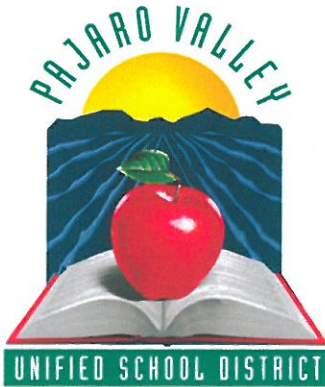


PAJARO VALLEY UNIFIED SCHOOL DISTRICT MISSION STATEMENT

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.



February 26, 2014 REGULAR BOARD MEETING

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

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

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

- Superintendent's Office: 294 Green Valley Road, Watsonville, CA (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
 - 2.2 a – Resolution #13-14-12, Notice of Possible Reassignment or Release for Certain Certificated Management Employees,.
 - 2.2 b – Resolution #13-14-13. Notice of Employment Non-reelection of Certain Certificated Probationary Employees.
- 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 2 Expulsions

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

- 3.1 Pledge of Allegiance
- 3.2 Welcome by Board President
Trustees Leslie DeRose, Maria Orozco, Karen Osmundson, Lupe Rivas, Jeff Ursino, Willie Yahiro and President Kim De Serpa
- 3.3 Superintendent Comments
- 3.4 Governing Board Comments/Reports Standing Committees Meetings (1 min per trustee)
- 3.5 Student Recognition
 - Josue Vega-Jungo, HA Hyde Elementary School
 - Stefani Nolasco-Gutierrez, Landmark Elementary School
 - Erin deCastongrene, Mar Vista Elementary School
 - Madison Grace Mendoza, Valencia Elementary School

4.0 APPROVAL OF THE AGENDA

5.0 APPROVAL OF MINUTES

- a) Minutes for February 5, 2014.

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

7.0 VISITOR NON-AGENDA ITEMS

Public comments on items that are not on the agenda can be addressed at this time. The Board President will recognize any member of the audience wishing to speak to an item not on the agenda on a matter directly related to school business. The President may allot time to those wishing to speak, but no

action will be taken on matters presented (Ed. Code Section 36146.6). If appropriate, the President or any Member of the Board may direct that a matter be referred to the Superintendent's Office for placement on a future agenda. Trustees may ask questions for clarity but cannot take action on these matters. (Please complete a card if you wish to speak.)

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

9.0 CONSENT AGENDA

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

- 9.1 Purchase Orders January 31 – February 19, 2014
The PO's will be available in the Superintendent's Office.
- 9.2 Warrants September January 31 – February 19, 2014
The warrants will be available in the Superintendent's Office.
- 9.3 Approve Award of Contract, Priority One Digital Transmission Service E-Rate 2014-15.
- 9.4 Approve Resolution #13-14-10, Delegation of Authority to Conduct the Sale and Disposal of Surplus Personal Property.
- 9.5 Approve Playground Structure Project – Measure L #8531, #8541, #8551 – Project Closeout and Project Notice of Completion.
- 9.6 Approve Architectural Amendments.
- 9.7 Approve Nomination of Cynthia Hawthorne and Phil Rodriguez to CSBA's Delegate Assembly.
- 9.8 Approve CAHSEE Passage Waiver for Student 13-14-24, English Language Arts, Pajaro Valley High School.

The administration recommends approval of the Consent Agenda.

10.0 DEFERRED CONSENT ITEMS

11.0 REPORT, DISCUSSION AND POSSIBLE ACTION ITEMS

- 11.1 Report, discussion and possible action to Approve New Course Proposal: Watch Coastal Ecology Life Science Lab. Second Reading.
Report by Murry Schekman, Assistant Superintendent. 15 min. report; 10 min. discussion.
- 11.2 Report, discussion and possible action to Approve Board Resolution #13-14-11, Acknowledging School Administrator Appreciation Week, March 2 – 8, 2014.
Report by Sharon Roddick, Assistant Superintendent, HR. 2 min. report; 10 min. discussion.

12.0 REPORT AND DISCUSSION ITEMS

- 12.1 Report and discussion on Highlight of Best Practices.
Report by Susan Perez, Director of Educational and English Learner Services. 15 min. report; 10 min. discussion.

13.0 ACTION ON CLOSED SESSION

14.0 UPCOMING BOARD MEETINGS/REMAINING BOARD MEETINGS FOR 2014

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

		Comment
March	<ul style="list-style-type: none">▪ 12▪ 19▪ 26	<ul style="list-style-type: none">▪ Approve 2nd Interim Report▪ MSHS Training – Special Mtg.
April	<ul style="list-style-type: none">▪ 9▪ 23	
May	<ul style="list-style-type: none">▪ 14▪ 28	<ul style="list-style-type: none">▪ Approve 3rd Interim Report
June	<ul style="list-style-type: none">▪ 11▪ 25	<ul style="list-style-type: none">▪ 2014-2015 Budget Adoption
July	No Meetings	
August	<ul style="list-style-type: none">▪ 13▪ 27	
September	<ul style="list-style-type: none">▪ 10▪ 24	<ul style="list-style-type: none">▪ Unaudited Actuals
October	<ul style="list-style-type: none">▪ 8▪ 22	
November	<ul style="list-style-type: none">▪ 12	<ul style="list-style-type: none">▪
December	<ul style="list-style-type: none">▪ 10 Annual Org. Mtg.	<ul style="list-style-type: none">▪ Approve 1st Interim Report

15.0 ADJOURNMENT

PAJARO VALLEY UNIFIED SCHOOL DISTRICT
CLOSED SESSION AGENDA
February 26, 2014

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

New Hires – Probationary	
1	Cafeteria Assistant
1	Custodian II
Promotions	
1	Cafeteria Cook/Baker
New Hires	
2	Teacher
New Substitutes	
14	Substitutes
Administrative Appointments	
	None
Transfers	
	None
Other	
1	Academic Coordinator
1	Principal
1	TOSA/ Mathematics
Extra Pay Assignments	
2	Athletic Directors
22	Coach
Extra Period Assignments	
	None
Leaves of Absence	
5	Teacher
2	Cafeteria Assistant
1	Instructional Assistant – Moderate/Severe
1	Interpreter/Tutor – Sign Language
1	Office Assistant III
Retirements	
	None

Resignations/Terminations	
	None
Supplemental Service Agreements	
128	Teachers
Miscellaneous Actions	
1	Administrative Secretary III
1	Behavior Technician
1	Director of Finance
1	Library Media Technician
2	Office Manager
Separations From Service	
1	Teacher
1	Instructional Assistant – General Education
1	Instructional Assistant – Mild/Moderate
Limited Term – Projects	
4	Administrative Secretary II
6	Campus Safety & Security Officer
1	Community Liaison I
32	Enrichment Specialist
2	Health Care Assistant
1	Instructional Assistant – General Education
1	Language Support Liaison I
1	Migrant Outreach Specialist
3	Office Assistant II
12	Office Assistant III
1	Student Information System Specialist
1	Translator
Exempt	
17	Childcare
3	Migrant OWE
1	Pupil
1	Safety Monitor
21	Student Helper
12	Workability
5	Yard Duty
Provisional	

Limited Term - Substitute	
3	Cafeteria Assistant
2	Custodian
1	Instructional Assistant III
1	Registration Specialist

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

February 5, 2014

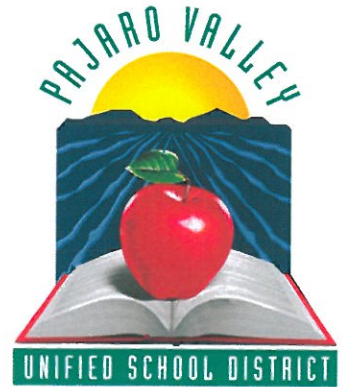
**REGULAR BOARD MEETING
UNADOPTED MINUTES**

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

PUBLIC SESSION – 7:00 p.m.

DISTRICT OFFICE BOARDROOM

292 Green Valley Road, Watsonville, CA 95076



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

1.1 Call to Order

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

1.2 Public comments on closed session agenda.

None.

2.0 CLOSED SESSION (AND AFTER REGULAR SESSION IF NECESSARY)

2.1 Public Employee Appointment/Employment, Government Code Section 54957

a. Certificated Employees

b. Classified Employees

New Hires – Probationary	
1	Site Computer Support Technician
1	Mental Health Clinician
Promotions	
1	Custodian II
New Hires	
1	Resource Specialist
3	<i>Teacher</i>
New Substitutes	
20	Substitutes
Administrative Appointments	
	None
Transfers	
2	Teacher
Other	
	None

Extra Pay Assignments	
3	Coach
1	Coordinator
Extra Period Assignments	
	None
Leaves of Absence	
1	Administrative Secretary II
1	Behavior Technician
1	Bus Driver
1	Speech & Language Specialist
2	<i>Teacher</i>
1	<i>Health Care Assistant</i>
Retirements	
	None
Resignations/Terminations	
	None
Supplemental Service Agreements	
272	Teachers
Miscellaneous Actions	
1	Cafeteria Assistant
2	Cafeteria Cook/Baker
1	Director of Finance
1	Instructional Assistant M/S
2	Office Manager
4	Site Computer Support Technician
Separations From Service	
1	Bus Driver
1	<i>Instructional Assistant – Mild/Moderate</i>
1	<i>Administrative Secretary II</i>
Limited Term – Projects	
2	Behavior Tech
3	Campus Safety and Security Officer
21	Enrichment Specialist
1	HR Technician
47	Instructional Assistant – General
1	Instructional Assistant M/S

1	Language Support Liaison II
1	Lead Custodian
1	Library Media Tech
4	Office Assistant I
2	Office Assistant II
6	Office Assistant III
1	Occupational Therapist
1	Office Manager
1	Office Manager HS
1	Translator
Exempt	
9	Childcare
2	Crossing Guard
2	Pupil
13	Student Helper
13	Workability
4	Yard Duty
Provisional	
2	Instructional Assistant M/S
1	Office Assistant II
Limited Term - Substitute	
1	Instructional Assistant/Child Development
3	Office Assistant III
1	Registration Specialist I
1	Instructional Assistant M/M

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 2 Expulsions

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

President De Serpa called the meeting of the Board in public to order at 7:00 PM.

3.1 Pledge of Allegiance

Trustee Rivas led the Board in the Pledge of Allegiance.

3.2 Welcome by Board President

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

3.3 Superintendent Comments

Superintendent Dorma Baker shared that she had a productive meeting with COPA and received input for the LCAP planning process. She commented on a fantastic article from Santa Cruz Sentinel regarding our student trustee from PVHS, Felicia Davidson.

3.4 Governing Board Comments/Reports Standing Committees Meetings

Trustee Osmundson stated she was impressed with the new WATCH curriculum course proposed for approval. She expressed her excitement about the Algebra Academy item. She attended the Migrant meeting was very well attended.

Trustee Rivas welcomed all to the meeting. She mentioned she'd attended the City Council meeting as well as the symposium on Proposition 30 offered by the COE.

Trustee Orozco reported she'd attended the Cash for College event and it was great to interact with students. COPA and district are looking to collaborate and get more parental involvement in the LCAP development.

Trustee Ursino noted that he attended a concert at Aptos High and was impressed with the talent. He noted that arts at Aptos High School are extraordinary.

4.0 APPROVAL OF THE AGENDA

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

5.0 APPROVAL OF MINUTES

a) Minutes for January 22, 2014.

Trustee Rivas moved to approve the minutes for January 22, 2014. Trustee Yahiro seconded the motion.

Trustee Orozco asked that wording under Sarah Henne, item 9.0 be corrected as follows: *Ms. Henne noted the union was pleased the district has begun the ongoing process of involving teachers in the LCAP.* Trustee Rivas amended her motion and trustee Yahiro amended his second to incorporate this correction. The motion passed 6/0/1 (DeRose absent)

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

Rosaura Ayala and Esther Gallegos of Watsonville High School noted that over 600 families attended the freshman recruitment event. They commented on events at the school, including prep rallies, on recruitment for the school's various academies, and on the King of Hearts event. The school hosted a Highlight to the Future event where college representatives spoke about entering to college. They commented that the senior parking garage lights have been installed but still seem inadequate and students do not feel safe. Regarding the time-automated vending machines, which only open during break or lunch, they noted that during CAHSEE testing, snacks are needed at different times. Aptos High, Pajaro Valley High and Watsonville High are collaborating in the drama production West Side Story.

LaMaya Gross of Aptos High School, noted that the Winter Ball had been successful. She stated that the prom will take place at the Warrior Stadium. Students are currently taking their CAHSEE test. The school presented the movie *Bully* and was very interesting. She mentioned other upcoming events, including club carnival, parent night and open house.

