

## 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.

**March 3, 2010**  
**REGULAR BOARD MEETING**  
**CLOSED SESSION – 6:30 p.m. – 7:00 p.m.**

**PUBLIC SESSION – 7:00 p.m.**  
**DISTRICT OFFICE**  
**BOARDROOM**  
**292 Green Valley Road**  
**Watsonville, CA 95003**

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

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

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

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

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

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

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

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

### **1.0 CLOSED SESSION OPENING CEREMONY IN OPEN SESSION – 6:30 P.M.**

1.1 Call to Order

1.2 Public comments on closed session agenda.

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

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

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

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

**4.0 ACTION ON CLOSED SESSION**

**5.0 APPROVAL OF THE AGENDA**

**6.0 APPROVAL OF MINUTES**

- a) Minutes of February 3, 2010
- b) Minutes of February 24, 2010

**7.0 HIGH SCHOOL STUDENTS BOARD REPRESENTATIVES REPORT**

**8.0 PUBLIC HEARING**

- 8.1 SELPA Annual Service and Budget Plan, 2009/10  
*Report by Ray Houser, Director, SELPA*

*5 Min.*

**9.0 VISITOR NON-AGENDA ITEMS**

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

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

## **11.0 CONSENT AGENDA**

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

- 11.1 Purchase Orders February 18 - 24, 2010  
The PO's will be available in the Superintendent's Office.
- 11.2 Warrants February 18 - 24, 2010  
The warrants will be available in the Superintendent's Office.
- 11.3 Approve Mandateprep® Services Agreement with School Innovations & Advocacy (SI&A) for Fiscal Years 2010/11 through 2012/13.

The administration recommends approval of the Consent Agenda.

## **12.0 DEFERRED CONSENT ITEMS**

## **13.0 REPORT AND DISCUSSION ITEMS**

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

- 14.1 Approve SELPA Annual Service and Budget Plan, 2009/10.  
*Report given under item 8.1*
- 14.2 Report, discussion and possible action on Resolution #09-10-21, Endorsing March 4, 2010 Day of Action.  
*Report by Dorma Baker, Superintendent.* 5 min.
- 14.3 Report, discussion and possible action on Resolution #09-10-22, Acknowledging the Week of the School Administrator.  
*Report by Dorma Baker, Superintendent.* 5 min.
- 14.4 Report, discussion and possible action on Resolution #09-10-23, Adult Education Week.  
*Report by Dr. Albert Roman, Assistant Superintendent, HR.* 5 min.
- 14.5 Report, discussion and possible action on Budget and Recent Budget Reductions Approved by the Board.  
*Report by Sandra Lepley, Interim CBO, and Helen Bellonzi, Director of Finance.* 5 min.
- 14.6 Report, discussion and possible action to approve the Following Board Policies in Series 0000, Philosophy-Goals-Objectives and Comprehensive Plans, and in Series 6000, Instruction:
  - 0520.2: Title I Program Improvement Schools
  - 0520.3: Title I Program Improvement Districts
  - 6020: Parent Involvement
  - 6172: Gifted and Talented Student Program*Report by Dorma Baker, Superintendent.* 5 min.

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

## **16.0 UPCOMING BOARD MEETINGS/REMAINING BOARD MEETINGS FOR 2009**

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.

		<b>Comment</b>
<b>March</b>	<ul style="list-style-type: none"> <li>▪ 10</li> <li>▪ 24</li> </ul>	<ul style="list-style-type: none"> <li>▪ Approve 2<sup>nd</sup> Interim Report</li> </ul>
<b>April</b>	<ul style="list-style-type: none"> <li>▪ 14</li> <li>▪ 28</li> </ul>	<ul style="list-style-type: none"> <li>▪</li> </ul>
<b>May</b>	<ul style="list-style-type: none"> <li>▪ 12</li> <li>▪ 26</li> </ul>	<ul style="list-style-type: none"> <li>▪ Approve 3<sup>rd</sup> Interim Report</li> </ul>
<b>June</b>	<ul style="list-style-type: none"> <li>▪ 9</li> <li>▪ 23</li> </ul>	<ul style="list-style-type: none"> <li>▪ 10-11 Budget Adoption</li> </ul>
<b>July</b>	<ul style="list-style-type: none"> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪ No Meetings Scheduled</li> </ul>
<b>August</b>	<ul style="list-style-type: none"> <li>▪ 11</li> <li>▪ 25</li> </ul>	
<b>September</b>	<ul style="list-style-type: none"> <li>▪ 8</li> <li>▪ 22</li> </ul>	<ul style="list-style-type: none"> <li>▪ Unaudited Actuals</li> </ul>
<b>October</b>	<ul style="list-style-type: none"> <li>▪ 13</li> <li>▪ 27</li> </ul>	
<b>November</b>	<ul style="list-style-type: none"> <li>▪ 17</li> </ul>	<ul style="list-style-type: none"> <li>▪</li> </ul>
<b>December</b>	<ul style="list-style-type: none"> <li>▪ 8 Annual Organization Mtg. (Election Year)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Approve 1<sup>st</sup> Interim Report</li> </ul>

## 17.0 ADJOURNMENT

PAJARO VALLEY UNIFIED SCHOOL DISTRICT  
CLOSED SESSION AGENDA  
March 3, 2010

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

<b>New Hires</b>	
0	None
<b>New Substitutes</b>	
9	Substitutes
<b>New Hires – Probationary</b>	
	None
<b>Promotions</b>	
	None
<b>Rehires</b>	
	None
<b>Administrative</b>	
	None
<b>Promotions</b>	
	None
<b>Transfers</b>	
	None
<b>Extra Pay Assignments</b>	
8	Coaches
<b>Additional Assignments</b>	
	None
<b>Extra Period Assignments</b>	
	None
<b>Leaves of Absence</b>	
	None
<b>Separations From Service</b>	
	None
<b>Resignations/Terminations</b>	
	None
<b>Supplemental Service Agreements</b>	
33	Primary Teachers

10	Secondary Teachers
<b>Supplemental Service Agreements/After School Program</b>	
	None
<b>Miscellaneous Actions</b>	
1	Instructional Assistant II
<b>Limited Term – Projects</b>	
5	Enrichment Specialist
10	Instructional Assistant – General
2	Instructional Assistant Migrant – Children Center
1	Library Media Technician
1	Office Manager
1	Staff Accountant
<b>Limited Term – Substitute</b>	
1	Cafeteria Assistant
1	Delivery Driver
<b>Exempt</b>	
1	Yard Duty
2	Baby Sitters
24	Student Helpers



**February 3, 2010  
REGULAR BOARD MEETING  
UNADOPTED MINUTES**

**APTOS HIGH SCHOOL  
PERFORMING ARTS CENTER (PAC)  
100 Mariner Way  
Aptos, CA 95003**

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

**1.1 Call to Order**

President Wilson called the meeting of the Board to order at 6:00 pm at Aptos High School's Performing Arts Center in Aptos, CA.

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

None.

