assessment of performance in basic skills: California Standards Test for English-Language Arts
- c. Teacher evaluation that includes, but is not limited to, the pupil's academic performance.
- d. Parent opinion and consultation during the reclassification process

MONITORING OF STUDENT PROGRESS

Annual Assessments

Student progress is monitored at least annually, based on a set of district-adopted and State-mandated assessments. The assessments in use are shown in pages 50-53. These assessments are used to determine English language proficiency, evaluate students' academic performance and determine program effectiveness.

District-adopted formative assessments are given regularly during the year to monitor students' progress in English language development (listening/speaking, reading and writing), language arts, and math. Curriculum embedded assessments in language arts are taken in English and/or in Spanish by ELs in the SEI, ELM and Alternative programs. If a language group other than Spanish increases in size to the point where primary language alternative programs are necessary or desirable, then assessments in that language will be adopted.

State-mandated STAR tests (California Standards Tests, ~~(CAT6)~~, CAPA, CAHSEE), are taken by all students regardless of their language classification.

A third group of assessments, including the CELDT and STS, are for English Learners only and are taken as annual assessments.

Students on Individualized Education Programs (IEPs) may be given alternative assessments in place of the CSTs and CELDT as allowed by the state and identified on their IEP.

Use of assessment data for instructional planning

Teachers use the language arts and mathematics curriculum embedded assessments to analyze student progress every 6 to 8 weeks, planning to differentiate instruction and provide classroom interventions as appropriate. CELDT data (supplemented by ~~(ADEPT and)~~ curriculum embedded assessment results) are used for instructional grouping in ELD at the elementary level, and student placement in appropriate ELD courses at the middle and high schools. Teachers use formative assessments in ELD, ~~(including the ADEPT,)~~ to identify areas of progress and of continuing need for individual students and for groups of students, and for modification of instruction to meet the needs that are revealed by the analysis of these data. CST test results are used in conjunction with diagnostic tests in the language arts and mathematics curricula to identify students in need of benchmark, strategic and intensive interventions, and assign them to appropriate instructional schedules. Students who meet or exceed benchmarks for growth on these assessments will be accelerated and/or moved to more advanced groups/classes.

Ongoing Review of Student Progress

Student assessment and program progress is monitored regularly as part of the school system of curriculum implementation. When an English learner is not making adequate progress, additional support, intervention and action are necessary. The individualized plan of action for this type of student is called an **Intervention/Catch-up Plan**, and is designed to help students meet English acquisition and academic achievement goals. Figure 2 on page 53 identifies how these students are monitored.

ASSESSMENTS GIVEN TO ENGLISH LEARNERS

ENGLISH LANGUAGE DEVELOPMENT ASSESSMENTS¹³

Assessment Instrument	Grade Level	Description	When Administered	Who Administers
California English Language Development Test (CELDT)	K-12	<ul style="list-style-type: none"> Assesses listening, speaking, reading and writing in English State mandated instrument Used to measure Annual Measurable Achievement Objectives for NCLB Title III. Used for state-wide accountability 	<p><u>Initially:</u> At registration within 30 calendar days from date of registration</p> <p><u>Annually:</u> July 1 - October 31</p>	<p><u>Initial:</u> Trained staff person from LARC or school site</p> <p><u>Annual:</u> Trained ELD teacher, EL Specialist, or assistant principal</p>
Systematic ELD Assessments	K-5/6	<ul style="list-style-type: none"> Curriculum-embedded Measure ongoing progress in using explicitly taught language forms for specific functions Used to inform instruction and placement in instructional groups 	Weekly and Unit (every 5-8 weeks)	Teacher
Inside Assessments	6-8	<ul style="list-style-type: none"> Curriculum-embedded Used to measure ongoing progress specific skills taught through selected units Used to inform instruction and placement in instructional groups 	Each 6-8 weeks	Teacher
Edge Assessments	9-12	<ul style="list-style-type: none"> Curriculum-embedded Used to measure ongoing progress specific skills taught through selected units Used to inform instruction and placement in instructional groups 	Each 6-8 weeks	Teacher
Alisal District English Proficiency Test (ADEPT)	K-5/6	Standardized assessment of oral language, administered as a formative measure of ELD. Used to inform placement and instruction.	Twice per year	Teacher and trained ADEPT testers
High Point or Language! 3 rd Ed. Assessments	4-8	Curriculum embedded assessments in High Point or Language programs, used with 4th-8th grade students in intensive English Language Arts intervention classes. Used to inform instruction.	Each 6-8 weeks	Teacher
Side by Side Assessments	6-12	Curriculum embedded assessments in the district adopted ELD curricula. Used to inform instruction.	Each 6-8 weeks	Teacher

¹³ Examples of assessments based on current district program adoptions and are subject to change

Carousel Assessments	K-5/6	<ul style="list-style-type: none"> Curriculum embedded assessments in the district adopted ELD curricula. Used to inform instruction. 	Each 6-8 weeks	Teacher
Secondary formative assessments (to be determined)	6/7-12	<ul style="list-style-type: none"> Battery of assessments to be selected that would provide timely information for use in placement and monitoring of progress. For use in determining progress and informing instruction. 	To be determined but about every 6-8 weeks	Teacher
Other curriculum embedded assessments (to be determined)	K-12	<ul style="list-style-type: none"> To be identified by the Department of EL Services Program evaluation, inform instruction and determine effective / best practices. 	Periodically throughout the year	Teachers Principal or designee

PRIMARY LANGUAGE DEVELOPMENT ASSESSMENTS

Assessment Instrument	Grade Level	Description	When Administered	Who Administers
District Adopted Primary Language Assessments (currently Houghton Mifflin Lectura)	K-8	<ul style="list-style-type: none"> Curriculum embedded assessments in the Spanish Reading/ Language Arts program adopted by the district. Used to inform instruction. 	Each 6-8 weeks	Teachers in alternative programs
Language Assessment Scales	K-12	<ul style="list-style-type: none"> Standardized assessment of Spanish language and literacy skills. Used to determine placement and Spanish language fluency 	<u>Initial:</u> At registration within 30 calendar days from date of registration <u>Annually:</u> at school site for students who are enrolled in an alternative program	Initial: LARC Annual: Teachers in alternative programs
Other curriculum embedded assessments (to be determined)	K-12	<ul style="list-style-type: none"> To be identified by the Educational and English Learner Services Department (Department of EL Services). To be used for program effectiveness, inform instruction, placement and accountability. 	Periodically throughout the year	Teachers Principal or designee

ACADEMIC ACHIEVEMENT – ASSESSMENTS IN ENGLISH

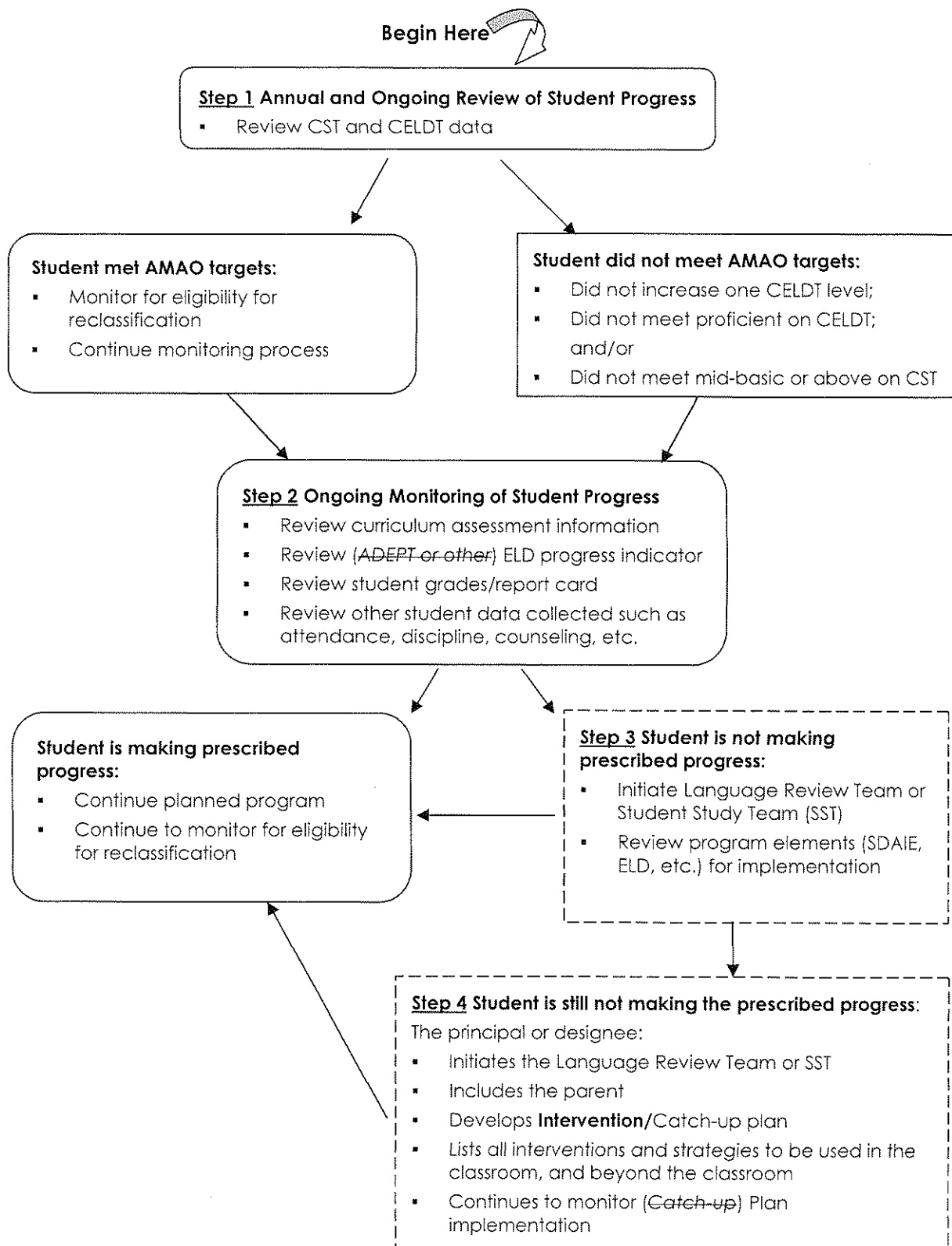
Assessment Instrument	Grade Level	Description	When Administered	Who Administers
California Standards Tests (CST) California Modified Assessment (CMA) California Alternate Performance Assessment (CAPA)	2-11	<ul style="list-style-type: none"> ▪ Criterion referenced tests assessing student's mastery of grade level standards in English Language Arts, Mathematics, Science and Social Studies ▪ State mandated instruments ▪ Used to measure Adequate Yearly Progress for federal No Child Left Behind accountability ▪ Included in the Academic Performance Index 	Annually in spring	Teacher
California Writing Test	4 and 7	<ul style="list-style-type: none"> ▪ Rubric-scored test of writing applications ▪ Included in ELA CST results for 4th and 7th grade ▪ May be used to inform reclassification, but is not a criteria ▪ used to measure program effectiveness and accountability 	Annually in Spring	Teacher
California Achievement Test (CAT6)	3 and 7	<ul style="list-style-type: none"> ▪ Norm referenced test assessing students' cumulative knowledge in Reading, Language, Spelling, Mathematics, Science and Social Studies ▪ State mandated instrument ▪ Included in the Academic Performance Index at 3rd and 7th grades ▪ May be used to inform reclassification, but is not a criteria ▪ used in the state accountability system 	Annually in spring	Teacher
California High School Exit Examination (CAHSEE)	10-12	<ul style="list-style-type: none"> ▪ Test to determine student competency in English (reading, writing) and mathematics ▪ Required for high school graduation ▪ Students retake each part until achieving a passing score ▪ used to determine reclassification eligibility at grades 9-12 	According to a testing schedule established by the State	High school staff in special testing sessions
English Language Arts Assessments (currently Houghton Mifflin)	K-5/6	<ul style="list-style-type: none"> ▪ Curriculum embedded reading/language arts assessments contained in the Houghton Mifflin English Language Arts series ▪ District mandate ▪ Used to inform instruction, monitor program implementation and effectiveness, and benchmark achievement 	Periodically throughout the year	Teacher

Reading Lions Theme Skills Assessments in English	K-3	<ul style="list-style-type: none"> Language arts skills assessments keyed to skills taught within each theme in the Houghton Mifflin materials Used to inform instruction, monitor program implementation and effectiveness, and benchmark achievement 	Every 6 to 8 weeks throughout the year	Teacher
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ACADEMIC SKILLS ASSESSMENTS IN SPANISH

Assessment Instrument	Grade Level	Description	When Administered	Who Administers
California Designated Primary Language Test Standards Test in Spanish (STS)	2-11	<ul style="list-style-type: none"> Criterion referenced test: Part of state-mandated STAR testing program Administered to Spanish speaking students who have: (1) been in school 12 months or less; (2) received academic instruction in Spanish during the same school year Used for determining program implementation and effectiveness. 	Annually in spring	Teacher or trained Spanish Bilingual Instructional Staff member
District adopted Spanish Language Arts Assessments (currently Houghton Mifflin Lectura).	K-6	<ul style="list-style-type: none"> Curriculum embedded reading/language arts assessments contained in the Houghton Mifflin Spanish series District mandate Used to inform instruction, monitor program implementation and effectiveness, and benchmark achievement 	Periodically throughout the year	Teacher
Curriculum Embedded Theme Skills Assessments in Spanish	K-3	<ul style="list-style-type: none"> Language arts skills assessments keyed to skills taught within each ELA theme in the Houghton Mifflin materials Used to inform instruction and benchmark achievement 	Every 6 to 8 weeks throughout the year	Teacher
District Writing Assessment	K-12	<ul style="list-style-type: none"> Rubric-scored writing assessment given to all students in the district Used to inform instruction and benchmark achievement 	Twice per year.	Teachers in alternative program classrooms
Other curriculum embedded assessments (to be determined)	K-12	<ul style="list-style-type: none"> To be identified by the Department of EL Services To be used to inform instruction, program implementation, benchmark achievement and determine program effectiveness. 	Periodically throughout the year	Teachers EL Specialists or Bilingual Instructional Assistants

Figure 2: Ongoing Student Monitoring and Catch-up Plan



Annual Review of Student Progress

At least each spring, the Principal or designee at each school site collect and review the STAR test results, the CELDT scores, other assessment data, student grades, and teachers' recommendations, for all EL students. On the basis of this review, Principal or designee identifies those students who are eligible for reclassification. The district's criteria are shown in the table on p. 54. These criteria include multiple measures of:

- English language proficiency (listening, speaking, reading and writing);
- Academic achievement in reading, writing and mathematics, measured in English (and Spanish for students in alternative programs);
- Teacher's evaluation of student's curriculum mastery as demonstrated by successful participation and achievement in grade-level classes; and,
- Consultation with parent for their opinion and input during the process of reclassification.