Felicia Davidson of Pajaro Valley High reported that CAHSEE testing is taking place and that orientation went well. Credit Recovery classes are now taking place for students falling behind. Winter Ball fashion show took place and had a great turnout. She noted that the school highlighted the importance of protecting our environment during World Wetlands Watch Day. She commented on an Interact Club event, the successful fundraiser event for Jacob's Heart, the upcoming blood drive and Club Carnival, as well as on winter sports. She was glad negotiations between the district and teachers' union are coming to a close.

7.0 POSITIVE PROGRAM REPORT ON ALGEBRA

7.1 Report Murry Schekman, Assistant Superintendent, Secondary Education

Mr. Schekman introduced teachers, students and colleagues from Graniterock, who were critical part of this successful academy. Present were Olga de Santa Anna, Jeff Dimarco, Rick Ito, Nick Bugayong, Jean Gottlob, Jerry Boggs, and Mary Hoagland.

Mr. Ron Kinninger, on behalf of Graniterock, welcomed the opportunity to present about the program. He was asked to coordinate the academy as it expanded to a total of 108 8th graders.

Kevin Jeffrey, Graniterock assistant general counsel, thanked students for working so hard and so long on algebra, noting it was inspiring to hear their experience. He thanked the district for being a partner.

Rosanne Woolpert reported that Mr. Bruce Woolpert had a tremendous passion for education in this area, in this district; he was a math major at UCLA. When he passed away, it was obvious what we wanted to do to remember him in a living way. She expressed her appreciation for the support from the district in collaborating with Graniterock. Special moment when we had the graduation at EA Hall.

Nick Bugayong, teacher, who has developed a model algebra program, offered his perspective as a teacher. As a math club advisor, he has witnessed this program's growth. He expressed his excitement to see these student create new and positive experiences in mathematics.

The following students offered their perspective on the program: Veronica Anaya noted that it was a great experience to have university teachers teaching algebra. She thanked Graniterock for the opportunity and PVUSD for providing transportation; Jonathan, student, stated he'd visited two universities and can imagine going to UCSC; Algebra Academy Alumna, now a Junior at PVHS, Evelyn Gonzalez, noted that academy made a huge impact in her life, it opened many doors and she's happy to see it grow.

The Board participated with questions and comments.

Trustee Ursino moved to move item #13.2 before item 8.0 due to the number of students present for the presentation. Trustee Orozco seconded the motion. The motion passed 6/0/1 (DeRose absent) .

13.0 REPORT, DISCUSSION AND POSSIBLE ACTION ITEMS

13.2 Report, discussion and possible action to Approve Charter Petition Renewal for Academic Vocational Charter Institute for One Year, Effective January 2014 to January 2015.

Report by Bruce White, Principal, AVCI.

Bruce White began by noting schools Mission Statement and Vision. The school currently has six year accreditation, which expires 2014-15. He commented on student performance, noting that data may be a bit skewed due to the size of the school: For Title III Accountability, AMAO 1 is at 71% and AMAO 2 at 69%. CAHSEE passing for English Language Arts is at 75% and at 43% for Mathematics. Attendance is at 95%; it is a goal to reach 96%. The current enrollment is 82 and the goal is to reach 100. The average Grade Point Average has increased and it is now at 3.27; the goal is to go to 3.5. The

school is a leader in Career Technical Education and students complete 3 career pathways by graduation; there are 11 CTE courses in all, such as Business and Marketing, Accounting and Industrial Technology, which is a strong component of the program. Mr. White reported that the school is planning to submit courses for A – G approval so students have the opportunity to seamlessly transfer to college. The school utilizes state of the art manufacturing technologies, creates architectural designs using solar powers, teaches photography, environmental studies, local studies, and currently has a growing number of sports teams.

The following parent and students spoke of their experience at AVCI: Maria Ortega, parent and SSC president, noted that there are more parents involved and efforts to recruit more students are underway. She was proud to say that her son will go home with confidence and skills necessary to succeed. Joselin Melendez, senior, spoke of her experience at the school and her improvement in academics; she appreciates the small and family-like environment. Lucel Lopez, who graduated in 2011, stated that she's currently attending Cabrillo and is working on her transfer credits. She spoke of her positive experience at the school.

In closing the presentation, students showed some of the work they have produced and gave the board a keychain that was created by a student.

Board participated with comments and questions and thanked all for the presentation.

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

Board President De Serpa closed the regular Board meeting and opened the Public Hearing.

8.0 Public Hearing (Public Disclosure): Long Term Financial Impact of the Tentative Agreement for certificated bargaining unit employees as required by AB1200/2756 and certification of the district's ability to meet the costs of the collective bargaining agreement with the Pajaro Valley Federation of Teachers (PVFT) bargaining unit.

8.1 Report by Brett McFadden, CBO

Brett McFadden presented a letter from the County Office of Education that indicates that the District can afford the additional costs of this agreement. Mr. McFadden also commented on the submitted Public Disclosure agreement, making the following correction to item D, addressing contingency language for the proposed agreement: *No contingency language for the 12-13 and 13-14. Negotiations are closed for those years per the agreement. Reopeners for salary, health, and welfare benefits plus two additional items for each party are included for the 14-15 and future years negotiations per the agreement.*

8.2 Public comment

Jack Carroll, PVFT chief negotiator, stated that an additional correction on item D needs to be made for the record: it should read *three* additional items for each party, not two.

Bill Beecher, community member, noted he was thrilled that teachers are getting a raise and that class size reduction is being addressed in the agreement. He added that it is not clear if the district is getting anything back, such as improved student performance; the agreement does not guarantee it. Article on Rights and Responsibilities seems to have a lot of rights for teachers and not many responsibilities.

8.3 Board questions and comments

Board participated with comments.

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

9.0 VISITOR NON-AGENDA ITEMS

Sabra Richey, teacher, encouraged the board to solicit teacher input for LCAP. She presented the board with a short list from Amesti teachers of what they'd like to see in the plan.

Carlos Rico, community member, asked if Dr. Rivas is the official spokeswoman or an individual board member. He asked that board members note that they are not speaking on behalf of the district or board of trustees when addressing other agencies. He noted that at a recent City Council meeting, Dr. Rivas implied that the City is against the majority of people voting and that is not the case; everyone has the right to vote.

Rhea DeHart, proponent for Let the People Vote campaign and the Pajaro Valley Senior Coalition, spoke of a successful campaign and all three of our petitions will be on the ballot for upcoming elections. The petition gathered 11,000 voter signatures. They are related to 1) the selection and rotation of the mayor, 2) filling vacancies, and 3) naming public buildings. These measures place trust on the electorate.

Sylvia Qualls, teacher, thanked the union and district for their negotiations efforts and for moving ahead with CSR. She expressed her concern for the large caseloads for specialists, such as psychologists; this should be addressed as the budget continues to be evaluated.

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

Jack Carroll, PVFT Executive Director, expressed his concern on deficit spending stating that for the last four years deficit spending has disappeared at the end of the school year. In reference to LCAP, he'd like to see the district develop a process where teacher and union input can be part of the process. He reported that an attempt to mediate and resolve a grievance regarding mandatory meetings after school was unsuccessful; the next step is to head towards arbitration. Mr. Carroll thanked the superintendent for keeping staff informed about adult education.

Olga de Santa Anna, PVAM, commented that Watsonville High and EA Hall just completed submitting documents to the Department of Education as required by the School Improvement Grant. She noted that the process is complex and time-consuming. The Federal Program Monitoring group will be in the District in March; that is also a very time-consuming activity. She concluded by outlining the process of writing the grant and the many benefits those funds have had.

11.0 CONSENT AGENDA

Trustee Ursino moved to approve the consent agenda, pulling item #11.7. Trustee Orozco seconded the motion. The motion passed 6/0/1 (DeRose absent).

11.1 Purchase Orders January 16 - 30, 2014

11.2 Warrants September January 16 - 30, 2014

11.3 Acknowledge with Gratitude Donation of 50 iPad 1s for Bradley Elementary (25) and for Technology Services at PVUSD (25) from Mr. Thomas White of Monte Vista Christian School.

11.4 Approve Travel for Eighteen Pajaro Valley High School Students to Spain in April 2014.

11.5 Approve New Course Proposal: Watch Coastal Ecology Life Science Lab. First Reading.

11.6 Approve Student Calendar for the 2014-15 School Year.

~~**11.7 Approve Authorization to Declare Obsolete Furniture, Equipment and Other Surplus Property.**~~

This item was pulled.

11.8 Approve Bradley Playground Structure Project – Measure L #8121.

11.9 Approve Consulting Services Agreements to Provide Construction Project Management Services on Upcoming Bond Projects.

12.0 DEFERRED CONSENT ITEMS
None.

13.0 REPORT, DISCUSSION AND POSSIBLE ACTION ITEMS (CONTINUED)

13.1 Report, discussion and possible action to Approve Tentative Agreement with Pajaro Valley Federation of Teachers (PVFT).

Report by Sharon Roddick, Assistant Superintendent, HR.

Sharon Roddick was pleased to report that a tentative agreement with PVFT had been reached; this is a successor agreement from 2012-2015. The district and union will continue to work together. She commented on the reinvestment plan of the board and the board's identified priorities. The agreement features a wage increase of 7%, retroactive to July 1st of 2013-14, class size reduction for K-3 is scheduled for implementation, and numerous items of language clean up, clarification, or expansion. A competitive salary/compensation comparison shows that the district has moved up in the competitive arena, which is a terrific asset for this district. Next steps include board approval and implementation of the agreement. This is a working document and the document contains re-opening language for the spring.

Board participated with comments and questions.

Trustee Rivas moved to approve this agreement. Trustee Yahiro seconded the motion. The motion passed 6/0/1 (DeRose absent).

13.3 Report, discussion and possible action to Approve Revised Board Policy and Administrative Regulation #5145.12, Students, Search and Seizure.

Report by Murry Schekman, Assistant Superintendent, Secondary Education.

Murry Schekman noted that this policy and regulation were updated to include the canine deterrent program.

Board participated with comments and questions.

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

13.4 Report, discussion and possible action on Broadcasting Board Meetings.

Report by Brett McFadden, CBO, and Tim Landeck, Director of Technology.

Brett McFadden reported that the district had done a cost analysis for televising board meetings. There would be a one-time cost with Community TV of \$7,100 and an ongoing cost of \$800 per month. This would cover subscription to streaming as well as boardroom upgrades and a few technology components would be necessary.

Public comments:

Francisco Rodriguez, PVFT, spoke in support of board meetings being televised.

Board participated with comments and questions. They discussed the benefits of having the public informed. Concerns regarding the time restraints with Community TV, which may require editing portions of the meeting, were discussed. Trustee Orozco asked staff to further research options.

This item will be brought back in March.

13.5 Report, discussion and possible action on Reinstatement of Board Monthly Cash Stipends to 2008-09 Amount.

Report by Brett McFadden, CBO.

Brett McFadden reported that during the first round of reductions, the board reduced its monthly stipend by 20%. The district is now proposing reinstating the stipend back to the \$400 level.

Board participated with comments and questions.

At 10:28 PM, trustee Ursino moved to extend the meeting to 11:00 PM. Trustee Orozco seconded the motion. The motion passed 6/0/1 (DeRose absent).

The Board continued with comments and questions on stipends. Concerns were voiced regarding potential negative public perception and how that would impact trustees who chose to run again for upcoming election.

Board president tabled the item.

14.0 REPORT AND DISCUSSION ITEMS

14.1 Report and discussion on the Governor's 2014-15 Budget Proposal.

Report by Brett McFadden, CBO.

Brett McFadden reported that the Local Control Funding Formula and the Local Control Accountability Plan continue to be key in the Governor's education policy. The Governor continues to advocate for local control for district. To this end, Superintendent Baker and trustee DeRose recently attended the State Board of Education hearing on this matter and advocated for local control as well. The proposed budget includes paying off funding deferrals, which would assist districts in securing and predicting cash flow. The overall budget of \$106.8 billion is much smaller than it was five years ago; it includes a 42.4% allocation to K-12 expenditure. Mr. McFadden reviewed the entitlement calculation for LCFF that notes grade span base grant adjustments for eligible students, including English learners, low income students, foster youth and special needs students. The model for the current funding system is a complete shift from the old system. While the old model was based heavily on command and control, the new system empowers districts to improve student achievement through community involvement and local board policy. Mr. McFadden reported that the LCFF for 2014-15 estimates to close the gap between 2013-14 funding levels and LCFF full implementation targets by about 28% and provides an average increase in per-pupil funding of 10.9%. Referencing supplemental and concentrations grants, Mr. McFadden remarked that districts have the responsibility to show increased or improved services for grant generating students.

The County Office of Education is in agreement with the district's 2013-14 budget and the public disclosure statement for the tentative agreement with PVFT. The COE recommends the district keeps a LCFF reserve for districts like PVUSD as they are highly funded and highly vulnerable. The district faces work in the following three areas, which are all interrelated: LCAP development process, policy decisions and fiscal decisions. All districts are working on these same areas and mistakes are expected due to the newness and complicated nature of the LCFF.