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

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

**a. Certificated Employees**

**b. Classified Employees**

<b>New Hires</b>	
2	Secondary Teachers
<b>New Substitutes</b>	
11	Substitutes
<b>New Hires – Probationary</b>	
2	Instructional Assistant II
1	Information Systems Support Technicians
1	Print Shop Technician
1	Career Development Specialist I
<b>Rehires</b>	
	None
<b>Administrative</b>	
	None
<b>Promotions</b>	
	None
<b>Transfers</b>	
	None
<b>Extra Pay Assignments</b>	
	None
<b>Additional Assignments</b>	

	None
<b>Extra Period Assignments</b>	
9	Secondary Coaches
<b>Leaves of Absence</b>	
1	Primary Teacher
2	Secondary Teacher
1	Instructional Assistant – General
1	Cafeteria Manager I
1	Behavior Technician
1	Custodian II
1	Accounting Specialist II
<b>Separations From Service</b>	
1	Instructional Assistant II
1	Lead Custodian I
<b>Resignations/Terminations</b>	
	None
<b>Supplemental Service Agreements</b>	
2	Family Literacy DO
124	Primary Teachers
126	Secondary Teachers
<b>Supplemental Service Agreements/After School Program</b>	
	None
<b>Miscellaneous Actions</b>	
1	Administrative Secretary III
1	Cafeteria Assistant
1	Energy Management Technician
1	Instructional Assistant I
2	Instructional Assistant II
1	Information System Support Technician
1	Lead Custodian II
1	Lead Custodian II
1	MAA – LEA Coordinator
1	Maintenance Specialist
1	Senior Accountant
1	Site Computer Support Technician
<b>Limited Term – Projects</b>	



2	Campus Safety Coordinator
3	Career Development Specialist
1	Community Services Liaison II
24	Enrichment Specialist
1	Family Literacy/ELP
26	Instructional Assistant – General
1	Instructional Assistant II
1	Instructional Support Clerk
1	Language Support Liaison
2	Library Media Technician
1	Maintenance Specialist
4	Office Assistant II
7	Office Assistant III
1	Parent Education Specialist
1	Site Computer Support Technician
<b>Limited Term – Substitute</b>	
1	Campus Safety Coordinator
1	Groundskeeper I
1	Office Manager
<b>Provisional</b>	
	None
<b>Exempt</b>	
4	Childcare
1	Migrant OWE
8	Student Helpers
6	SELPA Workability
3	Yard Duty Supervisors
<b>Rescinds</b>	
	None

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

**2.3 Negotiations Update**

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

**2.4 Claims for Damages**

- 2.5 Existing Litigation
- 2.6 Pending Litigation
- 2.7 Anticipated Litigation
- 2.8 Real Property Negotiations
- 2.9 2 Expulsions

3.0 **OPENING CEREMONY – MEETING OF THE BOARD IN PUBLIC - 7:00 P.M.**  
President Wilson called the meeting of the Board in public to order at 7:03 pm.

3.1 **Pledge of Allegiance**  
Trustee De Rose led the Board in the Pledge of Allegiance.

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

4.0 **ACTION ON CLOSED SESSION**

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

Trustee Nichols moved to approve the employee reports as presented. Trustee Keegan seconded the motion. The motion passed unanimously.

2.9 **2 Expulsions**  
*Action on Expulsion*

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

**09-10-047**

Trustee Keegan seconded the motion. The motion passed unanimously.

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

**09-10-048**

Trustee Keegan seconded the motion. The motion passed unanimously.

Public comment

Bill Beecher, community member, commented on sunshine proposal and said the board should request from the unions to come forward with a proposal.

5.0 **APPROVAL OF THE AGENDA**

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

Trustee Keegan moved approve the agenda for the special board meeting that is to take place tonight and to discuss the item on that agenda first. Trustee Yahiro seconded the motion. The motion passed unanimously.

Board resumed regular meeting after adjourning from special meeting.

6.0 **APPROVAL OF MINUTES**

- a) *Minutes of December 29, 2009*

Trustee Nichols moved to approve the minutes for December 29, 2009. Trustee Yahiro seconded the motion. The motion passed 6/0/1 (Osmundson abstained).

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

None

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

Patt Messer, resource specialist, concerned about transcripts at the alternative schools; data is being entered manually.

Jack Carroll, PVFT Negotiator, commented on issue of transparency in negotiations and noted the frustration of unsuccessful efforts to reach an agreement with the district. He commented on what the union is trying to accomplish in negotiations.

Jen Laskin, teacher, noted that March 4 is a day of action taking place at the city plaza and joining community groups to promote action in the state of California. Focus is to end two-thirds requirement vote, on progressive taxation, and to end reductions to education. She expressed her concern regarding student transcripts.

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

Jack Carroll, PVFT Negotiator, commented on the proposed reductions, cautioning against miscalculations, forecasts and possible exaggerated expenses.

Britton Carr, CSEA President, presented an story outlining how government works.

## **10.0 CONSENT AGENDA**

Trustee Keegan moved to approve the consent agenda recognizing donations to the District. Trustee Nichols seconded the motion. The motion passed unanimously.

### **10.1 Purchase Orders January 14 – 27, 2010**

### **10.2 Warrants January 14 - 27, 2010**

### **10.3 Approve with gratitude donation from Mr. and Mrs. Louis Bilicich of a refrigerator to the Adult Education School, an estimated value of \$300.00.**

### **10.4 Approve donation of \$10,000 from John, Maggie, and Chuck Walker in the memory of their mother, Nancy Walker, to support Bradley School Library Media Center.**

### **10.5 Approve Resolution #09-10-17, Child Development Resource Grant Contracts – Instructional Materials.**

### **10.6 Approve 2009-2010 Consolidated Application, Part II for funding Federal and State Programs.**

### **10.7 Approve Pajaro Valley High School Travel Club – Trip to trip to Spain/France March – April 2011.**

## **11.0 DEFERRED CONSENT ITEMS**

None.

## **12.0 REPORT AND DISCUSSION ITEMS**

None.

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

### **13.1 Report, discussion and possible action on Budget Reductions and Fiscal Stability Plan.**

***Report by Mary Hart, Associate Superintendent.***

Mary Hart reported that the Board needed to submit a fiscal stability plan to the County Office of Education. At this time, given some additional known information from the Governor's January Budget report, the district should reduce ongoing expenditures of \$4 million in addition to \$1.5 million due to not implementing an entire first Fiscal Stability Plan in December 2009. In order to meet statutory dates for employee noticing the Board needs to take action on reducing its budget by \$5.5 million dollars. Mary reviewed ADA projections as well as current budget allocations. She mentioned that workers compensation has a fund balance of \$1,000,000 which can be used to mitigate reductions.

**Public comment**

Sarah Henne, teacher, concerned about the proposed reductions and class size.

Jack Carroll, negotiator, asked for clarification on books and supplies as restricted. He mentioned that Adult Education contributes to revenues.

Mary clarified that federal stimulus money is included in the books and supplies figures and some is unrestricted and some restricted.

The following advocated for Adult Education: Kevin Kraft, instructor; Tiffen Shirey, teacher; Lupe Sanchez, parent; Amy Jewell, teacher; Gloria Jimenez, adult education student; Tammy McCroskey, teacher; and Rhea DeHart, community member;

Penney Colburn, classified employee, has not seen a ballot for budget options from the union. She is in favor of furlough days if it saves jobs and keeps libraries open and in favor of contributing more for benefits, such as co-pays for office visits or some pay for medicines.

Veronica Gallagher, teacher, cuts have been devastating. Concerned about the state of her classroom at her school.

Barbara Anderson, teacher, commented on saving on supplies and books and asked about the percentage of stimulus money that was unrestricted. Concerned about class size.

Michael Jones, principal, read suggestions from PVAM members.

Superintendent Baker clarified that the Board does not intend to eliminate the Adult Education school.

Lowell Hurst, community member, spoke of his concern about the budget.

Alberto Nava, parent, commented about an incident at Rolling Hills Middle School with his daughter, where a police officer held his daughter's hand too tight and left marks. The principal did not resolve the issue. Does not support reductions affecting teachers.

Maria Martinez, parent, expressed concerns about the incident regarding her daughter at RHMS, and asked the Board to remove the police officer who harmed her daughter. She mentioned that school officials refused to look at her daughter's arm.

Ramiro Medrano, community member, supports family regarding incident at RHMS. Opposes police presence at middle schools. Concerned about reductions and possible effect for schools.

Bill Beecher, community member, noted that the largest reductions have been made to classified employees. He believes there has to be agreement with unions to mitigate budget reductions.

Kathleen Kilpatrick, nurse, opposes further reductions to health services stating that ADA will be affected.

Board participated with questions.

Trustee Nichols presented the following possible reductions to the budget which is about \$5.5 million dollars:

Amount	Description
\$829,425	Eliminate all Elementary Assistant Principals
\$523,199	Eliminate Middle School Counselors.
\$353,398	High School Assistant Principals, reduce to state average.
\$513,876	High School Counselors, to state average.
\$105,113	High School Campus Supervisors, reduce by two.
\$279,359	Psychologists, to statewide average
\$43,300	Assistant Superintendents/CBO. Eliminate mileage stipends/longevity bonuses
\$100,000	Eliminate Director of Construction
\$1,244,180	Reduction to Extended Learning.
\$1,008,150	Reduction to Instructional Materials Budget
\$500,000	Reduction to workers compensation fund balance (\$500K ea. For 10/11 & 11/12)

Trustee De Rose moved to extend the meeting until 11:30 PM. Trustee Keegan seconded the motion. The motion passed 6/1/0 (Turley dissented).