The principal or designee notifies parents and guardians of their right to participate and be consulted in the decision to reclassify their child. The school provides an opportunity for the parent or guardian to attend the Reclassification Team (RT) meeting (see the section on reclassification below). The meeting is scheduled at a time convenient for the parent/guardian. If unable to attend, the parent may communicate his/her opinion in writing or via phone call.

The site may elect to take the following additional steps for involving parents in the reclassification process:

- Meet with parents of ELs who are close to meeting reclassification criteria, to explain the process and steps needed to reach the goal; and,
- Invite parents to a group meeting to explain that their child has met all the criteria to be reclassified, celebrate the accomplishment, and explain that staff will monitor their student's academic performance for at least two additional years. Students are also included in this meeting/celebration. Staff is available for individual consultation.

RECLASSIFICATION PROCESS AND CRITERIA

The reclassification decision is made by a Reclassification Team (RT), after considering the evidence regarding the student's performance, and in full consultation with the parent (See Figure 3 on page 56). The membership of the Reclassification Team includes: the principal or designee, content classroom teacher(s), ELD teacher, parent, and any other relevant specialists. After the team has made a determination, and made recommendations regarding the child's future placement and educational needs:

- The principal or designee fills out the district Reclassification Form;
- Copies are given to the parent;
- Copies are given to the district's **Educational and English Learner Services Department** (*Department of English Learner Services*);
- The **Educational and English Learner Services Department** (*Department of English Learner Services*) verifies each student's eligibility;
- A copy of the reclassification form is placed in the student's EL folder;
- The student's record is then coded as reclassified in the district student information system;
- **The EL Specialist/Site Designee works with the Educational and English Learner Services Department to complete the monitoring process, tracking a student's success toward reaching and maintaining proficiency in English Language Arts over a two year period, as well as having satisfactory grades. A record of this monitoring is kept on the front of the student's EL folder located in the Cum.**

- ~~(The EL Specialist updates the reclassification form at each monitoring period documenting continued progress toward proficiency in the content areas;)~~
- If after two years of monitoring post-reclassification students have demonstrated sufficient progress, forms are placed in the student's EL folder; and,
- The EL folder is placed in the cum. Students who do not make continued progress shall continue to be monitored.

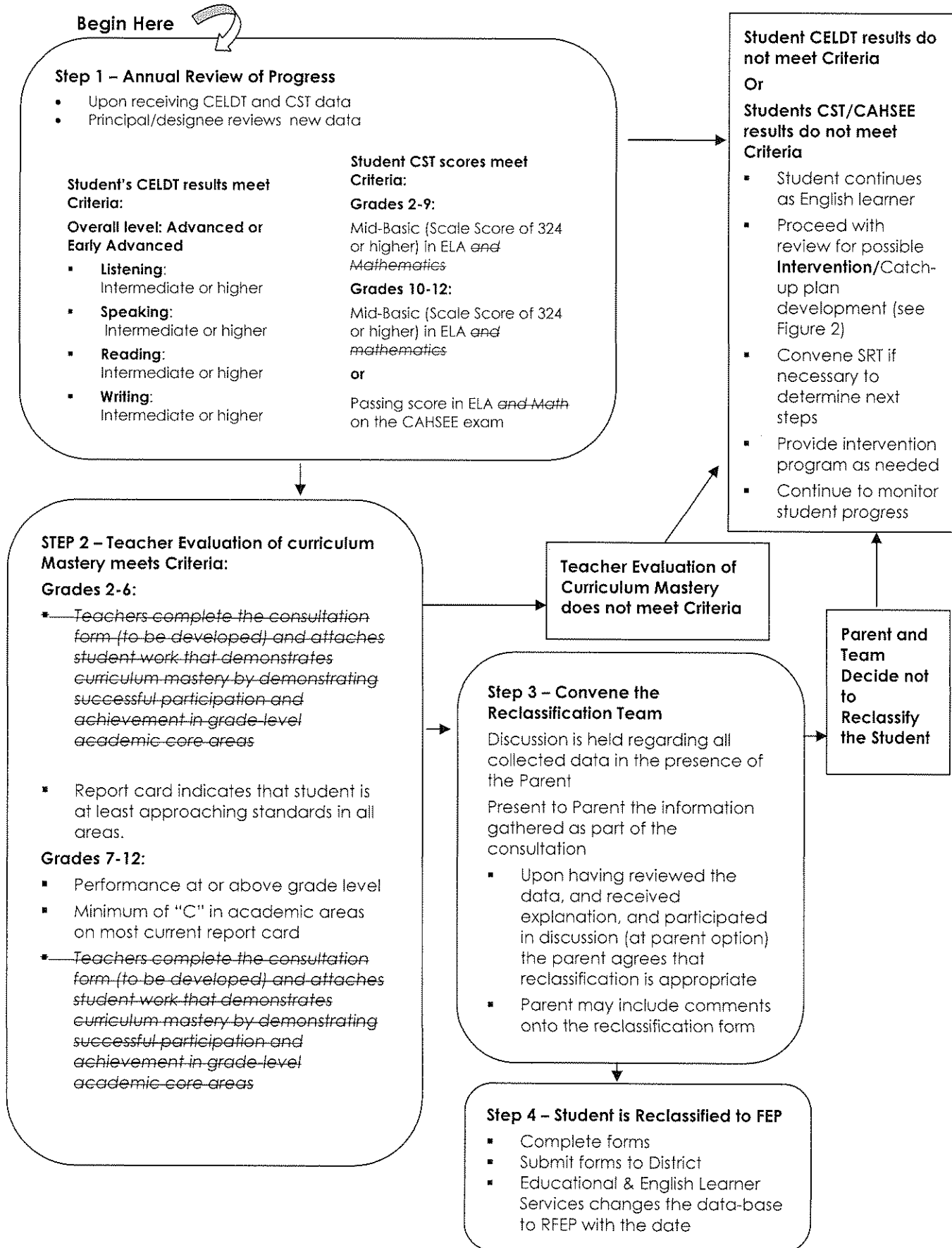
RECLASSIFICATION CRITERIA

Area	Data Gathered	Reclassification Criterion
English Language Proficiency	Most recent CELDT test	Overall level: Advanced or Early Advanced <ul style="list-style-type: none"> ▪ Listening: Intermediate or higher ▪ Speaking: Intermediate or higher ▪ Reading: Intermediate or higher ▪ Writing: Intermediate or higher
Academic Achievement	Most recent California Standards Tests in English Language Arts (ELA) and Mathematics	Grades 2-9: Mid-Basic (Scale Score of 324 or higher) in ELA and Mathematics Grades 10-12: Mid-Basic (Scale Score of 324 or higher) in ELA and mathematics or Passing score in ELA and Math on the CAHSEE exam
Teacher Evaluation	Teacher's recommendation form, student samples, and current report card. ADEPT and other assessment information may inform reclassification	Grades 2-6: <ul style="list-style-type: none"> ▪ Academic Coordinator meets with teacher to collect information regarding the student's academic grade and/or other assessments that will be reviewed and considered as examples of the attainment of standards and curriculum mastery. ▪ Teacher input is Teachers complete the consultation form (to be developed) and attaches student work that demonstrates curriculum mastery by demonstrating successful participation and achievement in grade-level academic core areas ▪ Report card indicates that student is at least approaching standards in all areas. Grades 7-12: <ul style="list-style-type: none"> ▪ Performance at or above grade level ▪ Minimum of "C" in academic areas on most current report card ▪ EL Specialist meets with teachers to collect information regarding the student's academic grade and/or other assessments that will be reviewed and considered as examples of the attainment of standards and curriculum mastery. ▪ Teachers complete the consultation form (to be developed) and attaches student work that demonstrates curriculum mastery by demonstrating successful participation and

Area	Data Gathered	Reclassification Criterion
		<i>achievement in grade-level academic core areas</i>
Parent Consultation	Description and results of consultation with parents documented on the reclassification form	<ul style="list-style-type: none"> ▪ Upon having reviewed the data, and received explanation, and participated in discussion (at parent option) the parent agrees that reclassification is appropriate ▪ Parent may include comments onto the reclassification form

Figure 3: The Reclassification Process

The annual reclassification process begins as soon as official CELDT and CST results are received by the school.



PROVISION FOR SPECIAL EDUCATION STUDENTS

English learners who receive Special Education services may not receive different treatment than those who do not receive Special Education services (34 C.F.R. section 104.4(b)(1)(i)-(iv) and 28 C.F.R. section 35.130(b)(1)(i)-(iv))

If a student has an Individualized Education Program (IEP) the following procedures are followed:

Students with mild/moderate disabilities

The reclassification process used for general education students is also used for students with IEPs who are being instructed using the general education curriculum with accommodations and/or modifications. The student's Case Manager is included as a Reclassification Team member. If a student in this situation fails to meet the reclassification criteria within the expected time frame, an IEP team will determine further services needed including assessment accommodations to be used. Prior to making this determination a thorough assessment is conducted and the IEP includes a statement of the student's development of proficiency in English. The principal or designee at the school site, and district staff from the **Educational and English Learner Services Department** (~~Department of English Learner Services~~) and the Department of Special Education will be involved in, and must concur with, the determination. Services and monitoring continue until the student is reclassified.

Students with moderate/severe disabilities

These students are typically those who participate in the California Alternate Performance Assessment (CAPA) rather than the California Standards Tests (CSTs). Because measurement of these skills is difficult, the district will consider the reclassification of these students with care. Reclassification to Fluent English Proficient means the student has learned English sufficient to participate in English in their program and can remedy any and all deficits that may have been incurred in the academic content. Because these students typically receive medical care for many years, special consideration is given so the language classification (EL or FEP) determination does not cause physical, emotional, or other harm to the student's well-being. The decision shall be made in such a way that provides the best benefit to the student and their family. The IEP team reviews the data and informs the decision about reclassification.

FOLLOW-UP MONITORING OF THE PROGRESS OF RECLASSIFIED STUDENTS

Site principal/designee monitors the progress of reclassified ELs at the end of each grading period and upon receipt of annual accountability assessment data for at least two school years following a student's reclassification. Student performance on achievement and performance measures is documented and the School-wide Review Team's findings are recorded **on the student's EL folder** (~~on the student's reclassification form~~). If a student begins to fall behind on appropriate measures of achievement related to grade level standards, a student/parent/teacher conference is held and the School-wide Review Team meets to develop an intervention plan for the student. Students are not reclassified back to EL. Services that may be provided include but are not limited to:

- Specialized academic assessment;
- Tutoring;
- Specialized reading instruction;

- English Language Development instruction;
- Re-entry into a Sheltered English Immersion or Alternative Bilingual program;
- Primary language support;
- Participation in benchmark, strategic or intensive interventions provided by the school; and,
- Development of an **Intervention**/Catch-up plan.

Annual assessment data regarding the progress of reclassified students is submitted to the Department of English learner services for review. The **Educational and English Learner Services Department** (~~Department of English learner Services~~) will prepare a summary of progress to the Superintendent or designee by June 30th each year.

Chapter 4

Staffing and Professional Development

Relevant Categorical Program Monitoring Items:

Teachers assigned to provide English language Development, or instruction for English learners access to core curriculum instruction for ELs, are appropriately authorized or must have emergency EL authorizations and be actively enrolled in training for a permanent English learner authorization.

The LEA provides high-quality professional development to classroom teachers, principals, administrators, and other school or community-based personnel that are:

- a. Designed to improve the instruction and assessment of English learners;
- b. Designed to enhance the teachers' ability to understand and use curricula, assessment measures, and instructional strategies for English learners;
- c. Based on research demonstrating the effectiveness of the professional development in increasing the pupil's English proficiency or the teacher's subject matter knowledge, teaching knowledge, and teaching skills; and,
- d. Of sufficient intensity and duration to have a positive and lasting impact on the teacher's performance in the classroom.

STAFFING AND CERTIFICATION

The district ensures that all teaching personnel whose assignment includes English Learners hold appropriate certification to provide necessary instructional services to English Learners. Teachers assigned to provide ELD, SDAIE and primary language instruction must be properly authorized or hold emergency authorizations and are “actively pursuing” authorization. “Actively pursuing” authorization means that the teacher is making annual progress that will result in his/her authorization by an approved date. Newly hired teachers who do not hold the appropriate authorization must sign an agreement stating that they will actively pursue the needed credential and will identify an expected finish date. All teachers who provide ELD and/or SDAIE must be appropriately authorized with a Cross-cultural Language and Academic Development (CLAD) certificate or the equivalent. All teachers who provide primary language instruction must be appropriately authorized with Bilingual Cross-cultural Language and Academic Development (BCLAD) certificate or the equivalent.