Public comment

Bill Beecher, community member, commented that drought will affect state revenues; caution with funds is recommended.

Jack Carroll, PVAM, commented that the presented figures of the district are based on June's numbers and the Governor is suggesting a new budget. Legislators nor governor feel the need for the recommended reserves. He noted that the categorical funding for adult education is a new source of money.

Board participated with comments and questions.

15.0 ACTION ON CLOSED SESSION

2.1 Public Employee Appointment/Employment, Government Code Section 54957

a. Certificated Employees

Trustee Ursino moved to approve the certificated employee report with the addition of 1 Teacher under New Hires and 1 Teacher under Leaves of Absence. Trustee Orozco seconded the motion. The motion passed 6/0/1 (DeRose absent).

b. Classified Employees

Trustee Ursino moved to approve the classified employee report with the addition of 1 Health Care Assistant under Leaves of Absence and 1 Instructional Assistant Mild/Moderate and 1 Administrative Secretary II under Separations. Trustee Orozco seconded the motion. The motion passed 6/0/1 (DeRose absent).

2.8 2 Expulsions

Actions on Expulsions:

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

13-14-028

Trustee Yahiro seconded the motion. The motion passed 5/0/1/1 (De Serpa abstained; DeRose absent).

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

13-14-029

Trustee Orozco seconded the motion. The motion passed 5/0/1/1 (De Serpa abstained; DeRose absent).

16.0 UPCOMING BOARD MEETINGS/REMAINING BOARD MEETINGS FOR 2014

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

		Comment
February	▪ 26	
March	▪ 12 ▪ 19 ▪ 26	▪ Approve 2 nd Interim Report ▪ MSHS Training – Special Mtg.
April	▪ 9 ▪ 23	
May	▪ 14 ▪ 28	▪ Approve 3 rd Interim Report
June	▪ 11 ▪ 25	▪ 2014-2015 Budget Adoption
July	No Meetings	
August	▪ 13 ▪ 27	
September	▪ 10 ▪ 24	▪ Unaudited Actuals
October	▪ 8 ▪ 22	
November	▪ 12	▪
December	▪ 10 Annual Org. Mtg.	▪ Approve 1 st Interim Report

17.0 ADJOURNMENT

There being no further business to discuss, the meeting of the Board was adjourned at 10:58 PM.

Dorma Baker, Superintendent



PAJARO VALLEY UNIFIED SCHOOL DISTRICT



Board Agenda Backup

Item No: 9.3

Date: February 26, 2014

**Item: Award of contract, Priority One Digital Transmission Service
E-Rate 2014-2015**

Overview: The Technology Services Department along with the assistance of the Purchasing Services Department completed a competitive bid process on January 28, 2014 for the Priority One Digital Transmission Service listed below. The service will be used for Internet Access for all school sites and district facilities. This is designed to support the increasing need for additional bandwidth to the COE and the Internet. All contracts are contingent upon receiving full Erate 80% to 90% discount funding from the Schools and Libraries Division (SLD), a US Federal agency.

Erate is the commonly used name for the Schools and Libraries Program of the Universal Service Fund, which is administered by the Universal Service Administrative Company (USAC) under the direction of the Federal Communications Commission (FCC). The program provides discounts to assist schools and libraries in the United States (and U.S. territories) to obtain affordable telecommunications and Internet access. It is one of the support programs funded through a Universal Service fee charged to companies that provide interstate and/or international telecommunications services.

The Schools and Libraries Program supports connectivity - the conduit or pipeline for communications using telecommunications services and/or the Internet. Funding is provided with two priority categories of service:

Priority One: Telecommunications services (telephone and data line services), Internet access

Priority Two: Internal connections (networking equipment, servers, cabling), and basic maintenance of internal connections.

The level of discounts available depend on the ratio of free and reduced lunches at the school site or district and range from 20% to 90% of the costs of eligible services. Eligible school districts and libraries may apply for Erate discounts on an annual timeline.

Over the past twelve (12) years, PVUSD has qualified for over \$22 million in Erate discount funding which has brought data networks and phone systems to PVUSD schools as well as extensive discounts on telephone and Internet connectivity invoices. The Erate process is very labor intensive and requires extensive knowledge about Erate systems and procedures, in addition to extensive work on creating formal Requests for Proposals (RFPs) and evaluating bid responses. Many school districts hire consultants, at a considerable cost, to perform this work. However, PVUSD Technology Services has successfully handled all aspects of the Erate process in-house without the added costs for engineers and Erate consultants.

Many of the projects listed below are programs that the district could not function without, yet will receive 80% discounts when applied through the Erate system. Other items are projects that will also greatly benefit multiple schools in the district while receiving a 90% discount.

All Erate applications should be submitted weeks prior to the filing date to avoid issues with the USAC site being over taxed and non-responsive.

Pajaro Valley Unified School District requested E-Rate Bids for a single Priority One Digital Transmission Service. The service would connect the District Office located at 294 Green Valley Road, Watsonville, CA, and the Santa Cruz County Office of Education, which is located at 400 Encinal Street in Santa Cruz. The desired bandwidth is Ten (10) Gigabits per second.

District would consider a point-to-point Ethernet Telecommunications Service or an eligible lit fiber optic solution that provides similar bandwidth and functionality. The service will be used solely for the purpose of Internet Access.

In order to obtain the most cost-effective solution, the District considered a multi-year agreement of up to 60 months. Two (2) - year and three (3) -year pricing were also requested, each with the option to extend the agreement for an additional year at the same rates.

E-rate Year 17 Due: Thursday, January 23, 2014 2:00 p.m. RFP # E-Rate 2014-01 Priority One Digital Transmission Service E-Rate 2014-2015					Proposal Response Form				
Company		Non-collusion	24 month pricing	36 month pricing	60 month pricing				
AT&T included Disk		X	\$300,816	\$235,692	\$285,120				
SUNESYS included thumb drive		X	N/A	N/A	\$412,771.20				

Recommendation: The administration recommends award to AT&T for the 60 month pricing and meeting the terms and conditions of the bid.

Budget Considerations:

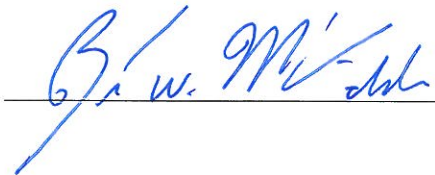
Funding Source:

Budgeted: Yes: ☒ No: ☐

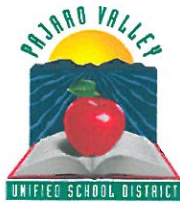
Amount: \$285,120.00

Prepared By: Tim Landeck, Director of Technology
Rich Buse, Director of Purchasing & Safety

Superintendent's Signature:

 CBO

PAJARO VALLEY UNIFIED SCHOOL DISTRICT



Board Agenda Backup

Item No: 9.4

Date: February 5, 2014

Item: Approve Resolution # 13-14-10, Delegation of authority to conduct the sale and disposal of surplus personal property

Overview: Education Code Section 35161 authorizes the Board to delegate to any officer or employee of the District any power or duty delegated to the District or the Board by law, although the Board retains responsibility over the performance of the powers or duties so delegated.

Education Code Sections 17540-17546 outline procedures for disposing and/or donation of property no longer needed or that is unsuitable for school use. The items may be disposed of in the following manner:

- 1) sale to another public entity
- 2) sale at public sale through sealed bid
- 3) private sale or disposed of in the local dump when offered at public sale unsuccessfully
- 4) private sale when one or more items do not exceed in value the sum of \$2,500
- 5) donation to a charitable organization when items are found to be of insufficient value to defray the cost of a sale

Plan:

The adoption of Resolution #13-14-10 will provide the necessary authorization for the District Superintendent and/or the Chief Business Official, or to their designee the authority to conduct the sale and/or disposal of surplus personal property in accordance with Education Code Sections 17540-17546.

Recommendation: Adoption of Resolution #13-14-10 Authorizing Delegation of Authority in Regard to the Sale and Disposal of Surplus Personal Property

Budget Considerations: No fiscal impact. The cost of selling the items at public auction is funded through a commission on the sales revenue.

Prepared By: Rich Buse, Director of Purchasing & Safety
Reviewed and approved by: Brett McFadden, Chief Business Official

Superintendent's Signature:

B. W. McFadden C. B. O.

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

RESOLUTION NO. 13-14-10

APPROVING DELEGATION OF AUTHORITY TO CONDUCT THE SALE AND
DISPOSAL OF SURPLUS PERSONAL PROPERTY

WHEREAS, Education Code Sections 17540-17546 outline procedures for disposing and/or donation of property no longer needed or that is unsuitable for school use; and

WHEREAS, the Governing Board ("Board") of the Pajaro Valley Unified School District ("District"), is required pursuant to Education Code Sections 17540-17546 to dispose of surplus personal property through public sale or private sale or local dump as prescribed in the code; and

WHEREAS, Education Code Section 35161 authorizes the Board to delegate to any officer or employee of the District any power or duty delegated to the District or the Board by law, although the Board retains responsibility over the performance of the powers or duties so delegated; and

WHEREAS, the Board desires to delegate to District staff certain authority in regard to the sale and disposal of personal property.

NOW, THEREFORE, the Board does hereby determine, resolve, and order as follows:

Section 1. The foregoing recitals are true and correct.

Section 2. The Board hereby delegates the authority and discretion to the Superintendent and/or Chief Business Official or to their designee, to dispose of personal property in the following manner as authorized in Education Code Sections 17540-17546:

- 1) sale to another public entity
- 2) sale at public sale through sealed bid
- 3) private sale or disposed of in the local dump when offered at public sale unsuccessfully
- 4) private sale when one or more items do not exceed in value the sum of \$2,500
- 5) donation to a charitable organization when items are found to be of insufficient value to defray the cost of a sale

Section 3. The Superintendent and/or Chief Business Official, or to their designee, shall report to the Board at each regularly-scheduled Board meeting

with a summary of the authority exercised pursuant to this Resolution since the last prior meeting of the Board.

Section 4. This Resolution shall take effect immediately and shall remain in effect until rescinded by the Board.

PASSED AND ADOPTED by the Governing Board of the Pajaro Valley Unified School District at Watsonville, California, on this 26th day of February, 2014, by the following vote:

AYES:
NOES:
ABSENT:
ABSTAIN:

STATE OF CALIFORNIA)
)
COUNTY OF SANTA CRUZ)

I, Dr. Lupe Rivas, Clerk of the Governing Board of the Pajaro Valley Unified School District of Watsonville, California, do hereby certify that the foregoing is a full, true and correct copy of a resolution adopted by said Board at the regular meeting thereof at the time and place of vote stated, which resolution is on file and of record in the office of said Board.

Clerk of the Board

Date



Board Agenda Backup

Item No: 9.5

Date: February 26, 2014

Item: Playground Structure Project – Measure L #8531, #8541, #8551
 – Project Closeout and Project Notice of Completion

Overview: The Hall District, TS MacQuiddy and Ohlone Playground Structure Projects were awarded to James Sommerville Inc. at the November 13, 2013 Board of Trustees meeting. This project is complete and final payment of retention is due to the contractor.

Hall District Play Structure Project- 8531 is now complete. There was one change order to adjust slope percentages to meet ADA requirements

Original Contract Amount	\$84,926.00
Change Orders – ADA Accessibility adjustments	\$2,006.00
New Total Contract Amount	\$86,932.00

MacQuiddy Play Structure Project-8541 is now complete. There were no change orders

Original Contract Amount	\$122,807.00
Change Orders - none	\$0.00
New Total Contract Amount	\$122,807.00

Ohlone Play Structure Project-8551 is now complete. There were no change orders

Original Contract Amount	\$32,178.00
Change Orders - none	\$0.00
New Total Contract Amount	\$32,178.00

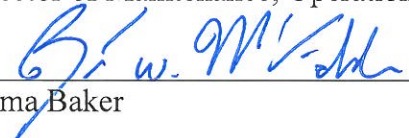
Recommendation: It is recommended that the Board accept the Notice of Completions for these projects and authorize the Director of Maintenance Operations and Facilities to Sign, File & Record them at the Santa Cruz or Monterey County Recorder's Office.

Funding Source: Measure L Bond Funds

Budgeted: Yes: ☒ No: ☐

Amount: \$241,917.00

Prepared By: 
Richard Mullikin, Director of Maintenance, Operations & Facilities (PJA)

Superintendent's Signature:  C.B.O.
Dorma Baker

RECORDING REQUESTED BY
[PAJARO VALLEY UNIFIED SCHOOL DISTRICT]

AND WHEN RECORDED MAIL TO:

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

Complimentary Recording, Pursuant to Government Code 27383

SPACE ABOVE THIS LINE FOR RECORDERS USE

NOTICE of COMPLETION

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

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

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

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

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

NAMES:

ADDRESSES:

N/A

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

NAMES:

ADDRESSES:

N/A

6. A work of improvement on the property hereinafter described was completed on January 27, 2014. The work done was:
Installation of Two New District Purchased Play Structures at the Hall District Elementary School Site.