Trustee Keegan moved to not make any additional reductions to the budget but that the budget will reflect the additional workers compensation fund balance that was identified. Trustee Yahiro seconded the motion. The motion failed 2/5 (Turley, Wilson, Osmundson, De Rose, Nichols dissented).

Trustee Nichols moved to approve her recommended reductions to the budget. Trustee Osmundson seconded the motion.

Trustee Wilson amended the motion to include the following reductions to the budget totaling \$5.03 million dollars:

\$265,416	Elementary Assistant Principals, unrestricted.
\$250,000	Class Size Reduction K-3 at 28
\$523,199	Middle School Counselors.
\$65,035	Safety Resource Officer Contribution
\$195,000	Clerical Staffing Ration change – one position at each High School site
\$45,000	Reduce .45 FTE Nurses
\$300,000	Psychologists, to be more in line with state average
\$61,000	Curriculum & Instruction – reduction of textbook delivery
\$50,000	Reduce .69 FTE in Student Services Department
\$50,000	Reduce .8 FTE in Human Resources Department
\$200,000	Reduction to Transportation
\$455,000	Reduce from Construction, Maintenance, Custodial Services, and Grounds
\$1,000,000	Reduce from Supplemental Hourly Extended Learning
\$450,000	Counselors Grades 7 – 12
\$500,000	Reduction in Instructional Materials
\$500,000	Reduction to workers compensation fund balance (\$500K ea. For 10/11 & 11/12)
\$120,000	reduction of 1 directors

Trustee Yahiro seconded the amended motion.

The Board participated with comments.

A roll call vote was taken and the motion passed 5/2/0 (Nichols, Osmundson dissented).

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

Dorma Baker gave a farewell comment to Mary Hart and wished her well in her new position.

President Wilson stated that these actions are very difficult and hopes to get some positive development in the state budget soon.

#### **15.0 UPCOMING BOARD MEETINGS/REMAINING BOARD MEETINGS FOR 2009**

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	▪ 17 ▪ 24	▪
March	▪ 3 ▪ 10 ▪ 24	▪ Approve 2 <sup>nd</sup> Interim Report
April	▪ 14 ▪ 28	▪
May	▪ 12 ▪ 26	▪ Approve 3 <sup>rd</sup> Interim Report
June	▪ 9 ▪ 23	▪ 10-11 Budget Adoption
July	▪	▪ No Meetings Scheduled
August	▪ 11 ▪ 25	
September	▪ 8 ▪ 22	▪ Unaudited Actuals
October	▪ 13 ▪ 27	
November	▪ 17	▪
December	▪ 8 Annual Organization Mtg. (Election Year)	▪ Approve 1 <sup>st</sup> Interim Report

#### **16.0 ADJOURNMENT**

There being no further business to discuss, the meeting adjourned at 11:02 pm.

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Dorma Baker, Superintendent



**February 24, 2010  
REGULAR BOARD MEETING  
UNADOPTED MINUTES**

**DISTRICT OFFICE  
BOARDROOM  
292 Green Valley Road  
Watsonville, CA 95003**

**1.0 CLOSED SESSION OPENING CEREMONY IN OPEN SESSION – 6:30 P.M.**

**1.1 Call to Order**

President Wilson called the meeting of the Board to order at 292 Green Valley Road, Watsonville, CA.

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

None.

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

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

**a. Certificated Employees**

**b. Classified Employees**

<b>New Hires</b>	
1	Secondary Teacher
<b>New Substitutes</b>	
	None
<b>New Hires – Probationary</b>	
	None
<b>Promotions</b>	
1	Energy Management Tech
<b>Rehires</b>	
	None
<b>Administrative</b>	
1	<i>Interim Chief Business Officer</i>
<b>Promotions</b>	
	None
<b>Transfers</b>	
	None
<b>Extra Pay Assignments</b>	
15	Coaches
<b>Additional Assignments</b>	
	None

<b>Extra Period Assignments</b>	
	None
<b>Leaves of Absence</b>	
1	Bus Driver
1	District Technology Support Tech
1	Primary Teacher
<b>Separations From Service</b>	
1	Instructional Assistant I
<b>Resignations/Terminations</b>	
	None
<b>Supplemental Service Agreements</b>	
26	Primary Teachers
41	Secondary Teachers
<b>Supplemental Service Agreements/After School Program</b>	
	None
<b>Miscellaneous Actions</b>	
1	Instructional Assistant I
<b>Limited Term – Projects</b>	
1	Administrative Assistant
1	Administrative Secretary II
1	Administrative Secretary III
1	Campus Safety Coordinator
1	Community Services Liaison I
1	Community Service Liaison II
12	Enrichment Specialist
1	Food Services Assistant
1	Health Services Assistant
1	Instructional Assistant/Migrant Children Center
2	Instructional Assistant General
1	Instructional Support Clerk
1	Language Support Liaison
1	Office Assistant II
7	Office Assistant III
1	Office Manager
1	Site Computer Support Tech
1	Testing Specialist



1	Translator
<b>Limited Term – Substitute</b>	
1	Custodian I
1	Health Services Assistant
<b>Exempt</b>	
1	Crossing Guard
3	Yard Duty
52	Student Helpers

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

**2.3 Negotiations Update**

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

**2.4 Claims for Damages**

**2.5 Existing Litigation**

**2.6 Pending Litigation**

**2.7 Anticipated Litigation**

**2.8 Real Property Negotiations**

**2.9 2 Expulsions**

**3.0 OPENING CEREMONY – MEETING OF THE BOARD IN PUBLIC - 7:00 P.M.**  
President Wilson called the meeting of the Board in public to order at 7:10 pm.

**3.1 Pledge of Allegiance**

Trustee Keegan led the Board in the Pledge of Allegiance.

**3.2 Welcome by Board President**

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

**3.3 Student Recognition**

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

- Gabriel Medina– Watsonville High School
- Miguel Perez-Salgado – Pajaro Valley High School
- ASB: Victoria Morse, Evan Domsic, Rachel Tsudama, Nathan Tapiz, Jennifer Hendry – Aptos High School
- Janet Barragan – Academic Vocational Charter Institute
- Corina Mejiz-Lizarde – Renaissance High School

Juan Guerrero offered the students an additional recognition from the Register Pajaronian and McDonald's.

### **3.4 Brecek & Young Financial's Teacher of the Month Award**

**- CathyJo Diaz, Watsonville Aptos Adult Education**

Students, staff, and friends acknowledged the work of CathyJo Diaz.

## **4.0 ACTION ON CLOSED SESSION**

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

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

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

Trustee Nichols moved to approve 2.1 a and b, with the addition of 1 Interim CBO to the Classified Employees report. Trustee Keegan seconded the motion. The motion passed 6/0/1 (Turley absent).

### **2.9 2 Expulsions**

#### ***Action on Expulsions***

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

**09-10-056**

Trustee Keegan seconded the motion. The motion passed 6/0/1 (Turley absent).

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

**09-10-057**

Trustee Keegan seconded the motion. The motion passed 6/0/1 (Turley absent).

## **5.0 APPROVAL OF THE AGENDA**

Trustee Yahiro moved to approve the agenda. Trustee De Rose seconded the motion. The motion passed 6/0/1 (Turley absent).

## **6.0 APPROVAL OF MINUTES**

### ***a) Minutes for February 3, 2010***

These minutes were tabled for further clarification.

### ***b) Minutes of February 17, 2010***

Trustee Osmundson moved to approve the minutes of February 17, 2010. Trustee De Rose seconded the motion. The motion passed 6/0/1 (Turley absent).