Teacher hiring and placement decisions are based on student and program need, including EL enrollment data, and other relevant factors. The state legal requirement for authorized teachers takes priority over the district’s collective bargaining agreements in filling all staffing needs.

REQUIRED TEACHER AUTHORIZATIONS

Type of Instruction	Proper Authorization
ELD	CLAD, BCLAD, SB1969/SB395/AB2913 or equivalent
SDAIE	CLAD, BCLAD, SB1969/SB395/SB2913 or equivalent
Primary Language	BCLAD or equivalent

Whenever open teaching positions require B/CLAD certification, the district Human Resources staff actively recruits and hires teachers who are fully certified to fill such positions. If fully credentialed candidates holding the B/CLAD are not available, teachers in training for B/CLAD may fill the positions as long as they acquire an emergency B/CLAD and complete all requirements within the required time specifications - 3 years for CLAD and 3-5 years for the BCLAD. These teachers are required to sign an agreement to actively pursue the needed credential within the required time frame. Each spring, during the preparation for submission of the annual Language Census (R-30) Report, the Human Resources Department collects information from teachers on their progress in fulfilling the requirements. New teachers in training are considered to be on interim assignment and will not receive Tenure status until all required authorizations are completed.

RECRUITMENT PROCEDURES - TEACHERS

The district Director of **Educational and English Learner Services** works closely with the Assistant Superintendent of Human Resources and the Human Resources Department staff on issues of recruitment, interviews, and recommendations to site administrators. The following steps taken each year constitute the district's approach to recruitment of teachers for ELs.

Each spring, the district develops a district EL staffing plan based on the number of EL students reported on the annual Language Census report, the projected number of alternative program classrooms, the number of English learners in special education programs, and the number of current teachers who need to complete authorizations. The Department of Human Resources, the **Educational and English Learners Department** (*Department of English Learner Services*), in concert with the **Assistant (Zone) Superintendents of Elementary and Secondary** and the principals, at their annual staffing meeting, collaborate to identify district staffing needs.

The principal, working with district office personnel including business services, develops a proposed three-year staffing plan for the school, based on projected EL student numbers and program enrollment. This plan is reviewed each spring and contributes to the district EL staffing plan.

Advertisements of job vacancies include the listing of all required Commission on Teacher Credentialing (CTC) authorizations for the positions in the posting. When there are an insufficient number of authorized applicants available to fill all openings, successful candidates must enroll in an approved training program and must complete the necessary authorizations within an identified timeline.

Advertising and recruitment efforts are undertaken, internally and externally, until all positions are filled. These efforts include:

- Job announcements sent to the following types of organizations:
 - Educational placement centers with teacher training programs at private, UC and CSU campuses;
 - Major educational organizations including those associated with language minority students;
 - County Offices of Education;
 - Local school sites, the PVUSD Department of Human Resources, and the district enrollment center;
 - Colleges and universities identified as having a pool of potential bilingual teacher candidates, including departments such as Teacher Education, Minicorps and teacher internship offices.
- Advertisements placed as needed in appropriate newspapers and organizational newsletters such as the following:
 - Local community newspapers, including Spanish language;
 - Newsletters of bilingual educator organizations such as the California Association of Bilingual Education (CABE) and the National Association for Bilingual Education (NABE);
 - National Education Association (NEA), California Teachers Association (CTA), American Federation of Teachers (AFT) and California Federation of Teachers (CFT) publications;
 - Bilingual media (radio, television, publications);
- Recruiting booths at conferences such as (a minimum of one per year):

- National Association for Bilingual Education (NABE) when the conference is held in California;
- California Association for Bilingual Education (CABE);
- Association of Mexican American Educators (AMAE).
- Career Day events at local colleges/universities and secondary schools, where the district provides information concerning needs for bilingual teachers and paraprofessionals, employment opportunities and procedures for hiring.
- Use of informal contacts in the community and/or local community organizations to identify potential local candidates.

HIRING PRIORITIES AND PROCEDURES

Highest priority is given to the hiring of teachers with BCLAD or equivalent authorizations. These teachers are placed in alternative programs first. Then, in SEI classrooms, these teachers work with Beginning and Early Intermediate students, as well as those in need of primary language support in core curricular areas.

The second priority is given to the hiring of CLAD or equivalent certified teachers who have capacity to speak Spanish. These teachers should be placed in SEI and mainstream classrooms with English Learners. Teachers may receive bilingual support in the primary language to help them clarify, explain, motivate, and direct students. The teachers may also be assigned to Alternative model programs if they agree to complete BCLAD within a specified timeframe, acquire an Emergency BCLAD, and enroll in an approved training program for BCLAD.

The third priority is given to the hiring of teachers who are bilingual but do not have CLAD or BCLAD authorization. These teachers may be assigned to Alternative program model classrooms if they agree to complete BCLAD within a timeframe, acquire an Emergency BCLAD and enroll in an approved training program for BCLAD. They may receive bilingual support in the primary language to help them clarify, explain, motivate, and direct students.

~~The fourth priority is given to hiring teachers who are in the process of obtaining a CLAD or equivalent credential. Such teachers will acquire an emergency CLAD authorization, agree to obtain CLAD, and enroll in an approved training program for CLAD. These teachers have three years to gain CLAD authorization, and can be assigned to an ELM or SEI program or to teach ELD.~~

Job applications, eligibility interviews, and processing procedures for teaching positions are handled at the district Human Resources Department. Interviews for teachers are held at the district level.

The district's collective bargaining agreements inform staffing decisions, but CTC requirements for appropriate authorizations take priority.

Paraprofessionals

Where funds are available, paraprofessionals may be assigned to classrooms with English learners to provide primary language support when a teacher does not have a BCLAD. Bilingual paraprofessionals demonstrate their capacity to speak, read, and write fluently in the target language by an assessment through the Department of Human Resources. Assignment of Bilingual paraprofessionals to classrooms where the teacher is not fluent in the target language and is in training for BCLAD receives the highest priority.

REQUIREMENTS FOR TEACHERS ON INTERIM ASSIGNMENT PROVIDING ELD, PRIMARY LANGUAGE, AND SDAIE INSTRUCTION

Teachers currently assigned to teach English learners who do not hold the required authorizations are considered to be on interim assignment. If this assignment lasts longer than 30 days, the teacher is required to agree to completion of the required authorization, must obtain the appropriate emergency authorization and enroll in an approved training. These teachers will adhere to the prescribed timelines for completion, as stated above.

ENGLISH LEARNER SPECIALISTS

As funding is available, an EL Specialist may be provided for each district school. EL Specialists are considered to be supplemental services to the base program and are required to hold a BCLAD or CLAD credential (BCLAD strongly preferred) with at least three years of successful experience teaching in SEI or bilingual classrooms. Other qualifications include:

- Demonstrated knowledge of effective practices for educating ELs;
- Thorough familiarity with district programs and services for ELs;
- Ability to work in a collegial manner with other teachers, administrators and staff;
- Work closely with site principals and district staff on site organization of services to ELs;
- Maintenance and usage of assessment data for the purposes of leading grade-level and individual teacher discussions;
- Monitoring of student progress and reclassification;
- Collaboration with teachers, including provision of content expertise and peer coaching.

EL Specialists are selected using a process that includes both district and site personnel.

EL Specialists are provided training and support from the district **Educational and English Learner Services Department** (~~Department of English Learner Services, the Department of Curriculum and Instruction, the Federal and State Programs office~~) and any other district office necessary to carry out the duties of the position.

As funding is available, full time EL Specialist will be assigned to each school with an enrollment of 150 or more ELs. For schools with less than this number, EL Specialist services will be pro-rated.

DISTRICT AND SITE TRAINING FOR ALL STAFF WHO WORK WITH ENGLISH LEARNERS, INCLUDING ADMINISTRATORS, COUNSELORS, TEACHERS AND OTHERS

Professional development on this EL Master Plan is provided to district and site staff through a carefully planned program. Key features of the plan and procedures to be implemented at all sites will be emphasized. This training is ongoing with at least annual update to all faculty, staff and administration from the **Educational and English Learner Services Department** (~~Department of English Learner Services~~).

In its current LEA Plan, the district has established Academic Language Development (ALD) for all students and English Language Development focused on developing academic language for English Learners as professional development priorities. Equally important is a focus on preparing teachers for effectively implementing standards-based curricula utilizing strategies that maximize access for English learners.

~~All teachers of Reading/Language Arts and Mathematics are expected to complete SB472 (formerly AB466) or like state required training in the subject areas they teach. These trainings provide background on differentiation of instruction for ELs. In addition, teachers are advised to take a 5-day supplemental EL training session funded through SB472. The district will provide stipends for teachers who take this training during non-contract days, if funding is provided in state legislation.~~

Middle and high school teachers in all content areas also receive a program of professional development in differentiation of instruction for ELs.

Specific models for ELD/ALD have been identified and commitments are in place for a multi-year process of professional development in the following models:

- Systematic English Language Development;
- Guided Language Acquisition Design (GLAD);
- Secondary Academic Language Tools (SALT); and,
- ~~Student Writing Enhanced by Educational Technology (SWEET) at the secondary level.~~

Each of these instructional approaches is briefly described in Chapter 2 and is further described in the Glossary. Professional development for all of these approaches includes the following:

- Training for administrators to monitor classroom implementation of the approaches;
- District and site-based experts and coaches.

MONITORING OF PROFESSIONAL DEVELOPMENT AND SUPPORT

The site principal, and the Departments of Human Resources, **Educational** and English Learner Services (~~and Curriculum and Instruction~~) monitor teacher professional development related to English Learner services. Teacher authorizations are monitored to ensure that all staff members working with English learners receive relevant professional development and support. The Department of Human Resources monitors the progress of teachers in training until they fulfill their agreements to complete EL authorizations.

Chapter 5

Parent and Community Involvement

Relevant Categorical Program Monitoring Items:

The LEA outreach to parents of English Learners includes all the required items.

A school site with 21 or more English learners has a functioning English Learner Advisory Committee (ELAC) that meets all requirements.

An LEA with 51 or more English learners has a functioning DELAC or a subcommittee of an existing district committee in which at least 51 percent of the members are parents (not employed by the district) of English learners.

PARENTAL EXCEPTION WAIVER PROCEDURES

All information shared with or presented to parents must be in their native language when 15% or more of the school's students are speakers of the same language. However, every effort is made to provide critical information to individual language speaking parents and students in a way the parent and student understands (i.e. emergency procedures, major educational processes, discipline and attendance requirements, etc.).

The process for initial identification and placement of students into an appropriate instructional program, and parental exception waivers are shown in Figure 1 on page 16. Student enrollment and assessment takes place at the student's attendance area school.

Parents may submit a waiver described in Education Code section 305 that requires an English learner be placed in an English Classroom. This request is called the Parental Exception Waiver. The waiver request is submitted by the parents/guardians of a child who has been identified as an English learner, based on their child's assessment results. Parents receive an explanation of the default site program placement, all program options and alternative model options, and the goals of each. For sites where alternative programs are implemented, parents receive program information that includes teacher qualifications, reclassification rates, and student performance related to formative and summative assessments.

English learners in Special Education whose Individualized Educational Program (IEP) requires primary language services are not subject to the waiver process. The IEP acts as the waiver.

There are three types of Parental Exception Waivers:

- Type A: Children who already know English (considered to be at grade level, or at 5th grade);
- Type B: Children 10 years and older; and,
- Type C: Children (under 10) with special needs (not to mean Special Education needs).

School sites provide the assistance necessary for parents to:

- Identify the type of Parental Exception waiver they need; and,
- Include a statement of the special needs for waivers for children under 10.

WAIVER APPROVAL PROCESS

Figure 4 on page 72 provides a summary of the following:

- Parents must visit the school and review the site alternative program model(s), the materials and program elements;
- The parent must identify and submit a waiver for the model they wish for their child;
- The waiver shall be granted by the superintendent or designee unless the principal and educational staff determine that the Alternative Program would not be better suited for the overall educational development of the pupil (EC310, 311; 5CCR 11309 [b][4]);
- Each waiver is considered on its individual merits;
- Parental Exception Waivers must be acted on within 10 instructional days of submission to the school principal;
- Waiver requests for students under 10 years of age who have never been in an alternative programs may not be honored before the end of the 30-day placement in an English

language program, but are acted upon within 10 calendar days, after the 30 day placement in an English classroom ends, or 20 instructional days (whichever is greater);

- Parental Exception Waivers may be requested and submitted at any time; and,
- Each year, parents will be provided descriptions of all Alternative Program Models and English Language Program options. Parents shall be encouraged to keep their child in the program or Alternative program until the student is reclassified.

ANNUAL NOTIFICATION OF PARENTAL EXCEPTION WAIVER PROCESS

Each year EL parents will receive:

- Their child's annual assessment results;
- Information regarding all the district program options; and,
- An opportunity to review the Parental Exception Waiver processes and submit such a waiver.

The school shall also share specific information about the site implementation of the program options including, but not limited to, staffing, curriculum and models. Schools should use all opportunities to repeat information regarding program options throughout the school year.

The Superintendent or designee will monitor schools to ensure compliance with the procedures and related policies and laws described above. The Superintendent or designee will make recommendations to the PVUSD Board of Trustees regarding any necessary enhancements to the implementation of this plan.

ALTERNATIVE PROGRAM PLACEMENT

Student placement is described in Chapter 2.

Prior to their first year of placement in an alternative program, every English Learner under 10 years of age who is enrolling in a California school for the first time must be initially placed in a program taught overwhelmingly in English for not less than 30 calendar days (20 instructional days.) Parental Exception Waiver requests may not be acted upon during this period.

Students are placed in an Alternative Program when:

- There are 20 or more students with an approved waiver in the same grade level at the same school, of the same language. The school is required to offer an Alternative Program at that time;
- Children under age 10 have completed the required 30 calendar day (20 instructional days) in an English language program classroom.