7. The name of the contractor, if any, for such work of improvements was: James Sommerville, Inc.

8. The property on which said work of improvements was completed is in the County of Monterey, and State of California, and is described as follows:

Hall District Elementary School

9. The Street address of said property is 300 Sill Road, Las Lomas, California 95076 APN# 412-073-004
(IF NO STREET ADDRESS HAS BEEN OFFICIALLY ASSIGNED, INSERT "NONE")

Dated: February 20, 2014

X Richard Mullikin

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

VERIFICATION

I, the undersigned, say: I am the Maintenance, Operation & Facilities Dept. -- Director the declarant of the foregoing Notice of Completion
("PRESIDENT OF", "MANAGER OF", "PARTNER OF", "OWNER OF", ETC.)

I have read said Notice of Completion and know the contents thereof; the same is true of my own knowledge. I declare under penalty of perjury that the foregoing is true and correct.

Executed on: February 26, 2013 at Watsonville, CA 95076
(CITY) (STATE) (ZIP)

DSA#: 44-37
File#: 01-113517

X

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

RECORDING REQUESTED BY
[PAJARO VALLEY UNIFIED SCHOOL DISTRICT]

AND WHEN RECORDED MAIL TO:

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

Complimentary Recording, Pursuant to Government Code 27383

SPACE ABOVE THIS LINE FOR RECORDERS USE

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3. The full address of the owner is: 294 Green Valley Road, Watsonville, CA 95076

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

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

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

NAMES:

ADDRESSES:

N/A

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

NAMES:

ADDRESSES:

N/A

6. A work of improvement on the property hereinafter described was completed on January 27, 2014. The work done was:
Installation of Two New District Purchased Play Structures at the TS MacQuiddy Elementary School Site.

7. The name of the contractor, if any, for such work of improvements was: James Sommerville, Inc.

8. The property on which said work of improvements was completed is in the County of Santa Cruz, and State of California, and is described as follows:

TS MacQuiddy Elementary School

9. The Street address of said property is 330 Martinelli Street, Watsonville, California 95076 APN# 019-111-02
(IF NO STREET ADDRESS HAS BEEN OFFICIALLY ASSIGNED, INSERT "NONE")

Dated: February 20, 2014

X Richard Mullikin

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

VERIFICATION

I, the undersigned, say: I am the Maintenance, Operation & Facilities Dept. – Director the declarant of the foregoing Notice of Completion
(“PRESIDENT OF”, “MANAGER OF”, “PARTNER OF”, “OWNER OF”, ETC.)

I have read said Notice of Completion and know the contents thereof; the same is true of my own knowledge. I declare under penalty of perjury that the foregoing is true and correct.

Executed on: February 26, 2013 at Watsonville, CA 95076
(CITY) (STATE) (ZIP)

DSA#: 44-37
File#: 01-113516

X

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

RECORDING REQUESTED BY
[PAJARO VALLEY UNIFIED SCHOOL DISTRICT]

AND WHEN RECORDED MAIL TO:

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

Complimentary Recording, Pursuant to Government Code 27383

SPACE ABOVE THIS LINE FOR RECORDERS USE

NOTICE of COMPLETION

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

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2. The full name of the owner is Pajaro Valley Unified School District
3. The full address of the owner is: 294 Green Valley Road, Watsonville, CA 95076

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

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

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

NAMES:

ADDRESSES:

N/A

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

NAMES:

ADDRESSES:

N/A

6. A work of improvement on the property hereinafter described was completed on January 27, 2014. The work done was:
Installation of One New District Purchased Play Structures at the Ohlone Elementary School Site.

7. The name of the contractor, if any, for such work of improvements was: James Sommerville, Inc.

8. The property on which said work of improvements was completed is in the County of Monterey, and State of California, and is described as follows:

Ohlone Elementary School

9. The Street address of said property is 21 Bay Farms Road, Royal Oaks, California 95076 APN# 117-091-017
(IF NO STREET ADDRESS HAS BEEN OFFICIALLY ASSIGNED, INSERT "NONE")

Dated: February 20, 2014

X Richard Mullikin

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

VERIFICATION

I, the undersigned, say: I am the Maintenance, Operation & Facilities Dept. – Director the declarant of the foregoing Notice of Completion
(“PRESIDENT OF”, “MANAGER OF”, “PARTNER OF”, “OWNER OF”, ETC.)

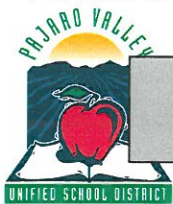
I have read said Notice of Completion and know the contents thereof; the same is true of my own knowledge. I declare under penalty of perjury that the foregoing is true and correct.

Executed on: February 26, 2013 at Watsonville, CA 95076
(CITY) (STATE) (ZIP)

DSA#: 44-37
File#: 01-113518

X

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



Board Agenda Backup

Item No: 9.6

Date: February 26, 2014

Item: Approval of Architectural Amendments

Overview: On March 27, 2012 the Board approved the Architectural Master Agreement Contracts of Kasavan Architects from Salinas, NTD Architecture from Salinas and HMC Architects from San Jose. These firms will be working on various capital projects funded by Measure L bond funds as well as other funding sources. The teams have been assigned to geographic areas of the district.

Aptos High Area Team- Kasavan Architects and Kitchell Construction Management. Pajaro Valley High Area Team- NTD Architecture and Cummings Corporation. Watsonville High Area Team- HMC Architects and Blach Construction Management.

Staff are assigning projects to the teams by amendments to their master agreements.

The attached three amendments shows the Projects to be approved. The CM Amendments related to these projects will be presented for approval at the next Board meeting.

Recommendation: It is recommended that the Board approve the Amendments to the Architectural Contracts related to these projects as indicated on the attached documents.

Budget Considerations:

Funding Source: Measure L Bond Funds

Budgeted: Yes: ☒ No: ☐

Amount: \$39,000.00

Prepared By:


Richard Mullikin, Director of Maintenance, Operations & Facilities

Superintendent's Signature:

 C.B.O.
Dorma Baker

Architect's Master Agreement Amendment Measure L Bond Construction Program

Project Location/School: Programming at 7 School Sites
Project Name: Small Project Programming
Project Number (District's 4 digit code): Many

Exhibit B to Master Agreement for Architectural Services

Project Schedule Milestones: TBD

Exhibit C to Master Agreement for Architectural Services

Scope and Compensation

Scope of Work Narrative:

The goal is to develop a list of improvement items that will address issues with immediate need or visually demonstrate repair or improvement work for quick start projects at each site. Examples of the kinds of work could be: Roofing, gutter repair, painting, paving or other non DSA type projects. The deliverable from this effort will be a narrative with simple keynoted site plan. This material will be sufficient for the respective CM firm to produce item level for cost estimating.

The process to develop this information would be as follows:

1. Work with the district to collect and review record drawings for each site
2. Walk each site with a District, Site, and CM representatives
3. Develop a draft narrative list of repairs or improvements
4. Meet with the District & CM Firm to review the narrative and discuss constructability
5. Revise update the narrative based on input from that meeting
6. Provide narrative to CM Firm for estimating and work with them to clarify any questions
7. Compile narrative & Estimate and meet with District to review
8. Pick up any final comments from the district and submit completed report.
9. Sites to include: Ann Soldo, Freedom, Radcliff, Cesar Chavez, Lakeview and Amesti.

Compensation:

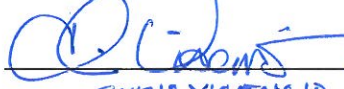
The fee for the Scope of Work described above shall be a fixed fee of Twenty Four Thousand Five Hundred Dollars (**\$24, 500.00**). This fee could be distributed to each of the 3 sites for an average fee of \$3,500.00 per site.

Assumptions and Exclusions:

1. Site walks for all sites will all occur on one day
2. No more than two meetings with the District will be required (items 4 & 7 above)
3. No Civil, Structural, Electrical, Mechanical / Plumbing Engineering consultants are included in this proposal
4. No Specialty Consultants are included in this proposal
5. No Topographical or Geotechnical investigations are included in this proposal.
6. No Destructive Testing is anticipated in this proposal

SIGNED:

ARCHITECT:


C-26985
CHRIS VICENCIO, PRINCIPAL
Date: 2/20/14

NTD Architects
380 Main Street, 2nd Floor
Salinas, CA 93901
(831) 422-8000
cvicencio@ntd.com

DISTRICT:

Date: _____

Pajaro Valley USD
294 Green Valley Road
Watsonville, CA 95076
(831) 786-2100 Ext# 2560

Architect's Master Agreement Amendment Measure L Bond Construction Program

Project Location/School: Programming at 3 School Sites
Project Name: Small Project Programming
Project Number (District's 4 digit code): Many

Exhibit B to Master Agreement for Architectural Services

Project Schedule Milestones: TBD

Exhibit C to Master Agreement for Architectural Services

Scope and Compensation

Scope of Work Narrative:

The goal is to develop a list of improvement items that will address issues with immediate need or visually demonstrate repair or improvement work for quick start projects at each site. Examples of the kinds of work could be: Roofing, gutter repair, painting, paving or other non DSA type projects. The deliverable from this effort will be a narrative with simple keynoted site plan. This material will be sufficient for the respective CM firm to produce item level for cost estimating.

The process to develop this information would be as follows:

1. Work with the district to collect and review record drawings for each site
2. Walk each site with a District, Site, and CM representatives
3. Develop a draft narrative list of repairs or improvements
4. Meet with the District & CM Firm to review the narrative and discuss constructability
5. Revise update the narrative based on input from that meeting
6. Provide narrative to CM Firm for estimating and work with them to clarify any questions
7. Compile narrative & Estimate and meet with District to review
8. Pick up any final comments from the district and submit completed report.
9. Sites are: MacQuiddy, Ohlone and Linscott

Compensation:

The fee for the Scope of Work described above shall be a fixed fee of Nineteen Thousand Three Hundred Sixty Dollars (**\$14,500.00**). This fee could be distributed to each of the 3 sites for an average fee of \$4,833.33 per site.

Assumptions and Exclusions:

1. Site walks for all sites will all occur on one day
2. No more than two meetings with the District will be required (items 4 & 7 above)
3. No Civil, Structural, Electrical, Mechanical / Plumbing Engineering consultants are included in this proposal
4. No Specialty Consultants are included in this proposal
5. No Topographical or Geotechnical investigations are included in this proposal.
6. No Destructive Testing is anticipated in this proposal

SIGNED:

ARCHITECT:



Date: 2.20.14

HMC Architects
1570 The Alameda Ste. 330
San Jose, CA 95126
408.977.9160
dale.kahn@hmcarchitects.com

DISTRICT:

Date: _____

Pajaro Valley USD
294 Green Valley Road
Watsonville, CA 95076
(831)786 - 2190



PAJARO VALLEY UNIFIED SCHOOL DISTRICT



Board Agenda Backup


Item No: 9.7

Date:	February 26, 2014
Item:	Approve Nomination of Cynthia Hawthorne and Phil Rodriguez to CSBA's Delegate Assembly
Overview:	<p>CSBA Delegates serve two-year terms. Those elected in 2014 will serve immediately upon election through March 31, 2016. There are two Delegate Assembly meetings each year, one in May prior to CSBA's Legislative Action Conference in Sacramento and one preceding the CSBA Annual Conference in December. In accordance with CSBA Bylaws, CSBA does not pay travel expenses associated with Delegate Assembly meeting. District and county associations often cover or offer supplemental help with expenses.</p> <p>Attached you will find the following forms:</p> <ul style="list-style-type: none">• Memo from Josephine Lucey, CSBA President• Copy of Ballot with Nominees (Board can select up to 2)• Candidates Biographical Sketch Form <p>Ballots will be sent to CSBA no later than March 17, 2014.</p>
Recommendation:	Approve Election to the Delegate Assembly.

Budget Considerations: N/A

Prepared By: Dorma Baker, Superintendent

Superintendent's Signature:

 C.B.O.