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

Emily Nevitt and Jenny Henry of Aptos High School, and Gabriel Joseph Johns Robledo and Christopher Daniel Soriano Palma of Pajaro Valley High School were present and reported about events at their schools.

## **8.0 POSITIVE PROGRAM REPORT**

### **8.1 Gifted and Talented Education (GATE) Report.**

***Report by Lyn Olson, GATE Coordinator.***

Lyn Olson and Ted Altenberg reported on the GATE program and how it works in the District. They outlined the process for identifying students, including ability test, academic achievement, and creativity. The district has approximately 2,030 identified GATE students in elementary and secondary. They reported on CST Math and English Language Arts results for GATE students. They reported on how there is differentiation for GATE students in the regular classroom to be sure that these students are challenged and inspire them for higher education. Lyn reported that the program has a liaison network, a group of teachers that enhances the presence of the GATE program at school sites; stipends for the liaisons are covered by Migration and Adaptation in the Americas (MAIA) Foundation.

Teachers April Nelson of Bradley and Lynda Langridge of Rolling Hills commented on how the GATE in the regular classroom is implemented and how students have benefitted from the program.

Public comment

Rhea DeHart, MAIA executive board member, spoke about why MAIA funds the GATE program, to be sure that all students learn to their maximum potential.

The board participated with comments and questions.

#### **9.0 VISITOR NON-AGENDA ITEMS**

None.

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

Jen Laskin, Secretary of PVFT, reported on March 4 Day of Action for Education, the event that will take place at the city's plaza in collaboration with Viernes Cultural, and Cabrillo College. She noted that she will participate in the 400-mile walk to raise awareness about how education is being affected by the State's budget. She commented on her involvement with the Accountability Design Team, and mentioned how the teams plan, a Comprehensive Accountability Framework, is in theory is very good; the plan will be presented to the sites soon.

Dorma Baker, superintendent, reported that in regards to March 4 Day of Action the County Office of Education and local district superintendents will be having a press conference on March 3<sup>rd</sup> to speak out for education.

Briton Carr, CSEA president, mentioned a Tentative Agreement has been drawn and hopes to get it ratified quickly by their members. He asked administration for an updated seniority list.

Michael Jones, PVAM president, spoke about the official position of the membership and spoke about their commitment to working with the district to find solutions.

#### **11.0 CONSENT AGENDA**

Trustee Keegan moved to approve the consent agenda, acknowledging Mr. Ow's contribution to the Parent Conference and to the On the Same Page event that brought Reyna Grande to our schools. Trustee De Rose seconded the motion. The motion passed 6/0/1 (Turley absent).

##### **11.1 Purchase Orders February 11 - 17, 2010**

##### **11.2 Warrants February 11 - 17, 2010**

##### **11.3 Approve With Gratitude Donation of over \$2,000 from Mr. George Ow and the Ow Family Properties toward the Annual Parent Conference and the Categorical and English Learner Programs.**

#### **12.0 DEFERRED CONSENT ITEMS**

None.

#### **13.0 REPORT AND DISCUSSION ITEMS**

##### **13.1 Report and discussion on Charter Schools' Annual Report:**

- *Watsonville Charter School of the Arts, Trish Hucklebridge, Principal*
  - *Alianza Charter School, Michael Jones, Principal*
  - *Linscott Charter School, Robin Higbee, Principal*
  - *Pacific Coast Charter School, Vicki Carr, Principal*
  - *Academic Vocational Charter Institute, Ray Shurson, Interim Principal*
  - *Ceiba College Preparatory Academy, Tom Brown*
- Report by Principals.*

Principals for each of the charter schools reported on their Mission and Vision statements, on their academic achievements, on their goals, and on their improvement actions.

Board participated with comments and question.

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

##### **14.1 Report, discussion and possible action on Resolution #09-10-19, Layoff Particular Classified Services.**

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

Pam Shanks reported that the resolution is based on the approved Board reductions. Exhibit A was distributed, identifying the positions that would be laid off, with a total number of FTE of 29.35:

1. Administrative Secretary II	5.0 FTE
2. Administrative Secretary III	1.0 FTE
3. Bus Driver	4.0 FTE
4. Campus Safety Coordinator – Middle School	.25 FTE
5. Community Services Liaison II	.80 FTE
6. Groundskeeper I	2.0 FTE
7. Human Resources Technician	.80 FTE
8. Instructional Assistant – General	2.64 FTE
9. Instructional Support Clerk	.56 FTE
10. Lead Custodian I	4.0 FTE
11. Site Computer Support Technician	5.7 FTE
12. Student Information System Specialist	2.0 FTE
13. Textbook Media Specialist	1.0 FTE

Board participated with comments and questions.

The administration clarified that some of the notices could be rescinded depending on the outcome of the union's ratification of the tentative agreement.

Trustee Keegan moved to approve this item, according to Exhibit A. Trustee Yahiro seconded the motion. The motion passed 4/2/1 (Nichols, Osmundson dissented; Turley absent).

##### **14.2 Report, discussion and possible action on Resolution #09-10-20, Reduction or Discontinuation of Particular Kinds of Services for Certificated Staff.**

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

Albert Roman noted that the list reflects the reductions approved by the Board in February:

1. Nurse	.45 FTE
2. Psychologists	3.0 FTE
3. Program Specialist	1.0 FTE

Dorma Baker noted that the nurse FTE should be corrected from .45 to .60.

The administration reported about the source of psychologist and nurses data ratios.

Public comment:

The following advocated for the services of psychologists: Athena Wolf, parent; Ryan Foxworthy, student at WHS; Debra Foxworthy, mother and health services assistant; Doris Takayama, psychologist; Leslie Viall, psychologist; Kerrie West, psychologist; John Walsh, psychologist; Ralph Howe, school psychologist; and Sean Henry, school psychologist.

Trustee Yahiro moved to extend meeting to 11:30 pm. Trustee De Rose seconded the motion. The motion passed 6/0/1 (Turley absent).

Kathleen Kilpatrick, nurse, spoke about the services of nurses and the ratio discrepancy.

Board and administration participated with comments.

Dorma Baker noted that the District needs a specific number of psychologists to be able to cover the legal requirements. She noted that number of psychologists reduced should not be greater than 1.

Trustee Keegan moved to approve the resolution, according to exhibit A: Nurse .6 FTE specifically the position associated with one-on-one work with student who is graduating, 1 FTE psychologist, and 1.0 program specialist. Trustee De Rose seconded the motion. The motion passed 6/0/1 (Turley absent).

**14.3 Report, discussion and possible action on Recent Budget Reductions Approved by the Board.**

*Report by Sandra Lepley, Interim Associate Superintendent, and by Helen Bellonzi, Director, Finance*

Sandra Lepley noted that this was an opportunity to review the actions previously taken and to make the changes to reflect the changes on the resolutions under item 14.2.

Public comment

Bill Beecher, spoke about the budget and reductions, noting the budget make up, reductions to date, and what the teachers union has offered to offset deficit. He offered recommendations to meet the deficit, including freezing wages for two years.

The Board participated with comments but took no action on this item.

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

Trustee Osmundson attended the Reyna Grande presentation last Thursday, and the parent conference on Saturday.

Trustee De Rose mentioned that the AHS varsity cheerleaders won the State competition.

Dorma Baker reported that she had attended the parent conference and that it was very well attended.

Trustee Yahiro thanked staff for great work on budget.

**16.0 UPCOMING BOARD MEETINGS/REMAINING BOARD MEETINGS FOR 2009**

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	▪ 3 ▪ 10 ▪ 24	▪ Approve 2 <sup>nd</sup> Interim Report
April	▪ 14 ▪ 28	▪
May	▪ 12 ▪ 26	▪ Approve 3 <sup>rd</sup> Interim Report
June	▪ 9 ▪ 23	▪ 10-11 Budget Adoption
July	▪	▪ No Meetings Scheduled
August	▪ 11 ▪ 25	
September	▪ 8	▪ Unaudited Actuals

	▪ 22	
<b>October</b>	▪ 13 ▪ 27	
<b>November</b>	▪ 17	▪
<b>December</b>	▪ 8 Annual Organization Mtg. (Election Year)	▪ Approve 1 <sup>st</sup> Interim Report

#### **17.0 ADJOURNMENT**

There being no further business to discuss, the meeting was adjourned at 11:13 pm.