Schools that do not reach required number of approved waivers as described above, must provide to parents in writing a list of programs offered at other district sites.

The **Educational and English Learner Services Department** (~~Department of English Learner Services~~) shall monitor the number of approved waivers by grade level, by language group, at each site.

Parental Exception Waivers may be requested at any time. If approved on its individual merits, placement is made in the model; where openings exist, when required numbers are reached, or upon transfer to another school that has an opening.

Students with approved Parental Exception Waivers are allowed to transfer to a school with an alternative program (see page 29). School staff members will guide the parent through the

process of completing an intra-district transfer request in order to accomplish this transfer. The parent is responsible for transportation if this choice is selected.

- If no openings exist in the program at the same site the waiver was submitted, the waiver shall be implemented by team teaching, regrouping or other appropriate strategies until the child can be placed in an available opening.
- If no openings exist in the program at another site than where the waiver was initiated, the child shall be placed on a waiting list, and shall receive additional support.
- If the student is enrolled in an alternative program, the school with the alternative program will distribute copies of the completed waiver to the EL folder in the child's cumulative file (orange folder), to the parent, and the **Educational and English Learner Services Department** (~~Department of English Learner Services~~).
- Principals/designee keeps records of all Waivers, even if students have transferred to another school to exercise their waiver.

APPEALING DENIED PARENTAL EXCEPTION WAIVERS

Parents and guardians are informed in writing of the reason(s) for the denial by the principal and other educational staff of the reason for denial. Sites must include the process for appealing to the Superintendent, then the PVUSD Board of Trustees and ultimately the State Board of Education, with the written decision to deny the waiver.

Once available, parents may appeal the denial of a waiver by completing the Appeal Form available at school offices, online at the PVUSD website, at ELAC meetings, through the **Educational and English Learner Services Department** (~~Department of English Learner Services~~), and through the Superintendent's Office.

The completed Appeal form is submitted to the school principal to be signed and forwarded to the Superintendent or designee. The Principal will submit documentation of the reasons for denial. The Superintendent or designee will meet with the parent to discuss the child's placement, gather additional information if possible, and act on the parent's request.

If the waiver is denied, the parent may then appeal directly to the PVUSD Board of Trustees. If the appeal is denied by the Board of Trustees, the parent may appeal to the State Board of Education regarding the district's waiver requirements and process. If the parent wishes to do this, he/she will be provided with explicit instructions as to how to do so.

The Superintendent/designee shall develop all forms and guidance to schools and parents on all issues of Parental Exception Waivers. Because law requires that each set of conditions for approval be evaluated on individual merit, there can be no criteria for approving Parental Exception Waivers.

Figure 4 on page 72 summarizes the process of appealing denied waivers.

PARENT ADVISORY COMMITTEES

IMPLEMENTATION OF THE ENGLISH LEARNER ADVISORY COMMITTEE (ELAC)

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

The following requirements pertain to the formation of ELAC:

- Parent members are elected by parents of English learners;

- Parents of English learners constitute at least the same percentage of committee membership as their children represent of the student body; and,
- All parents/guardians of English Learners have an opportunity to vote.

The ELAC advises the school site council (SSC) on the development of the **School Improvement Plan** (~~Single School Plan for Student Achievement~~).

The ELAC advises the principal and staff on the school's program for English learners.

The ELAC assists in the development of the school's:

- Needs assessment;
- Language Census (R-30); and,
- Efforts to make parents aware of the importance of regular school attendance.

The ELAC receives training and materials, planned in full consultation with committee members, to assist members in carrying out their legal responsibilities.

ELAC members have an opportunity to elect a representative to the District English Learner Advisory Committee (DELAC).

Other topics related to English Learners, may also be of interest to the ELAC in addition to, but not in place of the above mentioned required items. These topics might include:

- Meeting the social and academic needs of ELs;
- Communication with the parents and the broader community;
- Strengthening coordination with the district, the **Educational and English Learner Services Department** (~~Department of English Learner Services~~), and DELAC to provide programs for all students with approved waivers;
- Review of academic performance measures for EL students.
- Improving parent-teacher conferences; and,
- Number of parental exception waivers requested

ELACs are monitored by the district through the **Educational and English Learner Services Department** (~~Department of English Learner Services~~). Guidance for the implementation of the ELACs is provided. ELAC members will be provided with a handbook with training materials and sample by-laws. However, the ELAC may adopt its own by-laws. It may also elect officers within its membership.

Implementation of Site ELAC

The site principal is responsible for establishing ELAC and monitoring that ELAC has fulfilled their responsibilities. The principal or a designee will:

- Assist the ELAC membership to develop meeting agendas;
- Assist the ELAC membership in selecting meeting dates;
- Publicize meeting agendas 72 hours in advance in English and other languages;
- Schedule and hold planning and general membership meetings;
- Provide child care for general membership and planning meetings;
- Submit documentation to the district's **Educational and English Learner Services Department** (~~Department of English Learner Services~~) using the protocol developed;
- If the school ELAC elects officers within the ELAC membership, those officers may conduct the meetings;

- Conduct elections by September 30 each year;
- Monitor ELAC membership;
 - Members will serve for two years, with half the membership elected each year;
 - Membership composition must reflect the percentage of English learners in the school;
 - Membership may include school staff and community members;
 - (Community members and school staff together should constitute fewer in number than parents of English learners);
 - If a member must be replaced during the year, the replacement will serve for the remainder of the school year. At the beginning of the following year, an election must be held to fill the position;
- Arrange for additional training from the **Educational and English Learner Department** (~~Department of English Learner Services~~) as needed;
- Review meeting minutes to ensure training, discussion, and advice is appropriately reflected for each area of responsibility.

IMPLEMENTATION OF THE DELAC

In PVUSD there are more than 51 parents of English learners. Therefore, there is a functioning DELAC.

The DELAC advises the PVUSD Board of Trustees on at least the following:

- A timetable for and development of a district Master Plan for English Learner Services, taking into consideration the Local Educational Agency Plan (LEAP) and **School Improvement Plan** (~~Single Plan for Student Achievement~~) from the school sites as these plans relate to English Learners;
- A district-wide needs assessment on a school-by-school basis;
- The district program, goals, and objectives for programs and services for English Learners;
- The plan to ensure compliance with applicable teacher or aide requirements;
- Administration of the language census;
- District student reclassification procedures;
- Written parent notification of initial school enrollment; and,
- The district's Consolidated Application.

Other Areas that may be of interest to the DELAC may include, but are not legally required:

- The findings and conclusions of any evaluation of EL services;
- The results of compliance monitoring reviews: **Federal Program Monitoring or FPM** (~~Categorical Program Monitoring or CPM~~);
- A cumulative report of the number of waiver applications processed; and,
- Program evaluation results.

The DELAC meets sufficiently to plan, discuss, and provide advice on all required items, but at least 8 times per year and operates according to guidelines contained in state and federal regulations.

The **Educational and English Learner Services Department** (~~Department of English Learner Services~~) serves to support the DELAC. This department assists with:

- Agenda preparation, meeting notices, arrangements for meetings, preparation of minutes, and all communications pertaining to the DELAC' and,

- The district provides all DELAC members with appropriate training, materials and information needed to carry out their responsibilities and duties.

ACTIVITIES TO HELP PARENTS EFFECTIVELY ASSIST THEIR CHILDREN TOWARD EDUCATIONAL SUCCESS AND ADVOCATE FOR THEIR CHILDREN WITHIN THE SCHOOLS AND COMMUNITY

The following goal has been established: Parents of English learners at all schools in the PVUSD will participate meaningfully in the education of their children. The following types of activities may be carried out at the district or site levels to further this goal. This list is not all-inclusive.

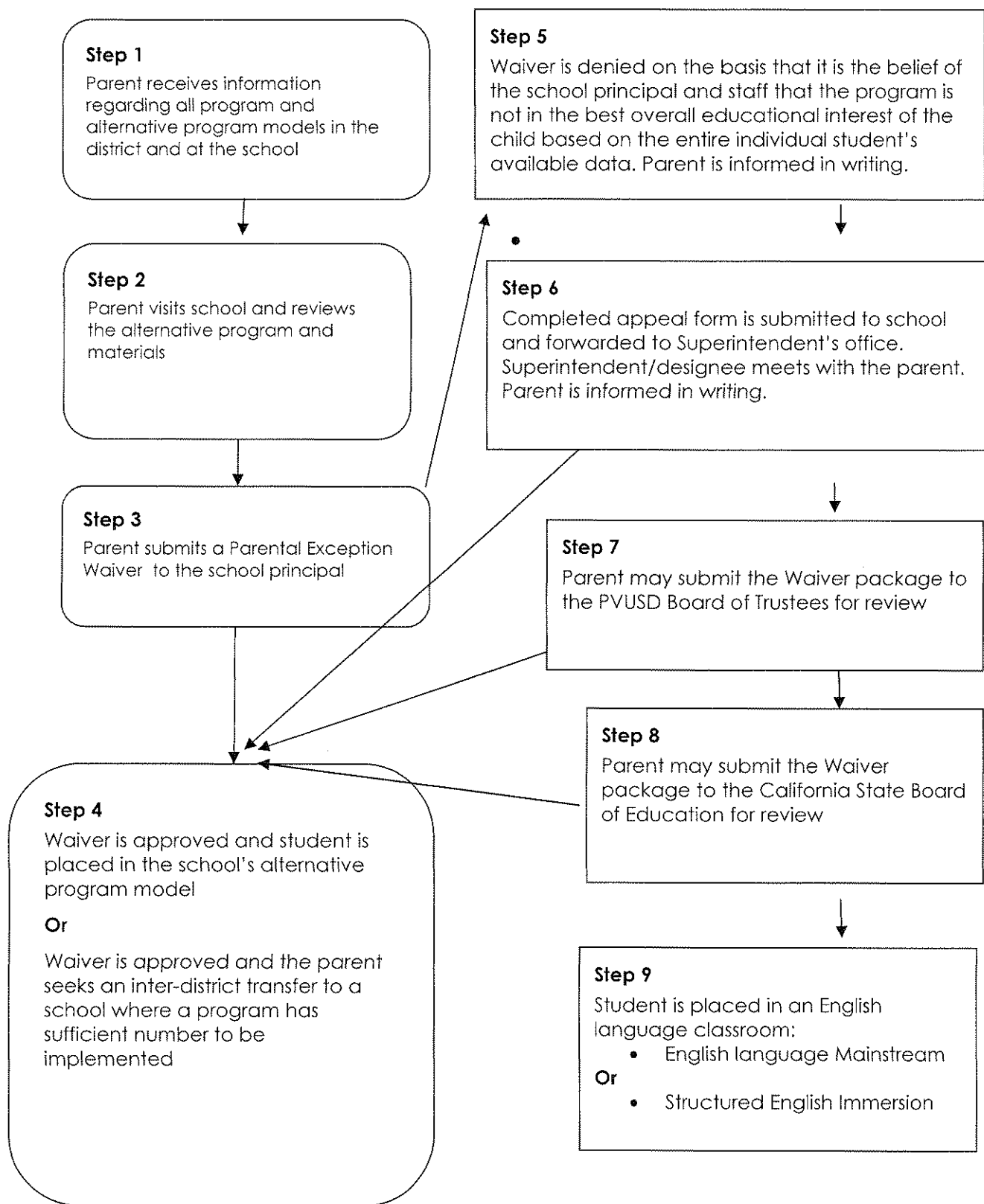
Communication in the home language

When 15 percent or more of the students enrolled in the school speak a single primary language other than English, all notices, reports, statements, or records sent by the school or district to the parent/guardian must be written in English and in the primary language. Interpreters are made available for parent/teacher conferences, school advisory committee meetings, meetings regarding school safety, SST and LRT meetings, suspension and expulsion conferences and hearings, and for all due process actions. As stated before, when any parent or child of any language background is in need of critical information regarding the child's education, due process, or safety, all possible resources shall be sought out and/or made available.

- School sites may assign a staff member and alternate to provide parent support at the site, and/or may employ a parent liaison.
- Parent meetings should be parent friendly: held at convenient meeting times, with child care, food, and translation services provided as funding requirements and resources allow.
- Parent training sessions may be provided on parental rights and responsibilities.
- The school encourages parent volunteerism by providing parents with opportunities to volunteer and by providing training sessions for volunteers.
- Parent training on how to successfully advocate for their children may be provided. Such trainings may include informational sessions on school operations and who to go to for assistance related to problems or concerns. This training may target newcomer families.
- The district conducts an outreach campaign, utilizing radio and/or other mass communication media, as well as the district's World Wide Web site, to provide information to the public about the role and responsibilities of the ELAC, DELAC, and School Site Councils including the benefits and opportunities they provide to parents and the community. This campaign may include information about district programs for English Learners and the Parental Exception Waiver process.
- The district provides ongoing staff development on how to work with parents, including communication skills and sensitivity to their backgrounds, needs and concerns.
- The district provides families new to the U.S. opportunities to learn about the PVUSD school system.
- The district coordinates activities that originate in the various departments and schools in order to effectively provide services to parents.
- The district continues to participate in and support community sponsored activities that target parents, families, teachers and administrators.

- The district continues to promote cultural competency, sensitivity, and understanding so parents, teachers, site and district administrators can work collaboratively for the advancement of the English learner.

Figure 4: Parental Exception Waiver and Appeal Processes



Chapter 6

Evaluation and Accountability

Relevant Categorical Program monitoring Item:

An LEA operating NCLB programs implements and monitors approved LEA plans.

The LEA conducts an evaluation of programs and services to English learners.

EVALUATION AND ACCOUNTABILITY

Every employee of the PVUSD is accountable for ensuring that programs are optimally implemented and effective. All district personnel are expected to follow the procedures specified in this Master Plan.

Staff who find ways to improve on these practices are encouraged to bring possible modifications to the attention of their immediate supervisor for approval to ensure that any such modifications meet the standards set by the PVUSD board of Trustees and that they are consistent with state and federal law.