California School Boards Association

**TIME SENSITIVE, REQUIRES BOARD ACTION
DEADLINE MONDAY, MARCH 17, 2014**

January 31, 2014

MEMORANDUM

To: All Board Presidents and Superintendents
CSBA Member Boards of Education

From: Josephine Lucey, President

Re: 2014 CSBA Delegate Assembly Election
U.S. Postmark Deadline – Monday, March 17, 2014

Enclosed is the ballot material for election of a representative to the CSBA Delegate Assembly from your region or subregion. The material consists of the ballot (on red paper), required candidate biographical sketch form, and if submitted, résumé for each candidate. In addition, we are including a “copy” of the ballot on white paper so that it may be included in board agenda packets, if you choose to do so. **Only the ballot on red paper is to be completed and returned.**

The board as a whole may vote for up to the number of vacancies in the region or subregion as indicated on the ballot. For example, if there are three vacancies in the region or subregion, the board may vote for up to three individuals. Regardless of the number of vacancies, each board may cast no more than one vote for any one candidate. (The ballot also contains a provision for write-in candidates; their name and district must be clearly printed in the space provided.)

The ballot must be signed by the Superintendent or Board Clerk and returned in the enclosed envelope; if the envelope is misplaced, you may use your district’s stationery; please write **DELEGATE ELECTION** prominently on the envelope with the region or subregion number on the bottom left corner. **Ballots must be postmarked by the U.S. Post Office on or before Monday, March 17. No exceptions are allowed.**

Election results will be available no later than Tuesday, April 1. If there is a tie vote, a run-off election will be held. All re-elected and newly elected Delegates will serve two-year terms beginning April 1, 2014 – March 31, 2016. The next meeting of the Delegate Assembly is on Saturday, May 17 – Sunday, May 18 at the Hyatt Regency in Sacramento.

The names of all Delegates will be available on CSBA’s website no later than Tuesday, April 1. Please do not hesitate to contact Charlyn Tuter in the Leadership Services Department at (800) 266-3382 ext. 3281 should you have any questions. Thank you.

This complete, **ORIGINAL** Ballot must be **SIGNED** by the Superintendent or Board Clerk and returned in the enclosed envelope postmarked by the post office no later than **MONDAY, MARCH 17, 2014**. Only ONE Ballot per Board. Be sure to mark your vote "X" in the box.
A PARTIAL, UNSIGNED, PHOTOCOPIED, OR LATE BALLOT WILL NOT BE VALID.

OFFICIAL 2014 DELEGATE ASSEMBLY BALLOT
SUBREGION 9-A
(San Benito, Santa Cruz Counties)

Number of vacancies: 2 (Vote for no more than 2 candidates)

Delegates will serve two-year terms beginning April 1, 2014 – March 31, 2016

**denotes incumbent*

☐ Cynthia Hawthorne (Santa Cruz City Schools)*

☐ Phil Rodriguez (Soquel Union ESD)

Provision for Write-in Candidate Name

School District

Signature of Superintendent or Board Clerk

Title

School District/COE Name

Date of Board Action

See reverse side for a current list of all Delegates in your Region.

Region 9 – Tami Gunther, Director (Atascadero USD)
8 Delegates (8 elected)

Below is a list of all the current Delegates from this Region.

Subregion A

Cynthia Hawthorne (Santa Cruz City Schools), term expires 2014
Kathleen Ritchie (San Lorenzo Valley USD), term expires 2014
George Wylie (San Lorenzo Valley USD), term expires 2015

Subregion B

Lila Cann (Salinas Union HSD), term expires 2015
Bettye L. Lusk (Monterey Peninsula USD), term expires 2014

Subregion C

Mark Buchman (San Luis Coastal USD), term expires 2014
Vicki Meagher (Lucia Mar USD), term expires 2015

County Delegate

John McPherson (Monterey COE), term expires 2015

Counties

San Benito, Santa Cruz (Subregion A)
Monterey (Subregion B)
San Luis Obispo (Subregion C)



Delegate Assembly Biographical Sketch Form

Please complete this form in the space provided. *Please **do not** state "See résumé."* This one-page, single-sided, biographical sketch form must be completed in the spaces provided. A single-sided, one-page résumé may also be submitted.

Name: Cynthia Hawthorne CSBA Region: 9 **A**

District or COE: Santa Cruz City Schools

Years on board: 7 ADA: 7000

Contact Number: 831-419-3969

E-mail: Cynthia.sccs@baymoon.com

Are you a continuing Delegate? ☒ Yes ☐ No

If yes, how long have you served as a Delegate? 1 term

CSBA's Delegate Assembly sets the general education policy direction for the Association. As a member of the Delegate Assembly, please describe what your top three educational priorities would be, and why they are important to the Association.

1. Full funding for LCFF to the 2007 level and beyond ASAP so the promise of local control can become a reality for student success. Local control without funds and tools to implement change is a bait and switch for the community.
2. As California is one of the 45 CCSS, make sure CSBA advocates to address the digital divide in California schools and the disconnect between the need and the availability of funding for technology tools in our most diverse communities. At this writing 15 States are questioning the implementation of CCSS and CSBA should be in the forefront of policy organizations asking the questions. Do the outcomes hurt or help student learning?
3. Work with CSBA on effective policy positions to support school and student safety. Districts need support on everything from facility upgrades to effective policy on the ever changing issues of cyber-bullying.

Another responsibility of Delegates is to communicate the interests of local boards to CSBA's Board of Directors, Executive Committee and staff. Please describe your activities/involvement or interests in your local district or county office.

5 years ago I worked with then CSBA delegate Allison Niday to create the Santa Cruz County Boards Association. I am currently serving as the SC County School Boards Association president. All 10 Boards in Santa Cruz County have met bi-monthly for the last 5 years to share district updates as well as working together on issues faced by us all such as SELPA and economy of scale issues (transportation, purchasing, solar) as well as budget ideas and solutions and the challenges of implementing CCSS. As SCZCSBA president, I recently hosted on behalf of our organization a countywide CSBA training on LCFF for every trustee and interested staff member. The event was well received and attended by over 70 trustees and staff members.

I have served as Board President for SCCS twice and served on Senator Monning's Education Roundtable and work with Assemblymember Stone's staff on local education issues. As a SCCS trustee I led the effort to launch the SCCS Wellness Committee and helped write an inclusive Wellness Policy that states no child will be hungry while in SCCS. That policy led to a revamp of our Food Services department and a shift toward locally sourced healthy food offerings for K-12. I was also a presenter at the CSBA conference in San Diego 6 years ago on the topic of Green Schools with fellow SCCS trustee Ken Wagman. We started the Green Schools Committee together and wrote an environmentally preferable purchasing policy that continues to guide the district.

I also serve on a gang abatement task force called BASTA, which is led by County Office of education Superintendent Michael Watkins.

Additionally, as a delegate, I have sent letters of concern to CSBA leadership over the years on hot topic issues such as encouraging CSBA to take a stand on gun control and school safety as well as be more proactive on supporting Prop 30. When we met as a delegate assembly in San Francisco I asked a question during Denise Meyer's legislative update on the fate of a charter school bill. I also am in frequent contact with Chris Unger, Director of CSBA Region 9 on issues of the day in public education as well as my fellow CSBA Delegates in our Region.

Why are you interested in becoming a Delegate and what contribution do you feel you would make as a member of the Delegate Assembly?

My fellow trustees from member district boards submitted my name originally because they thought I would ask the tough questions and take strong stands on issues of concern facing everyone in public education.

They also thought I would encourage CSBA to take a stronger stance in State level policy in this pivotal time in public education. To that end I strongly do support a CSBA PAC and hope that in the future CSBA will not be outmaneuvered as we were by CTA on Prop 30.

My concern about serving as a delegate again stems from frustration with CSBA as an organization. The potential of the organization to champion and protect the needs of students and the wishes of the community has not been fully realized.

I continue to hope to be part of the solution by running again to serve in the delegate assembly for Region 9.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: _____

2/3/11

Date: 12/11/13

2014 Delegate Assembly Candidate Biographical Sketch Form



DUE: Tuesday, January 7, 2014 (U.S.P.S.)

Mail to: CSBA | Attn: Leadership Services | 3251 Beacon Blvd., West Sacramento, CA 95691 | or fax 916.371.3407

Please complete, sign and date this required one page candidate biographical sketch form. An optional, one-page, single-sided, résumé may also be submitted; both will be copied exactly as received. Please do not state "see résumé" and please do not re-type this form. Any additional page(s) exceeding this one page candidate form will not be accepted. It is the candidate's responsibility to confirm that all nomination materials have been received by the CSBA Leadership Services department. Late submissions will not be accepted.

Name: Phil Rodriguez

CSBA Region: 9-A San Benito and Santa Cruz

District or COE: Soquel Union ESD

Years on board: 7

Contact Number: (831) 465-1711

E-mail: philrodrig@charter.net

Are you a continuing Delegate? ☐ Yes ☒ No If yes, how long have you served as a Delegate?

CSBA's Delegate Assembly sets the general education policy direction for the Association. As a member of the Delegate Assembly, please describe what your top three educational priorities would be, and why they are important to the Association.

In the short term implementation of the Common Core would be my highest priority. As a district that serves parents working in the Silicon Valley, I am fully aware of the need for highly trained workers. I believe that Common Core will help us achieve this goal. Equally important will be to insure that our instructional staff are prepared to successfully present Common Core curriculum. This will necessitate a commitment not only within our district but statewide. Finally, we must not let the current funding levels lull us into complacency. A good deal of resources will have to be spent to acquire the needed IT hardware, Internet access and associated training to comply with Common Core instruction and testing. Additionally, many districts have sacrificed facility and infrastructure budgets over the last few years in an effort to keep cost cutting as far from the classroom as possible. These needs cannot be ignored for much longer.

I feel these priorities are important to the Association because for the most part they are common to many districts in California. For example, purchasing IT hardware for Common Core could be less of a burden if the Association could negotiate with suppliers for volume pricing.

Another responsibility of Delegates is to communicate the interests of local boards to CSBA's Board of Directors, Executive Committee and staff. Please describe your activities/involvement or interests in your local district or county office.

I was recently involved in the redistricting process for our county office. I worked with our LEA's to determine their concerns, brought these to the task force and was successful in getting a unanimous approval from the COE board. I am very involved in other community organizations and through that work maintain contact with board members from other districts.

I advocate for public education as a board member of the Access2Employment not-for-profit. I am the Education Systems Liaison for Project Bike Trip, a Santa Cruz based not-for-profit that has setup six Bike Tech classrooms in three of our local high school districts. As a graduate of Leadership Santa Cruz County I network with community leaders to encourage leveraging synergies that support public education. I am a long time member of the county Children's Network, a United Way led group of organizations dedicated to supporting the needs of children in our community. I work with the Go For Health committee and have pledged to help reduce childhood obesity in our county through my work with our school district. I am the school board representative to the Capitola-Soquel Chamber of Commerce and have been a volunteer at their annual Art and Wine Festival for many years, an excellent venue to network and advocate for public education. As a volunteer with the Friends of the Santa Cruz Public Libraries I am involved in securing funding to improve PreK/TK literacy.

Why are you interested in becoming a Delegate and what contribution do you feel you would make as a member of the Delegate Assembly?

I want to bring my passion for public education to the Association to support student success. To achieve this I would work to close performance gaps, upgrade IT resources using the power of volume purchasing and be a strong advocate for sustainable, long term funding using my extensive experience in fund accounting and grant administration.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: Phil Rodriguez

Date: 12/17/13

Philip J. Rodriguez

912 Capitola Avenue, #10

Capitola, CA 95010

831-465-1711 philrodrig@charter.net

Skills and Strengths

I have performed technical accounting duties and maintained general ledger accounts, journals and subsidiary ledgers for general and restricted fund program operations.

Prepared various financial statements in accordance with State of California and federal policy.

I have used and been audited under and generally accepted accounting principles and practices and GASB.

I have researched, interpreted, applied, explained and trained staff on Federal and State of California, rules, regulations, policies and procedures.

Achievements

At UCSC I resolved audit issues working with the Office of Sponsored Projects, UC audit staff, program budget analysis staff and senior Student Affairs executives. I used forensic accounting practices to write custom reports using data mining to review payroll and expenditure records.

At Cabrillo College I maintained the financial records for over 50 federal, state and local grants including filing claims, periodic and final reports and preparing budgets, review, audit and sign off on journal entries and budget transfers, audit restricted fund accounts in preparation of external audit, verified compliance with the Community College Budget and Accounting Manual and Cabrillo College Board policies. I assisted program staff with interpreting accounting policies and procedures, contributed pages in the Annual Preliminary and Final College Budget and trained regular and temporary staff. I worked with FASB & GASB and have been audited under both accounting systems. I have written procedures for policy and legal compliance in the areas of Accounts Payable, Receivable, Collections, Cash Management, Inventory, Human Resources and numerous employee handbooks. I can analyze and explain complex information and prepare financial statements & reports for management use. I am a very effective communicator.