---

Dorma Baker, Superintendent



## Board Agenda Backup

Item No: 8.1 & 14.1

**Date:** March 3, 2010

**Item:** SELPA Annual Service and Budget Plan, 2009/10

**Overview:** The California State Department of Education requires that each Special Education Local Plan Area (SELPA) includes in its Local Plan annual reports of the SELPA-Wide Special Education Services and Budget which are referred to as service and budget plans. These reports are to be approved by the governing board following a public hearing and then submitted as part of the SELPA Plan. All of information reported in the annual budget plan is reflected in other budget documents that the Board has already approved.

**Recommendation:** Approve

### Budget Considerations:

**Funding Source:**

**Budgeted:** Yes: ☐ No: ☐

**Amount:**

**Prepared By:**

*Ray Houser*

Ray Houser, Director of SELPA

**Superintendent's Signature:**

*Domino Bck*

**CERTIFICATION OF PARTICIPATION, COMPATIBILITY,  
AND COMPLIANCE ASSURANCES**

**SED-LP-1**

1. Check one, as applicable: ☒ **Single District**      ☐ **Multiple District**      ☐ **District/County**

CDS Code / SELPA Code	SELPA Name	Application Date
4411	Pajaro Valley Unified School District	March 3, 2010
SELPA Address 294 Green Valley Road	SELPA City Watsonville	SELPA Zip 95076
Name SELPA Director (Print) Allen Raymond Houser	SELPA Director's Telephone Number ( 831 ) 786-2130	

**2. CERTIFICATION BY AGENCY DESIGNATED AS ADMINISTRATIVE AND FISCAL AGENCY  
FOR THIS PROGRAM (Responsible Local Agency (RLA) or Administrative Unit (AU))**

RLA/AU Name	Name/Title of RLA Superintendent (Type) Watsonville	Telephone Number ( 831 ) 786-2135
Pajaro Valley Unified School District		
RLA/AU Street Address 294 Green Valley Road	RLA/AU City Watsonville CA	RLA/AU Zip 95076
Date of Governing Board Approval March 3, 2010		

**3. CERTIFICATION OF ASSURANCES**

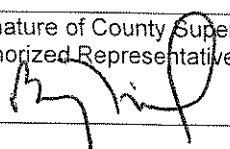
I certify that this plan has been adopted by the appropriate local board(s) (district/county) and is the basis for the operation and administration of special education programs; and that the agency(ies) herein represented will meet all applicable requirements of state and federal laws, regulations and state policies and procedures, including compliance with the Individuals with Disabilities Education Act, 20 USC 1400 et seq, and implementing regulations under 34 CFR, Parts 300 and 303, 29 USC 705 (20), 794-794b, the Federal Rehabilitation Act of 1973, as amended, and the provisions of the California Education Code (EC), Part 30 and Chapter 3, Division 1 of Title V of the California Code of Regulations.

Signature of RLA Superintendent

Date

**4. CERTIFICATION OF COMPATIBILITY BY THE COUNTY SUPERINTENDENT OF SCHOOLS**

Pursuant to Education Code Section 56140, this plan ensures that all individuals with exceptional needs residing within the county, including those enrolled in alternative education programs, including but not limited to, alternative schools, charter schools, opportunity schools and classes, community day schools operated by school districts, community schools operated by the county office of education, and juvenile court schools, will have access to appropriate special education programs and related services.

County Office Name	Name of County Superintendent or Authorized Representative Barney Finlay	Title
Santa Cruz County Office of Education		Assoc. Supt. Dir.
Street Address	Signature of County Superintendent or Authorized Representative	Date
400 Encinal St		1/22/10
City Santa Cruz CA	Zip 95060	Telephone Number ( 831 ) 466-5900

**5. CERTIFICATION OF COMMUNITY ADVISORY COMMITTEE**

(See attached)

**FOR DEPARTMENT OF EDUCATION USE ONLY**


Recommended for Approval by the Superintendent of Public Instruction:

Date: \_\_\_\_\_ By: \_\_\_\_\_ Date of Approval: \_\_\_\_\_



**CERTIFICATION OF PARTICIPATION, COMPATIBILITY,  
AND COMPLIANCE ASSURANCES**

**SED-LP-2**

<b>COMMUNITY ADVISORY COMMITTEE (CAC) CERTIFICATION</b>		
<b>CAC signature and verification:</b>	YES	NO
I certify :		
1. that the Community Advisory Committee (CAC) has advised the policy and administrative agency during the development of the local plan pursuant to <i>Education Code (EC)</i> Section 56194;	X	
2. that to ensure adequate and effective participation and communication pursuant to <i>EC</i> 56195.9, parent members of the CAC, or parents selected by the CAC, participated in the development and update of the plan for special education;	X	
3. that the plan has been reviewed by the CAC and that the committee had at least 30 days to conduct this review prior to submission of the plan to the Superintendent pursuant to <i>EC</i> 56205 (b)(6);	X	
4. that the CAC has reviewed any revisions made to the local plan as a result of recommendations or requirements from the California Department of Education.	X	
<b>CERTIFICATION OF COMMUNITY ADVISORY COMMITTEE</b>		
Signature of CAC Chairperson 	Date 2/10/10	
Name of Chairperson (print) Joji Muramoto	Telephone Number 831-728-4532	

If you checked [ ☒ ] NO for any of the above certifications, you may submit specific information, in writing, as to why you did not certify that the SELPA met the requirement. (Attach separate sheet, if necessary.) The Department will take this into consideration in its review of this local plan application.

## CERTIFICATION OF ANNUAL SERVICE PLAN

1. Check one, as applicable:

☒ Single District

☐ Multiple District

☐ District/County

CDS Code / SELPA Code 4411	SELPA Name Pajaro Valley Unified School District	Application Date March 3, 2010
SELPA Address 294 Green Valley Road	SELPA City Watsonville	SELPA Zip 95076
Name SELPA Director (Print) Allen Raymond Houser	SELPA Director's Telephone Number (831)786-2130	

2. CERTIFICATION BY AGENCY DESIGNATED AS ADMINISTRATIVE AND FISCAL AGENCY  
FOR THIS PROGRAM (Responsible Local Agency (RLA) or Administrative Unit (AU))

RLA/AU Name Pajaro Valley Unified School District	Name/Title of RLA Superintendent (Type) Dorma Baker	Telephone Number (831)786-2135
RLA/AU Street Address 294 Green Valley Road	RLA/AU City Watsonville CA	RLA/AU Zip 95076

Date of Governing Board Approval  
March 3, 2010

3. Certification of Approval of Annual Service Plan pursuant to *Education Code* Section 56205(b).

This certifies that the Annual Service Plan was developed according to the SELPA's local plan governance and policy making process. Notice of this public hearing was posted in each school district within the SELPA at least 15 days prior to the hearing.

Adopted this 3rd day of March, 2010.

Yeas: \_\_\_\_\_ Nays: \_\_\_\_\_

Signed: \_\_\_\_\_

RLA / AU Superintendent

FOR CALIFORNIA DEPARTMENT OF EDUCATION USE ONLY

Received by the Superintendent of Public Instruction: Date: \_\_\_\_\_ By: \_\_\_\_\_

**CERTIFICATION OF ANNUAL BUDGET PLAN**  
**FISCAL YEAR: 2009-2010**

1. Check one, as applicable:

☒ **Single District**

☐ **Multiple District**

☐ **District/County**

CDS Code / SELPA Code	SELPA Name	Application Date
4411	Pajaro Valley Unified School District	March 3, 2010
SELPA Address 294 Green Valley Rd.	SELPA City Watsonville	SELPA Zip 95076
Name SELPA Director (Print) Allen Raymond Houser	SELPA Director's Telephone Number ( 831 ) 786-2130	

2. CERTIFICATION BY AGENCY DESIGNATED AS ADMINISTRATIVE AND FISCAL AGENCY FOR THIS PROGRAM (Responsible Local Agency (RLA) or Administrative Unit (AU))

RLA/AU Name	Name/Title of RLA Superintendent (Type)	Telephone Number
Pajaro Valley Unified School District	Dorma Baker	( 831 ) 786-2135
RLA/AU Street Address	RLA/AU City	RLA/AU Zip
294 Green Valley Road	Watsonville	95076
Date of Governing Board Approval		
March 3, 2010		

**Certification of Approval of Annual Budget Plan pursuant to Education Code Section 56205(b).**

I certify that the Annual Budget Plan was developed according to the SELPA's local plan governance and policy making process. Notice of this public hearing was posted in each school within the SELPA at least 15 days prior to the hearing.