Cabinet and Expanded Cabinet

Both Cabinet and Expanded Cabinet serve as mechanisms for EL program accountability. The Superintendent leads both Cabinet and Expanded Cabinet. Cabinet is comprised of the Superintendent, Assistant Superintendents, Chief Business Officer (CBO), and the Director of Educational and English Learner Services. Cabinet meets on a weekly basis and regularly discusses topics pertaining to the implementation of our programs for English Learners. Expanded Cabinet consists of all Cabinet members, and the directors of the following departments: Adult Education, Migrant Education, Special Education, Business Services, Student Services, Child Development Services, and Human Resources. Expanded Cabinet is designed to ensure that district stakeholders have a mechanism to plan and coordinate for optimal programs. Expanded Cabinet also discusses topics pertaining to the implementation of our programs for English Learners.

EL Coordinating Council

~~The EL Coordinating Council is a key mechanism for EL program accountability. The Superintendent leads the EL Coordinating Council. It is designed to ensure that district stakeholders have a mechanism to plan and coordinate for optimal programs and for the success of our English learners. The Council is comprised of the Superintendent, and cabinet representation including Associate, Deputy and Assistant Superintendents. The Directors of the following departments also participate as the positions exist: Directors of EL Services, Curriculum and Instruction, Migrant Education, Adult Education, Special Education and Federal and State Programs. Others participate, as needed: business, transportation, technology, program specialists, etc.~~

~~The EL Coordinating Council meets monthly to discuss topics pertaining to the implementation of our programs for English learners.~~

Annual PVUSD Summits

In early October, as a part of the School Improvement Plan process, each principal provides a presentation to Cabinet, Expanded Cabinet and their colleagues on their program implementation and academic progress. These presentations, or Summits, include an analysis of student achievement data and progress towards implementation of the site goals from their School Improvement Plan. Each Summit presentation is required to address their programs for English Learners and subsequent achievement results.

Regular meetings of Cabinet, Expanded Cabinet and the Summits also: *(The Council also):*

- Serve as a clearinghouse for strategies, ideas, and suggestions for EL programs as well as a focus group for collaborative problem-solving;

- Provide a forum to evaluate and determine that practices, resources, and personnel are being used effectively to implement the district's program(s) for ELs;
- Make recommendations for reporting the performance of English learners; and,
- Ensure communication and integration as we continue to bring clarity, consistency, compliance and continuing improvement to the district's programs for English learners.

MONITORING OF EL MASTER PLAN IMPLEMENTATION

GOAL 1: PROGRAM IMPLEMENTATION AS DESCRIBED IN THE MASTER PLAN FOR ENGLISH LEARNERS

District and site staff will periodically monitor implementation of all programs. The primary goal of the monitoring is to ensure that every school in the district has optimally effective and compliant programs for ELs. This monitoring will consist of the following three major aspects:

Document Reviews

All schools will conduct annual monitoring by means of review of key files and documents, including but not limited to using the Academic Program Survey (APS). The APS has been systematically modified to include items related to programs and services for EL students. District personnel are available to assist sites in completing the APS. The site uses this report of findings as a basis for revision of the school plan.

As positions exist, district-level EL Teachers on Special Assignment (TOSAs), from the **Educational and English Learner Services Department** (*Department of EL Programs and Services*), will assist site personnel with these reviews. (*The district has developed a Document Review Calendar and Checklist for the annual cycle of document reviews. Document reviews will be scheduled in all schools each year on a calendar to be announced by August 15 of each year.*)

In Depth Reviews

In-depth reviews are conducted at the district level every other year as a part of the Federal Program Monitoring system. These reviews also include site level reviews for selected schools. Three – five schools are typically selected for each review. (*District facilitated self-reviews will be conducted on a four-year rotating cycle. A chart identifying Cohorts A, B, and C will be developed. A third of all district schools will be reviewed each year. In the fourth year, selected schools from cohorts A, B, and C will be reviewed, based on needs identified in prior reviews.*)

The reviews include a documentation check, **administrator**, teacher and parent interviews, and visits to selected classrooms. (*They will be conducted by teams to include district staff, Zone Assistant Superintendents, the principal and EL designee from another school. These in-depth reviews will result in status reports that will provide the basis for individual site improvement work, and for any required Consolidated Programs Monitoring (CPM) reports to the California Department of Education.*)

A Plan identifying cohorts of schools to participate in in-depth reviews each year is under development. The district will conduct collaborative reviews with approximately 10-12 schools each year.

In addition, the district conducts site visitations (called School Scans) at the Title I Program Improvement Schools throughout the year. These visits allow district staff to collect information based on direct observation about the manner of implementation of services to ELs (though the School Scans are not limited to this topic). The district team (called District Alternative

~~Governance or DAG) develops a report of findings and corrective actions for each school that is being monitored.~~¹⁴

Ongoing Coaching and Staff Development Support

The **Department of Educational and English Learner Services** (~~District TOSAs~~) will help organize site staff development and assist with classroom coaching for sites. They will assist with the document reviews and have lead responsibility for organizing in-depth reviews and any needed follow-up. (~~They typically visit each of their assigned schools at least twice monthly and have weekly contact with schools found to have significant difficulties in implementing EL Programs. These district-level TOSAs~~) They also collaborate with (~~TOSAs from~~) other departments, coaches and specialists as needed.

Our monitoring process:

- Establishes high expectations for all students and provides a framework for ensuring that student and organizational outcomes are achieved;
- Promotes full involvement of all stakeholders (administrators, teachers, parents and students) in all phases of planning, implementation and evaluation activities;
- Provides for high levels of coordination between district-level and site-level improvement efforts; and
- Ensures that program evaluation is an integral part of school improvement initiatives and activities.

School principals are responsible for the daily, site-level implementation of the Master Plan for English Learners. Principals are provided with annual training on the requirements of the Master Plan and on their role in assuring complete implementation at their sites. Throughout the academic school year, principals complete sections of the Principal's Assurances Checklist for EL Program Services and submit it to (~~their supervisor and the Director of EL Programs and Services~~) the Assistant Superintendent of Elementary according to timeline indicated on the checklist. This (~~facilitates ongoing communication with the supervisor (Zone Assistant Superintendent) and the Department of EL Programs and Services, and~~) assists in the monitoring of consistent implementation of this Master Plan throughout the school district. (~~The Superintendent/designee reviews all Principal's Assurances Checklists at the end of the academic year.~~)

GOAL 2: PARENT INVOLVEMENT

The parent involvement goal and actions are described in Chapter 5. This process is currently under development. Sites will report to the district on parent activities implemented during the year, as well as parent involvement in a set of activities to be defined in a standardized way across sites. A parent participation form will be completed each spring and submitted to the district. Data from these forms will then be aggregated to develop a picture of parent involvement in the district as a whole.

¹⁴ ~~The observation instrument used in these school scans contains items related to effective instructional practices for English Learners.~~

GOAL 3: MASTERY OF ENGLISH

- The CELDT is administered annually according to the state calendar. Results are analyzed between January and March. A report of finding is presented to the Board of Trustees in **September** (*May/June*).
- Reclassification data are collected in the fall and spring semesters. District staff analyze reclassification disaggregating the data by number of years in the district, program placement, initial CELDT level, and other relevant variables. This information is presented to the board in November.
- An analysis of CELDT growth (AMAO's) by district, school, language group and program is completed and presented to the board in November.

GOAL 4: ACADEMIC SUCCESS

- CST performance data in English Language Arts and Mathematics are analyzed each fall by the school sites. The analyses includes cross-sectional profiles of performance by CELDT level as well as disaggregation of data by school, grade level and language group. The district conducts district-wide analysis for AMAO 3 determination and reports to the board in **September** (*November*).
- District personnel provide high schools the CAHSEE scores each spring and fall, and assists schools in the analysis.
- Data on the other indicators related to high school success are collected by high school staff and reported in standardized formats across schools. These indicators might include A-G coursework, college acceptance, college retention, etc.
- All schools present to the board throughout the year on the academic performance of their school by program/placement of EL students.

GOAL 5: INDICATORS OF RISK FOR SCHOOL FAILURE

- School site personnel compile the data on suspensions, expulsions, other disciplinary actions and retentions, and report it to the district by the end of the school year, using a standardized format.
- A methodology for analyzing dropout number, percentage and issues will be developed that will mirror the state's dropout reporting paradigm used for the No Child Left Behind reports. Dropout data are disaggregated by language classification, placement, grade level, and other relevant factors.

GOAL 6: LANGUAGE/LITERACY DEVELOPMENT IN TWO LANGUAGES FOR STUDENTS IN ALTERNATIVE PROGRAMS

- Analysis of EL reading and mathematics scores on the STS, and of CST scores in English Language Arts and Mathematics, is conducted in the fall of each year by the school.
- District aggregated data is presented to the board of trustees each fall.

USING PROGRAM EFFECTIVENESS INFORMATION TO IMPROVE IMPLEMENTATION AND MODIFY THE PROGRAM

EVALUATING PROGRAM EFFECTIVENESS

The district has identified benchmarks for all program and alternative program model options for ELs. These benchmarks are shown at the end of the chapter.

These tables list expectations for the level of achievement that students should attain as they progress through PVUSD schools. Note that the tables are built around two main parameters in addition to program: 1) the student's CELDT level and 2) the number of years in the program (for CELDT). The evaluation questions related to student outcomes are keyed to these tables and to expectations for achievement set out in the state's Title I Adequate Yearly Progress (AYP) and Title III Annual Measurable Academic Progress (AMAO) benchmarks.

EVALUATION DESIGN

The district conducts an annual evaluation of programs and services for English Learners. The programs described in earlier sections are structured around six goals. The evaluation activities will focus on the evaluation questions listed in the following table.

Process Goals	Evaluation Questions
EL programs are fully implemented as described in the <i>Master Plan for English Learners</i> .	<ul style="list-style-type: none"> Are EL programs fully and consistently implemented in ways that meet or exceed requirements of state and federal law? (see Chapter 2 for program descriptions) To what extent has the school site aligned their program to the descriptions in the <i>Master Plan for English Learners</i> How useful is the professional development on the Master Plan to teachers, administrators, and parents as a tool to meet the needs of ELs and staff?
Parents of ELs and RFEPs participate meaningfully in their children's education.	<ul style="list-style-type: none"> Are parents of ELs and RFEPs as likely as parents of EOs to participate in school activities (parent-teacher conferences, volunteer in class, etc.)? What is the rate of parent engagement?
Outcome Goals	Evaluation Questions
All ELs will master the English language as efficiently and effectively as possible.	<ul style="list-style-type: none"> Do ELs meet the state's Annual Measurable Academic Objective with regard to EL gains on the CELDT test? * Are 75% or more of ELs reaching reasonable fluency on the CELDT in 5 years or less? Are 75% or more of ELs reclassified within 6 years?
ELs will achieve academic success comparable to EOs.	<ul style="list-style-type: none"> Do ELs (and RFEPs) meet the state Adequate Yearly Progress criterion in English Language Arts? Do ELs (and RFEPs) meet the state Adequate Yearly Progress criterion in mathematics? Are ELs (and RFEPs) in high school making expected progress toward graduation? Are ELs (and RFEPs) proportionally represented in the following categories: <ul style="list-style-type: none"> Passing the CAHSEE by the end of Grade 10; Meeting UC/CSU requirements at high school graduation; Taking and passing college entrance examinations; Admission to two and 4-year colleges/universities? Where EL and RFEP are not meeting the above success factors, is there an annual increase in the percentage of ELs (and RFEPs) for each?
Rates for ELs and RFEPs in categories indicating risk for school failure are no greater than those for EOs.	<ul style="list-style-type: none"> Are ELs (and RFEPs) not overrepresented in the following categories: <ul style="list-style-type: none"> Excessive absences and tardies Suspensions, expulsions, other discipline Retentions in grades K-5 Dropouts Percent Far Below Basic and Below Basic on Calif. Standards Tests Unsuccessful CAHSEE attempts Intensive interventions Is there an annual decrease in the number of ELs and RFEPs for each of the risk factors defined above?
Students enrolled in alternative programs will master language skills in the primary language(s)	<ul style="list-style-type: none"> What percentage of all students (ELs, IFEPs, RFEPs, EOs) participating in these programs score at/above Proficient in reading/language arts and mathematics on the state Standards Test in Spanish (STS) or a comparable measure of academic achievement in Spanish? What percentage of all students (ELs, IFEPs, RFEPs, EOs) participating in these

of participating ELs as well as English.	<p>programs score at/above Proficient in English Language Arts and Mathematics on the California Standards Tests?</p> <ul style="list-style-type: none"> What percentage of all students (ELs, IFEPs, RFEPS, EOs) participating in these programs score at/above Proficient in English Language Arts and Mathematics on the California Standards Tests within the amount of time as defined in their program/placement?
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* The state criteria for annual progress on the CELDT are: for students at Levels 1-4(3) overall, gain of one level per year; for students at Level 4 overall, gain on subtest scores until all are at Level 3 or higher (i.e., reasonable fluency); for students at reasonable fluency, maintenance of that status until reclassified.

The evaluation data gathered and the analyses performed provide a rich source of information on program implementation and outcomes. The data will be used at the district (~~zone~~) and site levels.

Site level Use of Information

The self-review process assists sites to determine strengths and areas of need in their programs and make adjustments accordingly. After gathering, analyzing, and discussing the information, each site develops its **School Improvement Plan** (~~Single Plan for Student Achievement~~), with objectives, activities and timelines for addressing the areas of need. The site also compares student outcomes at the site level to the district goals for EL students, and uses this information to address improvement for implementation of the EL programs. This information is included in the school's presentation of data results to the board of trustees.