As a consultant I have accepted engagements at Hartnell College as Interim Controller, Project Bike Trip as Education Systems Liaison and Accountant at the Friends of the Santa Cruz Public Libraries

Professional Experience

- Phil Rodriguez Consulting, 6/11 to current, Fund Accountant
- Santa Cruz Community Counseling Center, 2/10 to 6/11, Budget Analyst
- University of California Santa Cruz, 10/08 to 2/10, Budget Analyst
- Pajaro Valley Water Management Agency, 3/07 to 3/08, Accounting Supervisor
- Cabrillo College, 1/02 to 3/07, Fiscal Services Analyst



Board Agenda Backup

Item No: 9.8

Date: February 26, 2014

Item: CAHSEE Passage Waiver
English Language Arts (PVHS 13-14-24)

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

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

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

Recommendation: Approve

Budget Considerations: None

Funding Source:

Budgeted: Yes: ☐ No: ☐

Amount: \$

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

Superintendent's Signature:

G. W. M. / sh C.B.O.

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Date:

1/31/2014

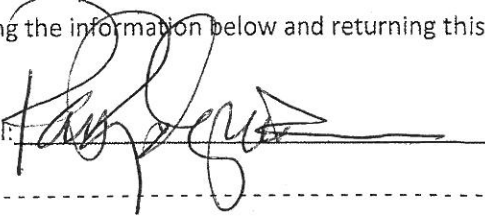
To The Parent/Guardian of:

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:

2/13/14

I request that my child
of a passing score one or more parts
requirement.

as tested with a modification and earned the equivalent
EE, be granted a waiver of this California graduation

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 a 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:

02-13-14

FOR SITE USE ONLY

Date Received by Principal: _____

Student Identification Number: _____

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Student's Name: _____

Student's ID Number: _____

Pursuant to Education Code 6051, the parent/guardian of _____, a student with disabilities, has requested that the Governing Board waive the requirement that he/she successfully pass the high school exit examination in order to receive a diploma. This student has taken the high school exit examination with one or more modifications that fundamentally alter what the test measures as determined by the State Board of Education, and has achieved the equivalent of a passing score 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). *please see attached*
 - 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):
please see attachment
 - c. State the rationale for applying the modification(s) used to achieve an equivalent passing score on the CAHSEE for this student. *please see attachment*
 - d. Describe the modification(s) that the student regularly uses in the classroom and on other assessments.
please see attachment

Student ID#:

1. a. Student's primary disability falls under Orthopedically Impairment but most recent special education assessment revealed her reading comprehension levels were delayed compared with same-grade level peers and she has history of failing the CAHSEE without modifications. She requires additional time to process language embedded tasks or sometimes repetition of directions, especially if it is lengthy in nature.

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

c. Student's overall reading skill is more than two years below grade level as per most recent educational assessment. Reading the test items to the student supplemented the information presented in printed form leading to better clarity. She was able to read the test items along with the examiner. This assisted her in processing and responding to information read. Overall, she was able to understand what she herself was reading as this was being backed up by the examiner reading the test questions to her.

d. Gen. Ed. teachers have been provided with a narrative profile of her learning style and academic needs together with accommodations or modifications she needs in order to be academically successful. Directions and/or questions for both class assignments and tests are provided in visual and auditory modes in her general education classes at her request or as determined appropriate by the classroom teacher. She also receives extra time in tests/ quizzes, taken in with case manager whenever she needed it.

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 of Board of Education. *(Attach a copy of the exit exam Student and Parent Report showing "equivalent of a passing score" in the English/language arts and/or the mathematics portion of the exam.)*

Certified by:

Principal's Signature

Date

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

Signature of Student's Special Education Teacher

Date

Print Name of Student's Special Education Teacher

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

Signature of Student's Academic Counselor

Printed Name of Student's Academic Counselor



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

Student _____

Date of Birth _____

IEP Meeting Date 09/11/13

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 Agency/Personnel	Location	Frequency/Intensity	Duration	Start/End Date*
Access to staff restrooms	DIST SERVICE OI	School Campus	1 X /As Needed 30 min. ea.	1 year	Start: 09/11/13
					End:
Access to elevators	DIST SERVICE OI	School campus	1 X /As Needed 30 min. ea.	1 year	Start: 09/11/13
					End:
					Start:
					End:
					Start:
					End:
					Start:
					End:

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

PROMOTION STANDARDS

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

CALIFORNIA HIGH SCHOOL EXIT EXAMINATION (CAHSEE)

- ☐ No accommodations or modifications ☐ Exempt due to eligibility for participation in CAPA
☒ Modifications (specify) calculator; Qs read aloud(ELA); test >1day ☐ Grade Exempt (below grade 10)
☒ Accommodations (specify) test>1day; Qs read aloud (Math) ☐ Passed both subtests of the CAHSEE



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

Student _____

Date of Birth _____

IEP Meeting Date 09/11/13

INSTRUCTIONAL ACCOMMODATIONS

Area of Difficulty	Accommodation	Responsible Agency/Personnel	Start Date
Gross Motor Skills, Mobility	Extra Time: Assignments/Tests (2.0), Extra Time: Navigating Campus, Frequent Breaks, Double set of textbooks, Preferential Seating, Provide with Notes, Shortened Assignments, Take Tests in Alternate Setting, Tests in Short Segments	District of Service, APE, Gen. Ed. Teacher, OI, RS	09/11/13
Processing Speed	Dictionary, Directions Read Aloud, Extra Time: Assignments/Tests (2.0), Extra Time: Navigating Campus, Frequent Breaks, frequent check of understanding; okay to send txt msg.to aide/SPED staff, Preferential Seating, Provide with Notes, Shortened Assignments	District of Service, Assistant, Gen. Ed. Teacher, RS	09/11/13

Pajaro Valley Unified School District

Enter Date: 8/17/2011

Graduated:

Class Of: 2015

School Name/Address

Pajaro Valley High School
500 Harkins Slough
Watsonville, CA 95076

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

Counselor: Murphy, E

SSID:

Commun

CrsID	Course Title	Mark	Credit	Work In Progress	CrsID	Course Title	Mark	Credit
Pajaro Valley High School Grd 09 12/2011				4110	P Algebra 2		0.000	
2410	P Algebra 1A/B	B-	5.000	7210	P US History		0.000	
9270	Directed Study	A	5.000	9291	Basic Skills CA Exit Ex		0.000	
1120	P English 1 (SDAIE)	B+	5.000	3310	P Chemistry		0.000	
3610	P Integrated Science I	B	5.000	9270	Directed Study		0.000	
3610	P Integrated Science I		0.000	1330	P English 3: American Lit		0.000	
5051	Intro Computers	B+	5.000	4110	P Spanish 1		0.000	
4510	N Physical Education 9	B	5.000	7210	P US History		0.000	
Crs Att: 30.000 Cmp: 30.000 Total GPA: 3.167								
Pajaro Valley High School Grd 09 6/2012				Credit Summary - High School				
2410	P Algebra 1A/B	C+	5.000	Subject Area	Req	Cmp	Def	
9270	Directed Study	C+	5.000	A English	40.00	25.00	15.00	
1120	P English 1 (SDAIE)	B+	5.000	B Math	20.00	15.00	5.00	
3910	Health	B+	5.000	C Biological Science	10.00	10.00		
3610	P Integrated Science I	C-	5.000	D Physical Science	10.00	10.00		
4510	N Physical Education 9	A	5.000	E Health	5.00	5.00		
Crs Att: 30.000 Cmp: 30.000 Total GPA: 2.667				F Fine Arts / Foreign L	10.00	5.00	5.00	
Pajaro Valley High School Grd 10 12/2012				G Physical Education	20.00	20.00		
3210	P Biology	D+	5.000	H Applied Arts	10.00	5.00	5.00	
9270	Directed Study	A-	5.000	I World Civilization	10.00	10.00		
1230	P English 2	B-	5.000	J US History	10.00	0.00	10.00	
2510	P Geometry	C-	5.000	K Federal Government	5.00	0.00	5.00	
4600	Physical Education 2	C+	5.000	L Economics	5.00	0.00	5.00	
7110	P World Civ	B	5.000	M Electives	45.00	25.00	20.00	
Crs Att: 30.000 Cmp: 30.000 Total GPA: 2.500				N Algebra	10.00	10.00		
Pajaro Valley High School Grd 10 6/2013				O Science	10.00	0.00	10.00	
3210	P Biology	D	5.000	-----				
9270	Directed Study	B	5.000	---Total Credits---				
1230	P English 2	B-	5.000	220.00	140.00	80.00		
2510	P Geometry	D-	5.000	GPA Summary				
4600	Physical Education 2	A	5.000	Academic GPA:	2.464	Rank 199 out of 347		
7110	P World Civ	C-	5.000	Total GPA:	2.500	Rank 200 out of 347		
Crs Att: 30.000 Cmp: 30.000 Total GPA: 2.333				CSU GPA:	1.917			
Pajaro Valley High School Grd 11 12/2013				Cal Grant GPA:	2.125			
9291	Basic Skills CA Exit Ex	D	5.000	Testing Information				
3310	P Chemistry	F	0.000	CARSEE_ELA-1-1				
9270	Directed Study	B	5.000	F 11/5/2013				
1330	P English 3: American Lit	B-	5.000	CARSEE_Math-1-1				
4110	P Spanish 1	A	5.000	F 11/6/2013				
7210	P US History	F	0.000	CA HSEE ELA				
Crs Att: 30.000 Cmp: 20.000 Total GPA: 1.833				CA HSEE Math				

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

Polio	5/16/1997	7/14/1997	9/16/1997	3/12/2002	
DTB	5/16/1997	7/14/1997	9/16/1997	8/13/1998	3/12/2002
MMR	3/24/1998	3/12/2002			
HEP B	3/14/1997	5/28/1997	3/24/1998		
Varicella	2/22/1999	7/16/2007			

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

Date: 1/29/2014



California High School Exit Examination

See back for details

Student and Parent Report

District: 69799 - Pajaro Valley Unified

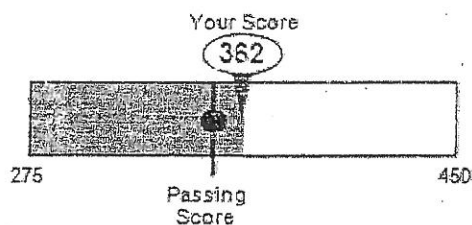
County: 44 - Santa Cruz Coun

English-Language Arts

Test Date: 11/05/2013

Your Total Score	Score Required to Pass	Status
362	350	MODIFIED

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



READING

Word Analysis

Number of Questions

7

Number Correct

5

Reading Comprehension

18

11

Literary Response & Analysis

20

18

WRITING

Writing Strategies

12

7

Writing Conventions

15

9

Essay

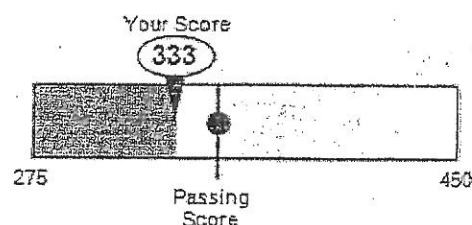
2.5

Mathematics

Test Date: 11/06/2013

Your Total Score	Score Required to Pass	Status
333	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.



Probability & Statistics

Number of Questions

13

Number Correct

5

Number Sense

17

7

Algebra & Functions

20

10

Measurement & Geometry

18

9

Algebra I

12

2

Each student receives a score that ranges from 1 (lowest) to 10 (highest) on each test. This score is used to determine if a student has passed the test. The score is also used to determine if a student has passed the test. The score is also used to determine if a student has passed the test.

A student must only receive the subject area examination. Students who receive a score of 1 or 2 on the examination will not be allowed to retake the examination.



PAJARO VALLEY UNIFIED SCHOOL DISTRICT

Board Agenda Backup

Item No: 11.1

Date: February 26, 2014

Item: New Course Proposal – Watch Coastal Ecology Life Science Lab
Second Reading

Overview: This new course was developed through a partnership between Pajaro Valley High School and the Monterey Bay Aquarium. The program expanded to Watsonville High in 2010 and the plan is to expand the WATCH Program to Aptos High in 2014. The goal of the class is to inspire the next generation of ocean conservationists and encourage stewardship of the watersheds of the Monterey Bay. The proposed course will be a lab science course that builds student's skills and content knowledge of environmental science through a yearlong, student driven research project. This course will meet the lab science requirement (life science) for the CSU's and the UC system. Representatives from Monterey Bay Aquarium are present tonight to answer any questions.

Recommendation: Approval – Second Reading

Budget Considerations:

Funding Source:

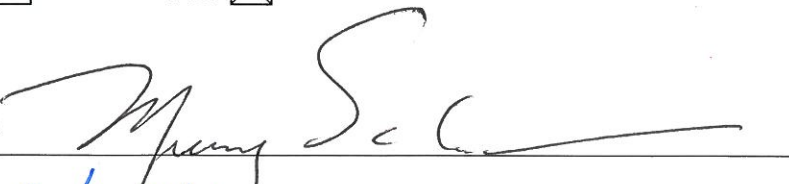

Budgeted: Yes: ☐

No: ☒

Amount: \$

Prepared By: Murry Schekman

Superintendent's Signature:


 C.B.O.