The Annual Budget Plan was presented for Public Hearing on February 12, 2010.

Adopted this 3rd day of March, 2010.

Yeas: \_\_\_\_\_ Nays: \_\_\_\_\_

Signed: \_\_\_\_\_

*Dorma Baker*

RLA / AU Superintendent

**ANNUAL BUDGET PLAN**  
**FISCAL YEAR: 2009-2010**

The Annual Budget Plan shall identify expected expenditures for all items required by this part as listed below. The SACS Codes provide source information from the LEA(s) reporting.

	Reference/Label	Instructions	Totals
A	Funds received in accordance with Chapter 7.2 (commencing with Section 56836). (Special Education <b>Program Funding</b> )	SACS Resource Code 6500 (State), 3300-3499 (Federal) 6515-6535 (Gen Fund)	32,671,609
B	<b>Administrative costs of the plan.</b>	SACS Goal Code 5001 Function 2100	600,755
C	Special Education services to pupils with <b>severe disabilities</b> (1) and <b>low incidence disabilities</b> (2).	SACS Goal Code 5710	569,806
		SACS Goal Code 5730	1,781,894
		SACS Goal Code 5750	5,576,836
D	Special education services to pupils with <b>non-severe disabilities</b> .	SACS Goal Code 5770	23,559,887
E	Supplemental aids and services to meet the individual needs of pupils placed in <b>regular education classrooms</b> and environments.	Any SACS Goal Code with SACS Function Code 1130 <sup>1</sup>	3,953,283
F	Regionalized operations and services, and direct instructional support <b>by program specialists</b> in accordance with Article 6 (commencing with Section 56836.23) of Chapter 7.2. (SELPA Program Specialists Funding)	SACS Goal Code 5050	77,335
		SACS Goal Code 5060	392,327
G	The use of <b>property taxes</b> allocated to the special education local plan area pursuant to Section 2572.	Statement is included in Local Plan	

<sup>1</sup> Function Activity Classification can be located at:  
<http://www.cde.ca.gov/be/ag/ag/yr08/mar08item24a6.doc>

FOR CALIFORNIA DEPARTMENT OF EDUCATION USE ONLY

Received by the Superintendent of Public Instruction: Date: \_\_\_\_\_ By: \_\_\_\_\_

# NOTICE OF PUBLIC HEARING

The Pajaro Valley Unified School District SELPA hereby gives notice that a Public Hearing will held as follows:

## TOPIC OF HEARING:

Final review and adoption of the SELPA-wide Annual Service Delivery Plan and the SELPA-wide Annual Budget Plan for 2009-2010

Note: The California State Department of Education has recently informed all of the SELPAs in the state that they need to conduct a public hearing on their 2009-2010 Annual Budget and Service Plans, adopt them and submit them to the Department prior to March 31, 2010. This public hearing enables the Pajaro Valley Unified School District SELPA to comply with that instruction.

Copies of the plans are available for inspection at the Pajaro Valley Unified School District SELPA office.

At the conclusion of the Public Hearing, the PVUSD Board of trustees will adopt the plans.

**DATE:**                   **March 3, 2010**

**TIME:**                   **5:30 – 6:30 P.M.**

**Location:**           **Pajaro Valley Unified School District Office  
SELPA Conference Room 1  
294 Green Valley Rd.  
Watsonville, CA**

## **FOR ADDITIONAL INFORMATION CONTACT:**

Pajaro Valley Unified School District SELPA Office  
(831) 786-2130

# CALIFORNIA SPECIAL EDUCATION MANAGEMENT INFORMATION SYSTEM (CASEMIS)

California Department of Education  
Form ASP-01a (rev 10/08)

SELPA Pajaro Valley Unified School District

Special Education Division

CASEMIS Code	SPECIAL EDUCATION SERVICE CATEGORY DESCRIPTIONS	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement)
210	<b>Family training, counseling, and home visits(ages 0-2 only):</b> This service includes: services provided by social workers, psychologists, or other qualified personnel to assist the family in understanding the special needs of the child and enhancing the child's development. Note: Services provided by specialists (such as medical services, nursing services, occupational therapy, and physical therapy) for a specific function should be coded under the appropriate service category, even if the services were delivered in the home.	X			34 CFR sections 300.34 (c)(3), 300.226
220	<b>Medical services (for evaluation only) (ages 0-2 only):</b> Services provided by a licensed physician to determine a child's developmental status and need for early intervention services.	X			34 CFR sections 300.34 (c)(3), 300.226
230	<b>Nutrition services (ages 0-2 only):</b> These services include conducting assessments in: nutritional history and dietary intake; anthropometric, biochemical, and clinical variables; feeding skills and feeding problems; and food habits and food preferences.	X			34 CFR sections 300.34 (c)(3), 300.226
240	<b>Service coordination (ages 0-2 only)</b>	X			34 CFR sections 300.34 (c)(3), 300.226
250	<b>Special instruction (ages 0-2 only):</b> Special instruction includes: the design of learning environments and activities that promote the child's acquisition of skills in a variety of developmental areas, including cognitive processes and social interaction; curriculum planning, including the planned interaction of personnel, materials, and time and space, that leads to achieving the outcomes in the child's IFSP, providing families with information, skills, and support related to enhancing the skill development of the child; and working with the child to enhance the child's development.	X			34 CFR sections 300.34 (c)(3), 300.226

Services will be provided in the school of attendance unless otherwise determined by the IEP team.

## SERVICE DESCRIPTIONS

SELPA Pajaro Valley Unified School District

Special Education Division

CASEMIS Code	SPECIAL EDUCATION SERVICE CATEGORY DESCRIPTIONS	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement)
260	Special education aide in regular development class, childcare center or family childcare home (ages 0-2 only)	X			34 CFR sections 300.34 (c)(3), 300.226
270	Respite care services (ages 0-2 only): Through the IFSP process, short-term care given in-home or out-of-home, which temporarily relieves families of the ongoing responsibility for specialized care for child with a disability (Note: only for infants and toddlers from birth through 2, but under 3.)	X			34 CFR sections 300.34 (c)(3), 300.226
330	Specialized academic instruction: Adapting, as appropriate to the needs of the child with a disability the content, methodology, or delivery of instruction to ensure access of the child to the general curriculum, so that he or she can meet the educational standards within the jurisdiction of the public agency that apply to all children.	X			34 CFR section 300.39(b)(3)
340	Intensive individual instruction: IEP Team determination that student requires additional support for all or part of the day to meet his or her IEP	X			30 EC section 56364
350	Individual and small group instruction: Instruction delivered one-to-one or in a small group as specified in an IEP enabling the individual(s) to participate effectively in the total school program	X			5 CCR section 3051; 30 EC section 56441.2

Services will be provided in the school of attendance unless otherwise determined by the IEP team.

An Annual Service Location Report based on these codes will be generated using CASEMIS and available at the district office by March 31.