A formal, district-level monitoring review of each site's data results, APS results and school plan is conducted each year, providing feedback to site administration. The principal facilitates modifications of the school plan to reflect suggestions from the district-level review. District staff uses these reviews as an additional way to identify site level support needs.

District Level Use of Information

At the district level, the annual analysis of student outcomes determines the level of effectiveness of PVUSD EL placement, programs and services. This information is used to determine professional development to teachers, administrators, parents and staff. An annual evaluation report on English Learner Programs will be shared at a regular meeting of the Board of Education. Data from the annual evaluation may also be shared with DELAC members.

EVALUATION AND ACCOUNTABILITY: ROLES AND RESPONSIBILITIES

Role	Responsibilities
Student	<ul style="list-style-type: none"> ▪ Attends school daily, arrives on time, and works for high achievement ▪ Participates in school activities ▪ Communicates regularly with parents, teachers, and support staff ▪ Participates in all assessment activities
Parent	<ul style="list-style-type: none"> ▪ Monitors and promotes EL's progress in academics, homework, attendance, behavior ▪ Supports EL in activities to promote student achievement ▪ Communicates regularly re: student progress with student, teachers and school ▪ Attends parent conferences and school functions (e.g., Open House, conferences) ▪ Participates in school committees – ELAC, Site Council, etc.
Classroom Teacher	<ul style="list-style-type: none"> ▪ Implements specific EL programs and services as described in Master Plan for English Learners and provides instruction that aligns with state frameworks and district/state standards and effective best practices for English learners ▪ Ensures effective delivery of appropriate ELD instruction ▪ Monitors ELs' progress, reviews school/classroom data, uses data to modify instruction, reviews content and ELD standards and assessment procedures ▪ Determines/implements differentiated strategies for ELs and RFEP students ▪ Advocates for support services for students not meeting standards and benchmarks who may be at risk of retention or who require interventions in order to reach goals ▪ Attends team meetings and informs parents of progress and strategies to support students in meeting standards.
Principal	<ul style="list-style-type: none"> ▪ Monitors all aspects of staffing for and instruction in EL programs, according to the Master Plan ▪ Is responsible for all procedures and legal requirements pertaining to ELs at the school ▪ Monitors placement of ELs, oversees reclassification process, and monitors the implementation of parent participation and notifications at the site ▪ Reports to district administrators on implementation of EL programs and services as required
Principal or Designee (as funds are available: Vice Principal or Site EL Specialist) or Academic Coordinator	<ul style="list-style-type: none"> ▪ Implements annual testing, primary language assessment, and reclassification protocols ▪ Monitors the accuracy of ELs' data in the district computer system, including information of waiver results ▪ Informs staff of students identified for possible reclassification ▪ Serves as a resource for the Student Study Team, School-wide Student Review, and Reclassification Team ▪ Provides staff development for teachers of EL students ▪ Provides technical assistance and coaching support to teachers ▪ Assists with data collection, analysis, and surveys ▪ Assists with grade-level collaboration or departmental grouping recommendation ▪ Assists with parent involvement activities ▪ Facilitates ELAC meetings; ensure required activities are accomplished and submits minutes to the Department of English Learner Services

Role	Responsibilities
Counselor (Middle and high school)	<ul style="list-style-type: none"> Assists with initial placements, using the Master Plan for ELs and assessment data Monitors progress of ELs toward meeting language, academic, and multicultural benchmarks Assists with interpretation of student assessments, and collaborates with teachers, the site EL Specialists, and others in devising individual program modifications and interventions, as needed Supports the implementation of the Master Plan for ELs
District English Learner Advisory Committee (DELAC)	<ul style="list-style-type: none"> May request to examine program evaluation findings on an annual basis and frames recommendations for program improvement for the following year as part of its advisory role Completes all legal requirements as outlined in Chapter 5
Director of Educational and English Learner Services Director of English Learner Services	<ul style="list-style-type: none"> Supports sites in implementing the EL Master Plan by providing ongoing professional development and technical assistance to individuals or groups of individuals as requested by the principal or as need indicates Monitors implementation of Master Plan, Evaluation Plan, and Monitoring Plan; reviews district and site EL data Monitors and supports implementation of the LEA and Title III Plans Monitors, (with Director of Curriculum, Zone Assistant Superintendents, and Deputy Superintendent,) the selection of materials used in the classroom for delivery of ELD and core curriculum to English Learners Develops work plan for, supervises, and works closely with site EL Specialists, EL TOSAs Meets with principals to review site plans for and implementation of services to ELs Monitors compliance and EL procedures at the site and district levels Works with (Deputy Superintendent, Zone) Assistant Superintendents, and other directors to provide ongoing training for site EL Specialists, teachers, para-educators, parents, and support staff (e.g., administrative assistants and school office staff) Works with (Zone) Assistant Superintendents, principals, and Assistant Superintendent of Human Resources to produce EL staffing plan to ensure timely recruitment, hiring and training of teachers for EL assignments Works with Coordinator (Director) of Assessment, Data, and Evaluation to prepare the EL annual evaluation report to the board of trustees.
Director of Migrant Education	<ul style="list-style-type: none"> Administers the district program for Migrant students Interfaces with Migrant Education regional staff regarding program implementation and district support needs Works with district Director of EL Services to coordinate services and ensure that the EL Master Plan is implemented effectively.
(Zone) Assistant Superintendent	<ul style="list-style-type: none"> Assists the site administrator by providing support and guidance in all aspects of meeting the instructional and programmatic needs and compliance regulations for ELs Evaluates principals on accountability for implementation of the EL Master Plan Helps the site administrator in monitoring all aspects of staffing and instruction for EL programs, according to the Master Plan Helps ensure compliance with all procedures and legal requirements pertaining to ELs at the school Assists the site administrator in monitoring the placement of ELs and oversees reclassification efforts

Role	Responsibilities
Assistant Superintendent of Human Resources	<ul style="list-style-type: none"> ▪ Recruits and monitors placement of EL staff in collaboration with Zone Assistant Superintendents, principals, and the Director of English Learner Services ▪ Arranges/publicizes CLAD/BCLAD training and other needed staff development to ensure implementation of Master Plan for ELs in collaboration with the Director of English Learner Services ▪ Monitors credentials and training status of all personnel working with English Learners
Superintendent	<ul style="list-style-type: none"> ▪ Evaluates district goals relative to the LEA and Title III Plans, including implementation of the Master Plan for English Learners, student achievement, professional development, and evaluation and accountability ▪ Supervises Director of English Learner Services ▪ Oversees compliance procedures relative to EL programs ▪ Evaluates district and school site data ▪ Provides overall support for EL Programs issues ▪ Meets with assistant superintendents, principals and directors to review plans, program modifications, timelines for implementation, and support services for school sites
Superintendent Or Designee	<ul style="list-style-type: none"> ▪ Supervises Director of English Learner Services ▪ Oversees compliance procedures relative to EL programs ▪ Evaluates district and school site data ▪ Provides overall support for EL Programs issues ▪ Meets with zone assistant superintendents, principals and directors to review plans, program modifications, timelines for implementation, and support services for school sites
Director, Federal and State Programs	<ul style="list-style-type: none"> ▪ In collaboration with Zone Assistant Superintendents and the Director of English Learner Services, monitors curriculum and fiscal compliance to ensure alignment with the LEA and Title III Plans and the Master Plan for English Learners ▪ Monitors school plans and budgets for services to ELs ▪ Monitors grants and evaluations for services to ELs
Coordinator (Director) of Assessment Data and Evaluation	<ul style="list-style-type: none"> ▪ Monitors that all assessments for EL are implemented and data is used for evaluation of EL progress ▪ Oversees data collection, provides analysis, writes reports, and prepares charts ▪ Prepares annual EL evaluation report together with the Director of English Learner Services ▪ Works with an EL Accountability and Evaluation Work Group on annual program evaluation ▪ Shares results of evaluation with all stakeholders, including DELAC

EXPECTED BENCHMARKS FOR STRUCTURED ENGLISH IMMERSION PROGRAM

OVERALL CELDT LEVEL AT TIME OF ENTRANCE TO THE PROGRAM	Level 1 Beginning	Level 2 Early Intermediate	Level 3 Intermediate	Level 4 Early Advanced Not English Fluent	Level 4 or 5 Early Adv. or Advanced English Fluent	Reclassified or Post Reclassification
Timeline toward reclassification based on CELDT overall score at time of initial enrollment year ¹⁵	1st year	2nd year	3rd year	4th year	5th year	6th year
		1st year	2nd year	3rd year	4th year	5th year
			1st year	2nd year	3rd year	4th year
				1st year	2nd year	3rd year
					1st year	2nd year
Expected Performance Level on California Standards Test- English Language Arts (CST-ELA)	Far Below Basic	Far Below Basic	Below Basic	Low Basic	Mid-Basic to Proficient	High Basic to Advanced
Expected Performance Level on California Standards Test - Mathematics (CST-Math)	Far Below Basic	Far Below Basic	Below Basic	Low Basic	Mid-Basic to Proficient	High Basic to Advanced

¹⁵ Expected Benchmarks for English Language Learners - Adapted from HUSD (2006-07)

EXPECTED BENCHMARKS FOR EARLY-EXIT TRANSITIONAL ALTERNATIVE MODEL*

*After 3rd grade, in this model, the student transitions into English Language Mainstream Program, where progress toward reclassification is expected to continue.

OVERALL CELDT LEVEL AT TIME OF ENTRANCE TO THE PROGRAM	Level 1 Beginning	Level 2 Early Intermediate	Level 3 Intermediate	Level 4 Early Advanced Not English Fluent	Level 4 or 5 Early Advanced or Advanced English Fluent	Reclassified or Post Reclassification
Timeline toward reclassification based on CELDT overall score at time of initial enrollment year ¹⁶	1st year	2nd year	3rd year	4th year	5th year	6th year
		1st year	2nd year	3rd year	4th year	5th year
			1st year	2nd year	3rd year	4th year
				1st year	2nd year	3rd year
					1st year	2nd year
Expected Performance Level on Standards- based Test in Spanish (STS)	Proficient or Advanced					
Expected Performance Level on California Standards Test- English Language Arts (CST-ELA)	Far Below Basic	Far Below Basic	Below Basic	Low Basic	Mid-Basic to Proficient	High Basic to Advanced
Expected Performance Level on California Standards Test - Mathematics (CST-Math)	Far Below Basic	Far Below Basic	Below Basic	Low Basic	Mid-Basic to Proficient	High Basic to Advanced

¹⁶ Expected Benchmarks for English Language Learners - Adapted from HUSD (2006-07)

EXPECTED BENCHMARKS FOR LATE-EXIT DEVELOPMENTAL ALTERNATIVE MODEL

OVERALL CELDT LEVEL AT TIME OF ENTRANCE TO THE PROGRAM	Level 1 Beginning	Level 2 Early Intermediate	Level 3 Intermediate	Level 4 Early Advanced Not English Fluent	Level 4 or 5 Early Advanced or Advanced English Fluent	Reclassified or Post Reclassification
Timeline toward reclassification based on CELDT overall score at time of initial enrollment year ¹⁷	1st year	2nd year	3rd year	4th year	5th year	6th year
		1st year	2nd year	3rd year	4th year	5th year
			1st year	2nd year	3rd year	4th year
				1st year	2nd year	3rd year
					1st year	2nd year
Expected Performance Level on Standards Test in Spanish (STS)	←			→		
Expected Performance Level on California Standards Test- English Language Arts (CST-ELA)	Far Below Basic	Far Below Basic	Below Basic	Low Basic	Mid-Basic to Proficient	High Basic to Advanced
Expected Performance Level on California Standards Test - Mathematics (CST-Math)	Far Below Basic	Far Below Basic	Below Basic	Low Basic	Mid-Basic to Proficient	High Basic to Advanced

¹⁷ Expected Benchmarks for English Language Learners - Adapted from HUSD (2006-07)

EXPECTED BENCHMARKS FOR DUAL LANGUAGE IMMERSION MODEL

OVERALL CELDT LEVEL AT TIME OF ENTRANCE TO THE PROGRAM	Level 1 Beginning	Level 2 Early Intermediate	Level 3 Intermediate	Level 4 Early Advanced Not English Fluent	Level 4 or 5 Early Advanced or Advanced English Fluent	Reclassified or post Reclassification
Timeline toward reclassification based on CELDT overall score at time of initial enrollment year ¹⁸	1st year	2nd year	3rd year	4th year	5th year	6th year
		1st year	2nd year	3rd year	4th year	5th year
			1st year	2nd year	3rd year	4th year
				1st year	2nd year	3rd year
					1st year	2nd year
Expected Performance Level on Standards- based Test in Spanish (STS)	<div> <div>←</div> <div>Proficient or Advanced</div> <div>→</div> </div>					
Expected Performance Level on California Standards Test- English Language Arts (CST-ELA)	Far Below Basic	Far Below Basic	Below Basic	Low Basic	Mid-Basic to Proficient	High Basic to Advanced
Expected Performance Level on California Standards Test - Mathematics (CST-Math)	Far Below Basic	Far Below Basic	Below Basic	Low Basic	Mid-Basic to Proficient	High Basic to Advanced

¹⁸ Expected Benchmarks for English Language Learners - Adapted from HUSD (2006-07)

Chapter 7

Funding

Relevant Categorical Program Monitoring Item:

Adequate general fund resources are used to provide each English learner with learning opportunities in an appropriate program, including English Language Development, and the rest of the core curriculum. The provision of such services is not contingent on the receipt of state or federal categorical aid funds.

Categorical funds supplement the academic core program and do not supplant services.

FUNDING

The district is committed to allocating sufficient funds to fully implement the EL Master Plan. Funds are allocated following the mandates prescribed by the Education Code, state regulations and district policies. EIA-LEP and other categorical funds are used to supplement the base educational program and not to supplant general fund money obligations. The core program is supported by the general fund. Expenditures are audited annually by the district's Business Office and by external auditors.