PAJARO VALLEY UNIFIED SCHOOL DISTRICT
Division of Secondary Education

WATCH Coastal Ecology
Pajaro Valley High School
Watsonville High School
Aptos High School

School: Pajaro Valley, Watsonville, & Aptos High Schools Date: 10/9/13

Proposer: Gary Martindale, Satina Ciandro, & Greg McBride Department: Science

Title of Proposed (or Revised) Course: WATCH Coastal Ecology Life Science Lab

I. STATEMENT OF NEED

The WATCH program was developed through a partnership between the Pajaro Valley High School and the Monterey Bay Aquarium in 2006. As an environmental high school, Pajaro Valley High School strives to provide meaningful environmental education for its student population focusing on conservation of local habitats. In 2010, Watsonville High School joined the collaboration. In 2014, the WATCH program will expand to Aptos High School.

The course meets the goals of the long term strategic plan of the Monterey Bay Aquarium, to inspire the next generation of ocean conservationists and encourage stewardship of the watersheds of the Monterey Bay. The Monterey Bay Aquarium supports WATCH teachers in project based instruction and connects students to their local environment. This proposed course will be a lab science course that builds student's skills and content knowledge of environmental science through a yearlong, student driven research project.

The students are required to participate in a two week summer program, that involves hands-on inquiry based activities throughout the Pajaro River Watershed, meetings with local stakeholders, and learning about the complexities of resource management. The experiences in the field during the summer spark the ideas for the year-long project. During the school year, students conduct authentic field research alongside science professionals.

Through the WATCH Coastal Ecology Course, students will be empowered to make a difference in their community, and will develop projects that will have a lasting effect on the community of Watsonville High School, Pajaro Valley High School and Aptos High School. Students that participate in the WATCH Course are more prepared for open ended, research based study they will experience in college and beyond.

II. STUDENTS INVOLVED

- a. Grades 10-12
- b. This course's nature of collaboration and total immersion into the scientific process provides success for all students including ELLs. During the summer and school year, students have authentic

vocabulary development, front loading of curriculum and multiple practice at reading, speaking and writing in English. The course is team taught with bilingual education specialists from the Monterey Bay Aquarium (MBA) Education Department.

III. PREREQUISITES

Successful completion of 9th grade general science
Successful participation in the summer program
Successful completion of Algebra 1

IV. STAFF REQUIRED

A PVUSD staff will teach one section at each of the three high schools. Aquarium staff supporting the program are professionally trained bilingual educators; their support maximizes parental communication and ensures student success in this course. Communication with Spanish speaking parents is essential to achieving the course's objectives both within and outside of the classroom.

V. PROGRAM LENGTH AND CREDIT

- a. One year, two semester course 5.0 units each
- b. The course meets the high school graduation requirement for Science and is proposed to be a Laboratory Science Course.

VI. OBJECTIVES

a. General

This course will provide students with the opportunity to research a local environmental issue using authentic field scientific methods. Students will create an action based project and disseminate their findings to the community, particularly to stakeholders of the issue.

Specific student outcomes:

1. Students will develop a deep understanding of the nature of science, the scientific method, research techniques, and basic content and themes in environmental science as a launching point for a year-long project through direct experiences in the Pajaro River Watershed, the Elkhorn Slough National Estuarine Research Reserve, and the Monterey Bay National Marine Sanctuary.
2. With the guidance of local science mentors, students will identify a specific scientific question that addresses a conservation issue.
3. They will design their own year-long project. Students will collect and analyze relevant scientific data to better understand a local environmental problem.
4. They will plan an effective conservation action and design the appropriate vehicle for dissemination of the content to a target audience.
5. As students implement their project plan and collect long-term primary data, they will also be provided with lessons on relevant science content, skills and technology.

6. Students will communicate their findings in various ways including public presentations, web postings and scientific posters.
 7. Students will complete a project with the goal of communicating their research project and creating an impact in the community.
- b. Behavioral – Describe, in behavioral terms, what the student is expected to accomplish.
1. Students will develop skills for successfully working in a group
 - a. The ability to collaborate and come to consensus
 - b. Conflict resolution skills
 - c. Identify personal strengths to contribute to a group goal
 2. Students will gain project management skills
 - a. Time management
 - b. Task identification and prioritization
 3. Students will build self confidence
 - a. The ability to speak in public
 - b. Self-efficacy to solve problems
 - c. Confidence in completing a large task

c. Frameworks

The NGSS or Next Generation Science Standards are interconnected and based on three strands or ideas: the eight scientific and engineering practices, the seven crosscutting concepts, and over seventy disciplinary core ideas. All of the following information on the NGSS is summarized from <http://www.nextgenscience.org>

The eight practices of science and engineering that the Framework identifies as essential for all students to learn will all be highlighted as the students work on their scientific research project (see the activities section below).

Practices

1. Asking questions (for science) and defining problems (for engineering)
2. Developing and using models
3. Planning and carrying out investigations
4. Analyzing and interpreting data
5. Using mathematics and computational thinking
6. Constructing explanations (for science) and designing solutions (for engineering)
7. Engaging in argument from evidence
8. Obtaining, evaluating, and communicating information

The crosscutting concepts are interwoven with the practices above and are the framework that scientific knowledge and skills are placed upon. Each scientific research project may focus on different cross cutting concepts. However, all will be introduced and discussed in the summer and school year components of the program.

The two concepts that all groups projects will have to take into consideration are 1.) cause and effect and 2.) scale, proportion, and quantity.

Crosscutting Concepts

1. Patterns. Observed patterns of forms and events guide organization and classification, and they prompt questions about relationships and the factors that influence them.
2. Cause and effect: Mechanism and explanation. Events have causes, sometimes simple, sometimes multifaceted. A major activity of science is investigating and explaining causal relationships and the mechanisms by which they are mediated. Such mechanisms can then be tested across given contexts and used to predict and explain events in new contexts.
3. Scale, proportion, and quantity. In considering phenomena, it is critical to recognize what is relevant at different measures of size, time, and energy and to recognize how changes in scale, proportion, or quantity affect a system's structure or performance.
4. Systems and system models. Defining the system under study—specifying its boundaries and making explicit a model of that system—provides tools for understanding and testing ideas that are applicable throughout science and engineering.
5. Energy and matter: Flows, cycles, and conservation. Tracking fluxes of energy and matter into, out of, and within systems helps one understand the systems' possibilities and limitations.
6. Structure and function. The way in which an object or living thing is shaped and its substructure determine many of its properties and functions.
7. Stability and change. For natural and built systems alike, conditions of stability and determinants of rates of change or evolution of a system are critical elements of study.

The disciplinary core ideas that this course will focus on are taken from the high school life, earth and space, and engineering, technology and the application of science sections. Groups may also focus on other standards as they research their scientific work.

Disciplinary Core Ideas

Life Science

HS-LS2 Ecosystems: Interactions, Energy, and Dynamics
HS-LS2 Ecosystems: Interactions, Energy, and Dynamics
LS2.A: Interdependent Relationships in Ecosystems
LS2.B: Cycles of Matter and Energy Transfer in Ecosystems
LS2.C: Ecosystem Dynamics, Functioning, and Resilience
HS-LS4 Biological Evolution: Unity and Diversity
LS4.B: Natural Selection
LS4.C: Adaptation
LS4.D: Biodiversity and Humans

Earth and Space Science

ESS2.D: Weather and Climate
ESS2.E: Biogeology

Earth and Human Activity

ESS3.A: Natural Resources
ESS3.B: Natural Hazards
ESS3.C: Human Impacts on Earth Systems

ESS3.D: Global Climate Change

Engineering Design

ET S1.A: Defining and Delimiting Engineering Problems

Common Core

The nature of WATCH Coastal Ecology course also aligns with the common core standards for Language Arts and Mathematics. Students create many presentations and written work both to practice for and during their Scientific Research Project. These standards are taken from <http://www.nextgenscience.org>

Common Core State Standards Connections:

ELA /Literacy

RST .11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. (HS-LS4-1),(HS-LS4-2),(HS-LS4-3),(HS-LS4-4)

RST .11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. (HS-LS4-5)

WHST .9-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. (HS-LS4-1),(HS-LS4-2),(HS-LS4-3),(HS-LS4-4)

WHST .9-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (HS-LS4-6)

WHST .9-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (HS-LS4-6)

WHST .9-12.9 Draw evidence from informational texts to support analysis, reflection, and research. (HS-LS4-1),(HS-LS4-2),(HS-LS4-3),(HS-LS4-4),(HS-LS4-5)

SL.11-12.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. (HS-LS4-1),(HS-LS4-2)

RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. (HS-ESS2-2)

WHST.9-12.1 Write arguments focused on discipline-specific content. (HS-ESS2-7)

WHST.9-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (HS-ESS2-5)

SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (HS-ESS2-1),(HS-ESS2-3),(HS-ESS2-4)

Mathematics

MP.2 Reason abstractly and quantitatively. (HS-ESS2-1),(HS-ESS2-2),(HS-ESS2-3),(HS-ESS2-4),(HS-ESS2-6)

MP.4 Model with mathematics. (HS-ESS2-1),(HS-ESS2-3),(HS-ESS2-4),(HS-ESS2-6)

HSN-Q.A.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays. (HS-ESS2-1),(HS-ESS2-2),(HS-ESS2-3),(HS-ESS2-4),(HS-ESS2-6)

HSN-Q.A.2 Define appropriate quantities for the purpose of descriptive modeling. (HS-ESS2-1),(HS-ESS2-3),(HS-ESS2-4),(HS-ESS2-6)

HSN-Q.A.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. (HS-ESS2-1),(HS-ESS2-2),(HS-ESS2-3),(HS-ESS2-4),(HS-ESS2-5),(HS-ESS2-6)

As outlined in the district's 2010-2011 goals, the WATCH Coastal Ecology course helps to meet goals 1 and 3. This course will be taught at all three comprehensive high schools and is in itself promoting collaboration between the schools, as well as with the Monterey Bay Aquarium. It teaches the students to collaborate and reach out to the community through the stakeholders. It has the students reaching out to their communities at multiple levels including their family, peers, city and other government and stakeholders. WATCH Coastal Ecology is a course that will challenge students and let them guide their own learning. It engages them to be a Watsonville Area Teen Conserving Habitats.

2010-11 PVUSD GOALS from <http://pps-pajaro-ca.schoolloop.com>

Goal #1:

Engage and sustain the trust, involvement and responsibility of all parents and community to promote collaborative programs which result in high levels of success for all students.

Reach out to local businesses, community organizations and local government agencies to promote advocacy and provide resources.

Goal #3:

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

All curriculum will be standards-based, designed in collaboration with teachers, consistent across the district, designed to produce results that will challenge each student at his or her academic level.

Seek out programs and community resources to expand learning opportunities for students in the areas of the arts, science, career technical education, and technology. Assure assignment of district management staff to effectively coordinate these programs.

This course aligns with the individual school goals at all three high schools. It is unique in many ways and has students learn by doing. It is an opportunity for our students to apply the goals of the National Science Standards, the Pajaro Valley Unified School Districts and school goals.

VII. COURSE OUTLINE

Major Concepts

By participating in the WATCH Coastal Ecology, students will:

1. Develop a basic understanding of the ecology of the Pajaro River and San Lorenzo River Watersheds
2. Develop a deeper understanding of their connection to the ocean via the watershed
3. Analyze current environmental issues concerning the watershed.
4. Develop an action based year-long project focusing on an environmental issue in the watershed.
5. Apply project management strategies to implement a year-long plan of action.
6. Use appropriate scientific protocols to collect valid data focused on an environmental issue in the watershed.
7. Determine an effective method for disseminating the information to the appropriate audience within the community.
8. Develop communication skills, both written and oral to communicate project content

Activities

The WATCH Course contains equal parts of environmental science content, project, and skill building. This outline has been divided per quarter, and then further divided into "Science Content Delivered", "Project Development" and Skill Building".