# CALIFORNIA SPECIAL EDUCATION MANAGEMENT INFORMATION SYSTEM (CASEMIS)

## SERVICE DESCRIPTIONS

California Department of Education  
Form ASP-01a (rev 10/08)

SELPA Pajaro Valley Unified School District

Special Education Division

CASEMIS Code	SPECIAL EDUCATION SERVICE CATEGORY DESCRIPTIONS	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement)
415	<b>Language and speech:</b> Language and speech services provide remedial intervention for eligible individuals with difficulty understanding or using spoken language. The difficulty may result from problems with articulation (excluding abnormal swallowing patterns, if that is the sole assessed disability); abnormal voice quality, pitch, or loudness; fluency; hearing loss; or the acquisition, comprehension, expression of spoken language. Language deficits or speech patterns resulting from unfamiliarity with the English language and from environmental, economic or cultural factors are not included. Services include; specialized instruction and services; monitoring, reviewing, and consultation. They may be direct or indirect including the use of a speech consultant.	X			5 CCR section 3051.1; 30 EC section 56363; 34 CFR sections 300.34 (c)(15), 300.8 (c)(11)
425	<b>Adapted physical education:</b> Direct physical education services provided by an adapted physical education specialist to pupils who have needs that cannot be adequately satisfied in other physical education programs as indicated by assessment and evaluation of motor skills performance and other areas of need. It may include individually designed developmental activities, games, sports and rhythms, for strength development and fitness, suited to the capabilities, limitations, and interests of individual students with disabilities who may not safely, successfully or meaningfully engage in unrestricted participation in the vigorous activities of the general or modified physical	X			5 CCR section 3051.5; 30 EC section 56363; 34 CFR sections 300.108, 300.39 (b)(2)
435	<b>Health and nursing – specialized physical health care services:</b> Specialized physical health care services means those health services prescribed by the child's licensed physician and surgeon, requiring medically related training of the individual who performs the services and which are necessary during the school day to enable the child to attend school (5 CCR Section 3051.12(b)). Specialized physical health care services include but are not limited to suctioning, oxygen administration, catheterization, nebulizer treatments, insulin administration and glucose testing.	X			5 CCR section 3051.12; 30 EC section 56363; 34 CFR section 300.107; CEC section 49423.5(d)

Services will be provided in the school of attendance unless otherwise determined by the IEP team.



# CALIFORNIA SPECIAL EDUCATION MANAGEMENT INFORMATION SYSTEM (CASEMIS)

California Department of Education  
Form ASP-01a (rev 10/08)

## SERVICE DESCRIPTIONS

SELPA Pajaro Valley Unified School District

Special Education Division

CASEMIS Code	SPECIAL EDUCATION SERVICE CATEGORY DESCRIPTIONS	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement)
436	<b>Health and nursing – other services:</b> This includes services that are provided to individuals with exceptional needs by a qualified individual pursuant to an IEP when a student has health problems which require nursing intervention beyond basic school health services. Services include managing the health problem, consulting with staff, group and individual counseling, making appropriate referrals and maintaining communication with agencies and health care providers. These services do not include any physician-supervised or specialized health care service. IEP-required health and nursing services are expected to supplement the regular health services program.	X			5 CCR section 3051.12; 30 EC section 56363; 34 CFR section 300.107
445	<b>Assistive technology services:</b> Any specialized training or technical support for the incorporation of assistive devices, adapted computer technology or specialized media with the educational programs to improve access for students. The term includes a functional analysis of the student's needs for assistive technology; selecting, designing, fitting, customizing, or repairing appropriate devices; coordinating services with assistive technology devices; training or technical assistance for students with a disability, the student's family, individuals providing education or rehabilitation services, and employers.	X			5 CCR section 3051.16; 30 EC section 56363; 34 CFR sections 300.6, 300.105

Services will be provided in the school of attendance unless otherwise determined by the IEP team.

An Annual Service Location Report based on these codes will be generated using CASEMIS and available at the district office by March 31.

# CALIFORNIA SPECIAL EDUCATION MANAGEMENT INFORMATION SYSTEM (CASEMIS)

## SERVICE DESCRIPTIONS

California Department of Education  
Form ASP-01a (rev 10/08)

SELPA Pajaro Valley Unified School District

Special Education Division

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450	<b>Occupational therapy:</b> Occupational Therapy (OT) includes services to improve student's educational performance, postural stability, self-help abilities, sensory processing and organization, environmental adaptation and use of assistive devices, motor planning and coordination, visual perception and integration, social and play abilities, and fine motor abilities. Both direct and indirect services may be provided within the classroom, other educational settings or the home; in a group or on an individual basis; and may include therapeutic techniques to develop abilities; adaptations to the student's environment or curriculum; and consultation and collaboration with other staff and parents. Services are provided, pursuant to an IEP, by a qualified occupational therapist registered with the American Occupational Therapy Certification Board.	X			5 CCR section 3051.6; 30 EC section 56363; 34 CFR section 300.34 (c)(6)
460	<b>Physical therapy:</b> These services are provided, pursuant to an IEP, by a registered physical therapist, or physical therapist assistant, when assessment shows a discrepancy between gross motor performance and other educational skills. Physical therapy includes, but is not limited to, motor control and coordination, posture and balance, self-help, functional mobility, accessibility and use of assistive devices. Services may be provided within the classroom, other educational settings or in the home; and may occur in groups or individually. These services may include adaptations to the student's environment and curriculum, selected therapeutic techniques and activities, and consultation and collaborative interventions with staff and parents.	X			5 CCR section 3051.6; 30 EC section 56363; 34 CFR section 300.34 (c)(9); B&PC Chapter 5.7 section 2600 - 2696; GC-Interagency Agreement Chapter 26.5 section 7575(a)(2)
510	<b>Individual counseling:</b> One-to-one counseling, provided by a qualified individual pursuant to an IEP. Counseling may focus on aspects, such as educational, career, personal; or be with parents or staff members on learning problems or guidance programs for students. Individual counseling is expected to supplement the regular guidance and counseling program.	X			5 CCR section 3051.9; 34 CFR section 300.34(c)(2)

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515	<b>Counseling and guidance:</b> Counseling in a group setting, provided by a qualified individual pursuant to an IEP. Group counseling is typically social skills development, but may focus on aspects, such as educational, career, personal; or be with parents or staff members on learning problems or guidance programs for students. IEP-required group counseling is expected to supplement the regular guidance and counseling program. <b>Guidance services</b> include interpersonal, intrapersonal or family interventions, performed in an individual or group setting by a qualified individual pursuant to an IEP. Specific programs include social skills development, self-esteem building, parent training, and assistance to special education students supervised by staff credentialed to serve special education students. These services are expected to supplement the regular guidance and counseling	X			34 CFR sections 300.24.(b)(2), 300.306; 5 CCR section 3051.9
520	<b>Parent counseling:</b> Individual or group counseling provided by a qualified individual pursuant to an IEP to assist the parent(s) of special education students in better understanding and meeting their child's needs; may include parenting skills or other pertinent issues. IEP-required parent counseling is expected to supplement the regular guidance and counseling program.	X			5 CCR section 3051.11; 34 CFR section 300.34(c)(8)
525	<b>Social work services:</b> Social Work services, provided pursuant to an IEP by a qualified individual, includes, but are not limited to, preparing a social or developmental history of a child with a disability; group and individual counseling with the child and family; working with those problems in a child's living situation (home, school, and community) that affect the child's adjustment in school; and mobilizing school and community resources to enable the child to learn as effectively as possible in his or her educational program. Social work services are expected to supplement the regular guidance and counseling	X			5 CCR section 3051.13; 34 CFR section 300.34(c)(14)

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530	<b>Psychological services:</b> These services, provided by a credentialed or licensed psychologist pursuant to an IEP, include interpreting assessment results to parents and staff in implementing the IEP; obtaining and interpreting information about child behavior and conditions related to learning; planning programs of individual and group counseling and guidance services for children and parents. These services may include consulting with other staff in planning school programs to meet the special needs of children as indicated in the IEP. IEP-required psychological services are expected to supplement the regular guidance and counseling program.	X			5 CCR section 3051.10; 34 CFR section 300.34 (c)(10)
535	<b>Behavior intervention services:</b> A systematic implementation of procedures designed to promote lasting, positive changes in the student's behavior resulting in greater access to a variety of community settings, social contacts, public events, and placement in the least restrictive environment.	X			5 CCR section 3001(d); 34 CFR section 300.34 (c)(10)
540	<b>Day treatment services:</b> Structured education, training and support services to address the student's mental health needs.	X			Health & Safety Code, Div.2, Chap.3, Article 1, section 1502(a)
545	<b>Residential treatment services:</b> A 24-hour out-of-home placement that provides intensive therapeutic services to support the educational program.	X			Welfare and Institutions Code, Part 2, Chapter 2.5, Art. 1, section 5671
610	<b>Specialized services for low incidence disabilities:</b> Low incidence services are defined as those provided to the student population of orthopedically impaired (OI), visually impaired (VI), deaf, hard of hearing (HH), or deaf-blind (DB). Typically, services are provided in education settings by an itinerant teacher or the itinerant teacher/specialist. Consultation is provided to the teacher, staff and parents as needed. These services must be clearly written in the student's IEP, including frequency and duration of the services to the	X			5 CCR sections 3051.16, 3051.18; 34 CFR section 300.34