The following process is used to develop plans for program operations and improvement, and the consequent allocation of funds.

1. The School Board approves the district *Superintendent's Goals and Objectives*. This is a plan to meet the needs of all students.
2. The Superintendent's Cabinet identifies and prioritizes needs, based on the Superintendent's Goals and Objectives and data analysis, and allocates funds and other resources to support those needs.
3. The **Assistant Superintendent of Elementary** (~~Director of Federal and State Programs~~) allocates funds based on the Consolidated Application, meets with (~~district Area Administrators and~~) school Principals to ensure compliance, presents school and district plans to the Board for approval, and monitors expenditures throughout the year.
4. The Principal coordinates development of the school level plan and prioritization of needs based on data, meets with the School Site Council and ELAC groups before they approve the school plan and budget.
5. Site and District Advisory Committees take the following roles:
 - a. The School Site Council provides input regarding school plan development/revision and approves the school level plan;
 - b. ELAC members advise and give input on the school level plan;
 - c. DELAC gives input on the district level plan.

GENERAL FUND RESOURCES

The district uses the General Fund to provide the base program for all students. This includes core curricular materials, instructional supplies, teachers' salaries, necessary allocation of site administration, and other district services (for example, transportation, library, Special Education, food, health, and counseling) as well as support systems for monitoring program implementation and student progress, and for program evaluation. Core materials in Language Arts and Mathematics provide Universal Access supplements to help ensure that ELs have access to the core curriculum. The base program also includes District adopted ELD program materials. The district provides primary language instructional materials for students enrolled in bilingual and dual immersion alternative programs.

SUPPLEMENTAL FUNDS

Both the state and federal governments provide supplemental funds that are used to support programs and services for English Learners. The table on the following pages provides information on several important sources of supplemental funds. Although other such sources may exist, the tables are intended to give a sampling of some of the most important.

MAJOR CATEGORICAL PROGRAMS: DESCRIPTIONS OF FUNDING SOURCES

Funding Source:	Title I, Part A*	EIA-LEP	English Learner Acquisition Program (ELAP)	School Improvement/ Library Block Grant	Title III, LEP	Migrant Education
Funding Description	A federal program that provides supplementary funds to help improve instruction in high poverty schools to ensure all students meet state academic standards.	A state program supporting compensatory educational services for English Learners.	A program providing funding for English acquisition, instructional support and coordination of services for students enrolled in grades 4-8	A program for elementary and middle schools to improve instruction, services, school environment and organization at school sites according to plans developed by School Site Councils	A program providing funding to the LEA to improve the education of ELs by assisting them in learning English and meeting state academic standards,	A federal program that provides supplementary funds to support high-quality and comprehensive educational programs for migratory children to help reduce the educational disruptions and other problems that result from repeated moves ensure that migratory children receive full and appropriate opportunities to meet the same challenging State academic content and student academic achievement standards that all children are expected to meet overcome migratory, cultural and language barriers, social isolation, various health-related problems, and help children to make a successful transition to postsecondary education or employment
Students to be Served	<ul style="list-style-type: none"> Students who are Far Below Basic, Below Basic and Basic on CST, including English Learners and Special Education Students 	<ul style="list-style-type: none"> English Learners 	<ul style="list-style-type: none"> English Learners in 4th-8th grades 	<ul style="list-style-type: none"> All students (Grades K-8) 	<ul style="list-style-type: none"> English Learners, K-12 	<ul style="list-style-type: none"> Students who qualify for Migrant Services and who are identified as Priority for Service

EXAMPLES OF APPROPRIATE USE OF FUNDING

Funding Source:	Title I, Part A*	EIA-LEP	English Learner Acquisition Program (ELAP)	School Improvement/Library Block Grant	Title III, LEP	Migrant Education
Examples of Expenditures Appropriate for Funding Source						
Support for English Language Arts, ELD, Math	<ul style="list-style-type: none"> Extended day/year for targeted students Supplemental instructional materials that support standards and core program Specialized and targeted interventions Extended day/week/year for targeted students Supplemental instructional materials and equipment Primary language support Primary language materials Targeted intervention to accelerate EL students' reclassification Support for language assessments Support for monitoring academic progress of all students Academic interventions 	<ul style="list-style-type: none"> Specialized and targeted interventions Extended day/week/year for targeted students Supplemental instructional materials and equipment Primary language support Primary language materials Targeted intervention to accelerate EL students' reclassification Support for language assessments Support for monitoring academic progress of all students 	<ul style="list-style-type: none"> Extended day/week/year (4th-8th graders only) Supplemental instruction that includes ELD activities Supplemental materials to support ELD Supplemental materials to help ELs meet state standards in ELD and English Language Arts Academic interventions 	<ul style="list-style-type: none"> CAHSEE interventions Supplemental instructional materials that support standards & core program Specialized and targeted interventions Extended day/week/year for targeted students Supplemental instructional materials and equipment Primary language instruction/support Primary language materials Academic interventions 	<ul style="list-style-type: none"> Provision of "high quality language instruction programs" Provision of high quality professional development to classroom teachers, principals, administrators and other school or community-based organizational personnel Upgrading program objectives and effective instructional strategies Improving the instructional program for ELs by identifying, acquiring and upgrading curricula, instructional materials, educational software and assessment procedures 	<ul style="list-style-type: none"> Extended day/year for targeted students Supplemental instructional materials that support standards and core program Specialized and targeted interventions & PD Extended day/week/year for targeted students Supplemental instructional materials and equipment Primary language instruction/support & PD Primary language materials Academic interventions & PD Academy of Language, Arts and Sciences (Summer Academy)

Funding Source:	Title I, Part A*	EIA-LEP	English Learner Acquisition Program (ELAP)	School Improvement/Library Block Grant	Title III, LEP	Migrant Education
<ul style="list-style-type: none"> Examples of Expenditures Appropriate for Funding Source 						
Support Personnel	<ul style="list-style-type: none"> Reading/Math /ELD coaches Intervention teachers Instructional Aide/ Para-educator 	<ul style="list-style-type: none"> Reading/Math /ELD coaches Intervention teachers Instructional Aide/ Para-educator Multilingual community liaison EL Specialists 	<ul style="list-style-type: none"> Tutors Mentors Newcomer Center Co-fund a library or ELD coach Instructional Aide/ Para-educator 	<ul style="list-style-type: none"> Reading/Math/ELD coaches Intervention teacher Instructional Aide/ Para-educator Multilingual parent advisor Multilingual community liaison EL Specialists 	<ul style="list-style-type: none"> Reading/Math/ELD coaches Intervention teacher Instructional Aide/ Para-educator Multilingual parent advisor Multilingual community liaison EL Specialists 	<ul style="list-style-type: none"> Migrant Teachers, Instructional aides, teachers on special assignment, peer coaches
Support for Other Core Subject Areas: Science, Visual & Performing Arts, Physical Education		<ul style="list-style-type: none"> Supplemental materials in English and the primary language Field trips Primary language support 		<ul style="list-style-type: none"> Instructional materials and equipment Professional development 	<ul style="list-style-type: none"> Supplemental materials in English and the primary language Primary language support 	<ul style="list-style-type: none"> Leadership activities for migrant students Migrant Student Association Enrichment activities Field trips to universities Academy of Language, Arts and Sciences (Summer Academy)
Capacity Building/ Professional Development	<ul style="list-style-type: none"> Academic Conferencing Training Consultants Principal Coaching Teacher Stipends Teacher Substitutes Training Materials/ Resources 	<ul style="list-style-type: none"> Training Consultants Principal Coaching Teacher Stipends Teacher Substitutes Training Materials/ Resources 	<ul style="list-style-type: none"> Training Consultants Principal Coaching Teacher Stipends Teacher Substitutes Training Materials/ Resources Duplication Conferences/Works hops that support school plan goals 	<ul style="list-style-type: none"> Academic Conferencing Training Consultants Principal Coaching Teacher Stipends Teacher Substitutes Training Materials/ Resources Duplication Conferences 	<ul style="list-style-type: none"> Consultants Principal Coaching Teacher Stipends for EL PD Teacher Substitutes for EL training/PD Training Materials/ Resources 	<ul style="list-style-type: none"> Optional staff development for primary and secondary teachers in effective strategies for language learners (META & Abriendo Caminos)

Funding Source:	Title I, Part A*	EIA-LEP	English Learner Acquisition Program (ELAP)	School Improvement/ Library Block Grant	Title III, LEP	Migrant Education
Examples of Expenditures Appropriate for Funding Source						
Capacity Building/ Professional Development (continued)	<ul style="list-style-type: none"> Conferences/ Workshops that support school plan goals 	<ul style="list-style-type: none"> Conferences/ Workshops that support EL school plan goals 		<ul style="list-style-type: none"> Food: Reasonable costs associated with teacher professional development that extends over a meal period 		
School Climate, Parent Engagement, Family Support and Learning Environment	<ul style="list-style-type: none"> Set-aside 1% of Title I allocation for parent involvement activities Food for parent meetings & trainings School Site Council expenditures Parent training/educational opportunities Parent workshops Speakers for parent workshops Duplication of parent support materials Parent support materials 	<ul style="list-style-type: none"> Food for parent meetings & trainings ELAC Parent training/educational opportunities Parent workshops Speakers for parent workshops Duplication of parent support materials Translation 		<ul style="list-style-type: none"> Food for parent meetings & trainings School Site Council expenditures Parent training/educational opportunities Parent workshops Speakers for parent workshops Duplication of parent support materials Translation 	<ul style="list-style-type: none"> Parent training/education opportunities Parent workshops Speakers for parent workshops Duplication of parent support materials Translation Support Personnel Bilingual Parent Advisor/ Community Liaison Home Visits Parent Orientations 	<ul style="list-style-type: none"> Monthly Parent Meetings at all sites with significant numbers of migrant students Parent Institutes, Parent Series, Parent Conferences Annual State Migrant Parent Conference Migrant Parent Advisory Committee

Funding Source:	Title I, Part A*	EIA-LEP (School level)	English Learner Acquisition Program (ELAP)	School Improvement/ Library-Block Grant	Title III, LEP (District Level)	Migrant Education
▪ Examples of Expenditures Appropriate for Funding Source						
School Climate, Parent Engagement, Family Support and Learning Environment (continued)	<ul style="list-style-type: none"> ▪ Support Personnel: ▪ Attendance incentives & Home Visits ▪ Parent Advisor/Community Liaison ▪ Parent Orientations ▪ Kinder Academy & Pre-K Articulation ▪ Attendance clerk ▪ Student Outreach Worker ▪ School Nurse/Aide ▪ Counselor/Therapist for students qualifying for Homeless programs ▪ Healthy Start 	<ul style="list-style-type: none"> ▪ Support Personnel: ▪ Attendance incentives & Home Visits ▪ Multilingual Parent Advisor/Community Liaison ▪ Parent Orientations ▪ Kinder Academy & Pre-K Articulation ▪ Multilingual Attendance clerk ▪ Additional Personnel 				

*Note: All uses of Title I funds must be based on scientifically-based research and data that verify actions resulting in increased student achievement.

EXAMPLES OF INAPPROPRIATE USE OF FUNDING

Funding Source:	Title I, Part A *	EIA-LEP	English Learner Acquisition Program (ELAP)	School Improvement/ Library Block Grant	Title III, LEP	Migrant Education
Examples of Inappropriate Expenditures	<ul style="list-style-type: none"> ▪ Supplanting general funds ▪ Strategies that are not based on scientifically - based research or have no data to support expected increases in student achievement ▪ Regular Teacher Pay ▪ Food for staff meetings 	<ul style="list-style-type: none"> ▪ Supplanting general funds ▪ Regular teacher Pay ▪ Food for staff meetings ▪ Capital outlay 	<ul style="list-style-type: none"> ▪ Supplanting general funds ▪ Regular teacher Pay ▪ Food for staff meetings ▪ Capital outlay 	<ul style="list-style-type: none"> ▪ Supplanting general funds ▪ Regular teacher Pay (includes funding additional sections) ▪ Food for staff meetings ▪ Capital outlay 	<ul style="list-style-type: none"> ▪ Supplanting general funds ▪ Food for meetings ▪ Equipment ▪ Regular Teacher Pay 	<ul style="list-style-type: none"> ▪ Supplanting the base program ▪ Delivering the core instructional program to students (i.e. the migrant teacher is providing the core curriculum for students) or providing required academic guidance to migrant students ▪ Administering required summative or formative assessments (i.e. administering STAR assessments, CELDTs, Reading First assessment, etc.)

THE APPENDIX

Glossary and Legal References

Glossary of Terms

Alternative Program: A program for English learners whose parents have acquired an approved waiver from California Education Code section 305, the requirement for English learners to be taught English by being taught in English. The Alternative program uses another language and English in a Bilingual model. PVUSD has four Alternative Program Models: Early-Exit Transitional Model, Late-Exit Developmental Model, **Two-Way Bilingual Immersion** (*Dual Language*) Model and the Newcomer Bilingual Model.

AMAO: *Annual Measurable Academic Objective.* A NCLB, Title III accountability measure related to the education of English Learners. AMAO targets, having to do with progress in acquiring English fluency and academic achievement as measured by the California Standards Tests (CSTs) and the California English Language Development Test (CELDT), are established for all districts in the state by the state. Districts receiving federal Title III funds and failing to meet these targets for 2 or more successive years are subject to state sanctions.

AMO: *Annual Measurable Objective.* The AMO is part of the state's implementation of the federal system of accountability under *No Child Left Behind*. Annual targets are set for all schools and districts in the state for the percent of students scoring Proficient and Advanced on the California Standards Tests in English Language Arts and Mathematics. All schools and districts in the state are evaluated against meeting the annual targets. Schools and districts receiving Title I funds are subject to sanctions if they fail to meet all targets for two or more successive years. The targets apply to English Learners as well as other significant subgroups in the school/district.