Summer Program

SCIENCE CONTENT DELIVERED	SKILL BUILDING
<i>The Watershed of the Monterey Bay</i> <ul style="list-style-type: none">• Watersheds and the Ecosystems of the Monterey Bay• Abiotic and Biotic aspects of the Ecosystems of the Watershed• Exploring the Upper Watershed, the Wetlands and the Dune Ecosystems of the watershed• Exploring land use and human impacts in our watershed• What are the Environmental Issues affecting our watershed?• Who are the Stakeholders?• Mitigation: Balancing stakeholders concerns and their environmental impacts	<ul style="list-style-type: none">• Observation and Recording• Critical Thinking and Problem Solving• Communication skills<ul style="list-style-type: none">◦ Large group communication◦ Small group communication◦ Interpersonal communication• Team Building - Valuing team members• Goal setting

School Year Program

First Quarter: Theme "Science and Values: Understanding the Earth's Systems and Ecosystem Services"

SCIENCE CONTENT DELIVERED	PROJECT DEVELOPMENT	SKILL BUILDING
<p><i>What is science?</i></p> <ul style="list-style-type: none"> • Knowledge gained through the analysis of testable questions • Observation skills and inference • Quantitative vs. qualitative data <p><i>Scientific Method – General intro to be reinforced throughout year</i></p> <ul style="list-style-type: none"> • Developing a testable question • Experimental design • Collecting results • Analyzing results • Developing a scientific conclusion <p><i>Earth as a System and Biogeochemical Cycles</i></p> <ul style="list-style-type: none"> • Negative and Positive Feedback in Systems • Hydrologic, Carbon, Nitrogen, Phosphorus, Tectonic and Rock Cycles • Environmental Unity and Uniformitarianism • Equilibrium in Systems: Inputs, Outputs, Flux and Average Residence Time • Exponential Growth, Carrying capacity and limiting factors • Exponential Growth, Lag Time, Overshoot and Collapse <p><i>Ecosystems</i></p> <ul style="list-style-type: none"> • Abiotic and Biotic Factors • Ecological Communities • Community Level Effect and Keystone Species 	<ul style="list-style-type: none"> • Brainstorming project ideas • Defining a project • Determining work groups • Defining schedule and staff mentor • Background research • Creating a testable question 	<ul style="list-style-type: none"> • Communication skills <ul style="list-style-type: none"> ◦ Large group communication ◦ Small group communication ◦ Interpersonal communication • Accountability • Respecting different work and learning styles • Valuing team members • Resource management • Goal setting • Organizing calendars • Creating task lists

School Year Program (cont.)

Second Quarter: Theme "People and Nature: Healthy Ecosystems and Ecosystem Services"

SCIENCE CONTENT DELIVERED	PROJECT DEVELOPMENT	SKILL BUILDING
<i>Biodiversity</i> <ul style="list-style-type: none">• Evolution and Natural Selection• Definition of Biological Diversity<ul style="list-style-type: none">◦ Genetic diversity◦ Habitat diversity◦ Species diversity: Species Richness, Evenness, and Dominance• Competitive exclusion• Ecological niches and habitat• Symbiosis, predation and parasitism <i>Biogeography</i> <ul style="list-style-type: none">• Island biogeography• Biomes <i>Biological Productivity and Energy Flow</i> <ul style="list-style-type: none">• Trophic Pathways and Relationships and Energy Transfer <i>Ecological Restoration</i> <ul style="list-style-type: none">• Ecological Succession• Patterns of Succession and Chemical Cycling• Facilitation• Invasive species	<ul style="list-style-type: none">• Background research continued• Experimental design• Meeting community mentors• Timeline and project proposal• Introduction to evaluation of project impact• Data collection	<ul style="list-style-type: none">• Communication skills<ul style="list-style-type: none">◦ Modes of communication◦ Public speaking◦ Multimedia• Team dynamics• Peer feedback• Conflict resolution• Honoring diverse opinions• Consensus building• Critical thinking• Reflection• Giving and receiving feedback

School Year Program (cont.)

Third Quarter: Theme "Land Use: Managing Healthy Ecosystems"

SCIENCE CONTENT DELIVERED	PROJECT DEVELOPMENT	SKILL BUILDING
<p><i>Forests, Parks and Landscapes</i></p> <ul style="list-style-type: none"> • Managing Landscapes as Ecological Islands • Wildlife Corridors and Crossings <p><i>Wildlife, Fisheries and Endangered Species</i></p> <ul style="list-style-type: none"> • Ecological Islands and Endangered Species <p><i>Water Supply and Pollution</i></p> <ul style="list-style-type: none"> • Sources of pollution • Analysis and critical thinking of local issues • What do we value? <ul style="list-style-type: none"> ◦ Identifying stakeholders ◦ Seeing different perspectives <p><i>Environmental Toxicology</i></p> <p><i>Sustainability – Land Use, Managing Ecosystems and Ecosystem Services</i></p> <ul style="list-style-type: none"> • Agriculture • Fisheries • Land use and urban planning <p><i>Data Analysis and Statistics</i></p> <ul style="list-style-type: none"> • T-tests • Analyzing qualitative data • Graphing 	<ul style="list-style-type: none"> • Complete data collection • Analyze data • Write project conclusions • Identify community impact and environmental behavior to change • Identify and understand the audience • Create community impact plan 	<ul style="list-style-type: none"> • Communication skills <ul style="list-style-type: none"> ◦ Writing an abstract ◦ Creating a poster ◦ Integrating technology to analyze and communicate results ◦ Incorporating feedback • Analytical thinking • Project evolution • Career awareness • Media production

School Year Program (cont.)

Fourth Quarter: Theme "Sustainability"

SCIENCE CONTENT DELIVERED	PROJECT DEVELOPMENT	SKILL BUILDING
<p><i>Global warming and climate change:</i></p> <ul style="list-style-type: none"> • Definitions • Potential impacts of increased carbon dioxide <ul style="list-style-type: none"> ◦ Historic climate patterns ◦ Climate change projections ◦ Acidification of the ocean • What we can do to decrease carbon dioxide in the atmosphere? • Audience – now that we know about global warming, how are we creating change in our communities? <p><i>Environmental Policy</i></p> <ul style="list-style-type: none"> • How are laws made? • How change is created from a legal perspective • What can you do to influence environmental politics? 	<ul style="list-style-type: none"> • Implementing community impact plan • Project reflection and evaluation <ul style="list-style-type: none"> ◦ Impact of the project on the audience ◦ Effectiveness of project plan • Sharing project results with a scientific poster at Ocean Currents Symposium with the community • Sharing project result with a multimedia presentation at MBARI • Planning for next steps/project continuation 	<ul style="list-style-type: none"> • Communication skills <ul style="list-style-type: none"> ◦ Bringing your message to the community • Action thinking

VIII. TEACHING METHODS INVOLVED

Instructional Methods and/or Strategies

1. Research Readings – including text and scientific articles with Cornell Notes
2. Analyzing Case Studies
3. Presentations - with peer feedback
4. Homework Assignments
5. Group and Individual Activities
6. Data Collection
7. Laboratory Analysis/Activities
 - a. Properties of Water
 - b. Water Quality Parameters
 - c. Biodiversity Assessments and Comparison
 - d. Population Dynamics
 - e. Specific to Independent Research Projects: Students will be working in small groups on year-long projects. Each project is required to have primary scientific research. The type of laboratory analysis and activities will be determined by the topic chosen. All must follow the scientific method and have sound experimental design, and each will be written up as a project poster and presented at the end of the year.
8. Guest Speakers
9. Meetings with Scientists, Community Members and Advisors
10. Field Trips
 - i. Biodiversity and Habitat Assessments
 - ii. Photography workshops
 - iii. Goal Setting Activities
 - iv. Habitat Restoration events
 - v. Presenting at/Attending Scientific Symposiums
11. Internet Background Research
12. Collaborative use of Google documents, spreadsheets and presentations
13. Peer Teaching
14. Service
15. Lecture/Multimedia Presentations Learning
16. Audio Visual Materials

IX. INSTRUCTIONAL MATERIALS AND EQUIPMENT

Course Text:

Botkin, D.B. & E.A. Keller. *Environmental Science - Earth as a Living Planet*. 6th ed. New Jersey. 2007. John Wiley & Sons, Incorporated. Print.

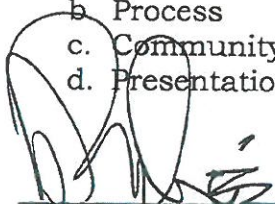
*Has been adopted as an Advanced Placement textbook by the PVUSD.

Supporting text:


Caffrey, J. *Changes in a California Estuary: a profile of Elkhorn Slough*. Santa Cruz. 2002. University of California. Print.

X. EVALUATION

1. Assessment Methods and/or Tools
2. Journal Assignments
3. Critical Thinking Activities/Case Studies
4. Review of Field Observations and Notes
5. Review of Components of a Scientific Paper/Poster
 - a. Introduction/Background
 - b. Materials and Methods
 - c. Results and Analysis
 - d. Conclusion
6. Review of Participation and Process
7. Project Rubric with 4 categories (see below)
 - a. Project
 - b. Process
 - c. Community Impact
 - d. Presentation



Principal's Signature



Principal's Signature



Principal's Signature



Department Chairperson's
Signature



Director of Curriculum's
Signature

CHECK LIST: PROCESS FOR COURSE PROPOSAL

In proposing a high school course, any course, the following steps should be taken:

- _____ 1. General outline of course initiated by high school department.
- _____ 2. Administrator of school contacts Director of Curriculum who organizes a committee of representatives of the three high schools. Committee reviews, revises and recommends to the District Management Team and District Curriculum Committee.
- _____ 3. Management Team Recommends to Governing Board.

8/8/2013

Revised 2/2/16

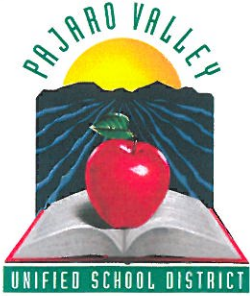
Revised 9/14/86

Revised 10/1/86

Revised 10/18/00

Revised 2/21/01

PAJARO VALLEY UNIFIED SCHOOL DISTRICT



Board Agenda Backup

Item No: 11.2

Date: February 26, 2014

Item: Resolution #13-14-11, Week of the School Administrator

Overview: California school communities honor school leaders during the Week of the School Administrator each year during the first full week of March. This year, the Week of the School Administrator will be celebrated March 2 – 8, 2014.

Recommendation: It is recommended that the Board approve Resolution #13-14-11 for the Week of the School Administrator

Prepared By: Sharon Roddick, Assistant Superintendent, Human Resources

Superintendent's Signature:

G. W. M. H. C.B.O.



PAJARO VALLEY UNIFIED SCHOOL DISTRICT

RESOLUTION # 13-14-11 WEEK OF THE SCHOOL ADMINISTRATOR, MARCH 2-8, 2014

WHEREAS, Leadership Matters for California's public education system and the more than 6 million students it serves;

WHEREAS, School administrators are passionate, lifelong learners who believe in the value of quality public education, and

WHEREAS, The title "school administrator" is a broad term used to define many education leadership posts. Superintendents, assistant superintendents, principals, assistant principals, special education and adult education leaders, curriculum and assessment leaders, school business officials, classified education leaders, and other school district employees are considered administrators; and

WHEREAS, providing quality service for student success is paramount for the profession; and

WHEREAS, Most school administrators began their careers as teachers. The average administrator has served in public education for more than a decade. Most of California's superintendents have served in education for more than 20 years. Such experience is beneficial in their work to effectively lead public education and improve student achievement; and

WHEREAS, Public schools operate with lean management systems. Across the nation, public schools employ fewer managers and supervisors than most public and private sectors industries including transportation, food service, manufacturing, utilities, construction, publishing and public administration; and

WHEREAS; School leaders depend on a network of support from school communities- fellow administrators, teachers, parents, students, businesses, community members, board trustees, colleges and universities, community and faith-based organizations, elected officials and district and county staff and resources-to promote ongoing student achievement and school success; and

WHEREAS, Research shows great schools are led by great principals, and great districts are led by great superintendents. These site leaders are supported by extensive administrative networks throughout the state; and

WHEREAS, the State of California has declared the first full week of March as the "Week of the School Administrator" in Education Code 44015.1; and

WHEREAS, The future of California's public education system depends upon the quality of its leadership; now therefore

BE IT RESOLVED, by the governing board of the Pajaro Valley Unified School District, that all school leaders in the Pajaro Valley Unified School District be commended for the contributions they make to successful student achievement.

PASSED AND ADOPTED ON WEDNESDAY, FEBRUARY 26, 2014 BY THE FOLLOWING

VOTE: AYES: ____; NAYS: ____; ABSTENTIONS: ____; ABSENT: ____

Kim De Serpa, President of the Board



PAJARO VALLEY UNIFIED SCHOOL DISTRICT



Board Agenda Backup

Item No: 12.1

Date: February 26, 2014

Item: Highlight on Best Practices

Overview: This presentation will highlight some 'best practices' taking place in one of our schools, Freedom Elementary. Freedom Elementary has seen significant gains in student achievement over the past several years. The school credits some of this gain to a practice they have instituted that is focused on improving reading comprehension. They have added additional minutes to the school day for students to spend reading with their own classroom teacher. Using the Accelerated Reader program, teachers monitor student progress and provide immediate feedback.

Gloria Puga, Principal of Freedom Elementary will explain more about this program, including how they put it in place and how it is impacting student achievement.

Recommendation: This is a report and discussion item only.

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

Superintendent's Signature:

[Handwritten Signature] C-3.0.