API: *Academic Performance Index.* A California state accountability measure that

combines results from several state assessments and data elements. Each school in the state is assigned an improvement target on the API. Schools that consistently fail to meet targets may be subject to state sanctions.

APRENDA 3: A standardized, norm-referenced test given to English learners in Spanish to measure achievement in Language Arts and Mathematics. This test was replaced by the Standards-based Test in Spanish (STS) and is no longer given.

APS: *Academic Program Survey.* A self-study instrument developed by the California State Department of Education to assist schools in evaluating their effectiveness in implementing high quality instructional programs in Reading/Language Arts and Mathematics. The APS focuses on nine Essential Program Components.

BCC: *Bilingual Certificate of Competence.* BCC is a certificate that supplements the base teaching credential. It authorizes a teacher to teach students in a language other than English (as listed on the certificate.) The BCC also authorizes a teacher to teach English learners a program of English Language Development (ELD) and Specially Designed Academic Instruction (SDAI) in English and/or another language. The BCC and BCLAD are equivalent. (See Chapter 4)

BCLAD: *Bilingual Cross-Cultural, Language, and Academic Development.* The BCLAD is a certificate that supplements the base teaching credential. It authorizes the holder to teach students in a language other than English (as listed on the certificate.) The BCC also authorizes a teacher to teach English learners a program of English Language Development (ELD) and Specially Designed Academic Instruction (SDAI) in English and/or another language. The BCLAD and BCC are equivalent. (See Chapter 4)

CABE: *California Association for Bilingual Education.*

CAHSEE: *California High School Exit Examination.* Students must pass this state examination in order to receive a High School diploma.

CAPA: *California Alternate Performance Assessment.* The CAPA can be administered to Special Education students instead of CST's whose Individual Education Plan (IEP) so specifies.

Catch-up Plan: A specialized plan to assist ELs or RFEPs with identified language or academic deficiencies they may have developed while learning English.

CATESOL: *California Association of Teachers of English to Speakers of Other Languages.*

CDE: *California Department of Education.* The CDE is the state agency that regulates and monitors public schools in California.

CELDT: *California English Language Development Test.* A state test required to be given to students, who's Home Language Survey (HLS) indicates a language other than English, when the student first enrolls in a California school. The test identifies the English proficiency level of the tested students. Those identified as English learners are tested annually each fall until they are reclassified to Fluent English Proficient.

CLAD: *Cross-Cultural, Language and Academic Development.* The CLAD is a certificate that supplements the base teaching credential. It authorizes the holder to teach English learners a program of English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE).

FPM: Federal Program Monitoring (CPM: Categorical Program Monitoring). A state review process focused on determining whether a district's programs and practices are in compliance with federal and state law and regulations.

CST: *California Standards Tests.* State tests administered annually to all students, 2nd-11th grades. The results are used in API, AYP, and Title III calculations.

CTEL: *California Teacher of English Learners.* The CTEL is a series of examinations leading to a CLAD or BCLAD certificate. The examinations would be in lieu of acquiring the certificates through university coursework.

DELAC: *District English Learner Advisory Committee.* An advisory committee that advises the district's governing board on programs and services for English Learners as identified in California Education Code.

Two-Way Bilingual (~~Dual~~—Language) Immersion Program: a program for EO & EL students in which the goal is acquisition of academic proficiency in two languages, English and another language, usually the EL students' primary language, together with mastery of academic core content. Instruction is in English and the primary language. Students continue to participate in the program after attaining English fluency, in order to continue to develop strong primary language skills and cultural proficiency.

Early-Exit Transitional Model: A bilingual program in grades K through 3. Both the primary language and English are used to deliver instruction. Materials are in Spanish. The instructional program is divided into English and Spanish content in approximately 50% each. Upon exit from the program, students are expected to be at grade-level in the Spanish content and meet the criteria for reasonable fluency in English upon exiting the program. In fourth grade, all instruction is in English. (See Chapter 2)

EIA-LEP: *Economic Impact Aid/Limited English Proficient.* A state funding source.

EL: *English Learner.* English learner means a child who does not speak English or whose native language is not English and who is not currently able to perform ordinary classroom work in English, also known as a

Limited English Proficiency or LEP child. This student has been assessed with CELDT and has not developed fluent proficiency in English. EL is also known English Language Learner (ELL).

ELA: *English Language Arts.*

ELAC: *English Learner Advisory Committee.* The ELAC is a committee that advises the principal and school staff on programs and services for English Learners. Education Code requires four tasks of ELAC.

ELD: *English Language Development.* ELD is a broad term encompassing all aspects of learning the English language for ELs. It includes speaking, listening, reading and writing at developmentally appropriate language levels.

ELL: *English Language Learner.* (see EL)

ELM: *English Language Mainstream.* ELM is an English language classroom where the program and instruction is overwhelmingly in English. English learners, with reasonable fluency in English, study alongside English Only, IFEP, and RFEP students. (See Chpt. 2)

Enrollment Center: A central location that enrolls and provides CELDT assessment of students for all K-8 PVUSD schools. This location also provides technical assistance to the high schools regarding their enrollment and assessment needs.

EO: *English Only.* An EO is a student with no home language other than English.

ESL: *English as a Second Language.* Typically refers to courses for learning the English language for those who are not fluent in English.

FEP: *Fluent-English-Proficient.* FEP students are those students with a home language other than English, whose oral and written English skills approximate those of native English speakers as measured by CELDT and/or other criteria.

Focused Approach to Frontloading: A teaching methodology in which the teaching of vocabulary and language

structures, needed to participate fully in the content of the upcoming lesson in content course of study, both verbally and in writing, are integral.

GATE: *Gifted and Talented Education.* GATE is a supplemental program for identified students.

GLAD(Guided Language Acquisition Design): Instructional strategies to make content comprehensible by making learning transparent and engaging while allowing students to use these strategies to organize information and produce oral and written language.

HLS: *Home Language Survey.* A uniform census process and tool identified by the CDE. This survey asks parents four (4) questions about a child's language(s). The HLS is given to parents for every child enrolled in a California public school. It is also used by many private schools participating in public programs. (See Chpt. 1)

IEP: *Individualized Education Plan.* An IEP is developed for students in Special Education. It identifies and coordinates the programs and services to be given to a child identified in need of a program of Special Education.

IFEP: *Initially Fluent English Proficient.* A child classified as IFEP met the criteria for fluent English proficient upon initial language assessment using CELDT.

L1: The language that has been identified as the student's primary or home language.

L2: The second language the student acquires (usually refers to English).

Language Census, R-30: An annual report to the CDE in which the district identifies the number of English learners and FEP students at each school by language group and grade level and other pertinent information regarding the instructional programs and services the EL students receive.

LAS (Language Assessment Scales): A norm-referenced standardized test used to determine language proficiency with parts in listening/speaking, reading and writing. PVUSD uses the Spanish version to assess Spanish speaking English learners upon first enrollment in a California public school.

Late-Exit Developmental Model: A bilingual program in grades K through 5th or 6th grade (depending on the school). Both the primary language and English are used to deliver instruction. Materials are in Spanish. The instructional program is divided into English and Spanish content in approximately 50% each. Upon exit from the program, students are expected to be at grade-level in the both language contents, meet the criteria for reclassification from EL to Fluent English Proficient. (See Chapter 2)

LDS: Language Development Specialist. The LDS is a certificate that supplements the base teaching credential. It authorizes a teacher to teach students a program of English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE). The LDS is equivalent to CLAD. (See Chapter 4)

LEA: Local Education Agency. Usually refers to a school district, but may also refer to a County Office of Education, or an independent charter school.

LEP: Limited-English-Proficient. The term used in federal legislation to refer to English Learners.

LRT: Language Review Team. The LRT is a group of teachers and/or administrators who review English learner student data to make recommendations in the program for English learners as it pertains to language development and school achievement.

Newcomer: A student who is a recent immigrant to the United States from another country.

Newcomer Bilingual Program Model: A bilingual program in grades 4 and above. Students receive instruction in the content

areas in their primary language. Upon exit from the program, students are expected to be at grade-level in the primary language content and meet the criteria for reasonable fluency in English. (See Chpt. 2)

OCR: Office for Civil Rights. The OCR is a branch within the U.S. Department of Education.

Orange Folder: A folder which contains all relevant information regarding the language and academic progress of ELs. The orange folder is stored in, and is part of, the student's permanent Cumulative Record folder at the school of attendance.

Overwhelmingly in English: A term used in Education Code 300 – 311 but is left to be defined by the school district. In PVUSD, a school day in which instruction is overwhelmingly in English allows up to two class periods or subjects to be taught to English learners using their primary language with all other subjects being taught in English.

Parental Exception Waiver: The Parental Exception Waiver is a process by which a parent may waive the right of their child to be placed in an English language classroom where s/he would receive instruction nearly all in English as defined in the district. An approved waiver allows the child to be transferred to classes where they are taught English and other subjects through bilingual education techniques or other generally recognized educational methodologies permitted by law. The process is outlined in chapter 5.

Primary Language (L1): The language, other than English, identified on the Home Language Survey. Usually the first language the student learns to speak or the language other than English spoken at home.

Primary Language Support: The use of the primary language of students by a teacher or paraprofessional to facilitate teaching/learning when English is the primary medium of instruction.

~~**R-30, Language Census:** An annual report to the CDE in which the district identifies the number of English learners and FEP students by school, by language group and grade level and other pertinent information regarding the instructional programs and services the EL students receive.~~

Reclassification: A process to change a student's classification from English learner (EL) to Fluent English Proficient (RFEP). This occurs when a student meets the district criteria and no longer requires language learning support. The student may, however, still be in need of additional academic support if not proficient in an academic subject area(s).

RFEP: *Reclassified to Fluent-English-Proficient.*

RT: Reclassification Team. The RT is group of school staff (teachers and administrators) and the parent. The RT considers the EL student's data to determine whether to reclassify the student from EL to RFEP.

SABE: *Spanish Assessment of Basic Education.* SABE is a standardized test that measures Spanish academic achievement in reading, language and math. SABE was replaced by the Aprenda 3 and is no longer given to students.

SALT (Secondary Academic Language Tools): A set of tools and skills to analyze the academic language demands of course specific texts and materials.

SDAIE: *Specially Designed Academic Instruction in English.* A methodology used by teachers who possess the competency to make academic content comprehensible to EL students.

SEI: *Structured (or Sheltered) English Immersion.* An English language acquisition process for young children in which nearly all classroom instruction is in English but with the curriculum and presentation designed for children who are learning the language. PVUSD's goal is for students in this program to develop academic

proficiency in English. Instruction is nearly all in English. (See Chapter 2)

SRT: School-wide Review Team: A school team that formally reviews the progress of all students and develops Catch-Up Plans when appropriate. The SRT monitors students with Catch-up Plans.

SSC: School Site Council. The SSC is a group of school staff, parents and sometimes students. The SSC advises the principal on development of the school plan, including allocation of funds. SSC has the responsibility to approve the school plan before it is sent to the Governing Board.

SST: Student Success Team. The SST is a group of school staff that is convened to review a particular student's progress or education needs.

STS: Standards-based Test in Spanish. The STS is a Spanish language test that measures student attainment of the state reading/language arts and mathematics standards. Used for the first time statewide in 2006-07. The STS replaces the APREND A 3.

Title I: Title I is a federal program authorized in NCLB that provides supplementary funds to help improve instruction in high poverty schools to ensure all students meet state academic standards. Note: All uses of Title I funds must be based on scientifically-based research and data that verify actions resulting in increased student achievement as described in the local education Agency (LEA) plan.

Title III: Title III is a federal program authorized in NCLB that provides supplementary funds to help improve the education of English Learners by assisting them in learning English and meeting state academic standards.



PAJARO VALLEY UNIFIED SCHOOL DISTRICT

Board Agenda Backup

Item No: 13.4

Date: November 14, 2012

Item: Re-Appointment of Commission Member Gary W. Smith

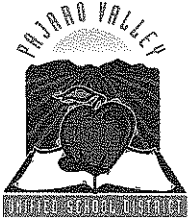
Overview: At the September 27, 2012 Personnel Commission meeting, Gary W. Smith was reappointed by the Personnel Commissioners as the joint commissioner for another three year term. The vote was unanimous.

Prepared By: Pam Shanks, Director of Classified Personnel

Superintendent's Signature:

Dorm Bnl

PAJARO VALLEY UNIFIED SCHOOL DISTRICT



Board Agenda Backup

Item No: 13.5

Date: November 14, 2012

Item: Budget Update

Overview: The passage of Proposition 30 last week changes the fiscal landscape for all school districts and county offices in the state. Staff will provide the board an update on how Proposition 30 will impact the district's fiscal position and multi-year outlook. Staff will also provide perspective on what next steps lie ahead for the district in light of Proposition 30's passage.

Recommendation: Report item only.

Prepared By: Brett W. McFadden, Chief Business Officer
Sharon Roddick, Assistant Superintendent, Human Resources

Superintendent's Signature:

Dorma Baker

PAJARO VALLEY UNIFIED SCHOOL DISTRICT



Board Agenda Backup

Item No: 13.6

Date: November 14, 2012

Item: Measure L Implementation Plan

Overview: The overwhelming passage of the Measure L School Bond is a historic moment for the district and represents an incredible opportunity to make a lasting legacy for our students and community. But there is much to be done in order to fulfill Measure L's goals and objectives. Staff will provide the board an outline and timeline of the statutory and program requirements the district must undertake to launch the Measure L Bond Program. Staff will also provide the board a preliminary overview of a possible bond implementation strategy.

Recommendation: Report item only.

Prepared By: Brett W. McFadden, Chief Business Officer
Richard Mullikin, Director of M/O/F

Superintendent's Signature:

Dorma Baker