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710	<b>Specialized deaf and hard of hearing services:</b> These services include speech therapy, speech reading, auditory training and/or instruction in the student's mode of communication. Rehabilitative and educational services; adapting curricula, methods, and the learning environment; and special consultation to students, parents, teachers, and other school personnel may also be included.	X			5 CCR sections 3051.16, 3051.18; 34 CFR section 300.34
715	<b>Interpreter services:</b> Sign language interpretation of spoken language to individuals, whose communication is normally sign language, by a qualified sign language interpreter. This includes conveying information through the sign system of the student or consumer and tutoring students regarding class content through the sign system of the student.	X			5 CCR section 3051.16; 34 CFR section 300.34 (c)(4)
720	<b>Audiovisual services:</b> These services include measurements of acuity, monitoring amplification, and Frequency Modulation system use. Consultation services with teachers, parents or speech pathologists must be identified in the IEP as to reason, frequency and duration of contact; infrequent contact is considered assistance and would not be included.	X			5 CCR section 3051.2; 34 CFR section 300.34 (c)(1)
725	<b>Specialized vision services:</b> This is a broad category of services provided to students with visual impairments. It includes assessment of functional vision; curriculum modifications necessary to meet the student's educational needs -- including Braille, large type, aural media; instruction in areas of need; concept development and academic skills; communication skills (including alternative modes of reading and writing); social, emotional, career, vocational, and independent living skills. It may include coordination of other personnel providing services to the students (such as transcribers, readers, counselors, orientation & mobility specialists, career/vocational staff, and others) and collaboration with the student's classroom teacher.	X			5 CCR section 3030(d); 30 EC section 56364.1

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730	<b>Orientation and mobility:</b> Students with identified visual impairments are trained in body awareness and to understand how to move. Students are trained to develop skills to enable them to travel safely and independently around the school and in the community. It may include consultation services to parents regarding their children requiring such services according to an IEP.	X			5 CCR section 3051.3; 30 EC section 56363; 34 CFR section 300.34 (c)(7)
735	<b>Braille transcription:</b> Any transcription services to convert materials from print to Braille. It may include textbooks, tests, worksheets, or anything necessary for instruction. The transcriber should be qualified in English Braille as well as Nemeth Code (mathematics) and be certified by appropriate agency.	X			5 CCR section 3051.16; 30 EC section 56363; 34 CFR section 300.8 (c)(13)
740	<b>Specialized orthopedic services:</b> Specially designed instruction related to the unique needs of students with orthopedic disabilities, including specialized materials and equipment.	X			5 CCR sections 3030(e), 3051.16; 30 EC section 56363; 34 CFR section 300.8 (c)(8)
745	<b>Reading Services</b>	X			5 CCR section 3051.16
750	<b>Note taking services:</b> Any specialized assistance given to the student for the purpose of taking notes when the student is unable to do so independently. This may include, but is not limited to, copies of notes taken by another student, transcription of tape-recorded information from a class, or aide designated to take notes. This does not include instruction in the process of learning how to take notes.	X			5 CCR section 3051.16
755	<b>Transcription Services</b> Any transcription service to convert materials from print to a mode of communication suitable for the student. This may also include dictation services as it may pertain to textbooks, tests, worksheets, or anything necessary for instruction.	X			5 CCR section 3051.16

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760	<b>Recreation services, includes therapeutic recreation</b> and specialized instructional programs designed to assist pupils to become as independent as possible in leisure activities, and when possible and appropriate, facilitate the pupil's integration into general recreation programs.	X			5 CCR section 3051.15; 34 CFR section 300.34 (c)(11)
820	<b>College Awareness</b> College awareness is the result of acts that promote and increase student learning about higher education opportunities, information and options that are available including, but not limited to career planning, course prerequisites, admission eligibility and financial aid.	X			34 CFR sections 300.39 (b)(5), 300.43
830	<b>Vocational assessment, counseling, guidance, and career assessment:</b> Organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment and may include provision for work experience, job coaching, development and/or placement, and situational assessment. This includes career counseling to assist student in assessing his/her aptitudes, abilities, and interests in order to make realistic career decisions.	X			5 CCR section 3051.14; 34 CFR sections 300.39 (b)(5), 300.43
840	<b>Career awareness:</b> Transition services include a provision for in paragraph (1)(c)(vi), self-advocacy, career planning, and career guidance. This comment also emphasized the need for coordination between this provision and the Perkins Act to ensure that students with disabilities in middle schools will be able to access vocational education funds.	X			5 CCR section 3051.14; 34 CFR sections 300.39 (b)(5), 300.43
850	<b>Work experience education:</b> Work experience education means organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career requiring other than a baccalaureate or advanced degree.	X			5 CCR section 3051.14; 34 CFR sections 300.39 (b)(5), 300.43

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855	<b>Job Coaching</b> Job coaching is a service that provides assistance and guidance to an employee who may be experiencing difficulty with one or more aspects of the daily job tasks and functions. The service is provided by a job coach who is highly successful, skilled and trained on the job who can determine how the employee that is experiencing difficulty learns best and formulate a training plan to improve job performance.	X			5 CCR section 3051.14; 34 CFR sections 300.39 (b)(5), 300.43
860	<b>Mentoring:</b> Mentoring is a sustained coaching relationship between a student and teacher through on-going involvement and offers support, guidance, encouragement and assistance as the learner encounters challenges with respect to a particular area such as acquisition of job skills. Mentoring can be either formal as in planned, structured instruction or informal that occurs naturally through friendship, counseling and collegiality in a casual, unplanned	X			5 CCR section 3051.14; 34 CFR sections 300.39 (b)(5), 300.43
865	<b>Agency linkages (referral and placement):</b> Service coordination and case management that facilitates the linkage of individualized education programs under this part and individualized family service plans under part C with individualized service plans under multiple Federal and State programs, such as title I of the Rehabilitation Act of 1973 (vocational rehabilitation), title XIX of the Social Security Act (Medicaid), and title XVI of the Social Security Act (supplemental security income).	X			30 EC section 56341.5 (f); 34 CFR section 300.344 (3)(b)
870	<b>Travel Training (includes mobility training)</b>	X			5 CCR section 3051.3; 34 CFR sections 300.39 (c)(7)
890	<b>Other transition services:</b> These services may include program coordination, case management and meetings, and crafting linkages between schools and between schools and post-secondary agencies.	X			

Services will be provided in the school of attendance unless otherwise determined by the IEP team.



CASEMIS Code	SPECIAL EDUCATION SERVICE CATEGORY DESCRIPTIONS	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement)
900	Other special education/related services: Any other specialized service required for a student with a disability to receive educational benefit.	X			

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



294 Green Valley Rd., Watsonville, CA 95076

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

**SPECIAL EDUCATION LOCAL PLAN AREA  
LOCAL EDUCATION AGENCY (LEA) ASSURANCES**

**1. FREE APPROPRIATE PUBLIC EDUCATION 20 USC Section (§) 1412 (a)(1)**

It shall be the policy of this LEA that a free appropriate public education is available to all children residing in the LEA between the ages of three through 21 inclusive, including students with disabilities who have been suspended or expelled from school.

**2. FULL EDUCATIONAL OPPORTUNITY 20 USC § 1412 (a)(2)**

It shall be the policy of this LEA that all pupils with disabilities have access to educational programs, nonacademic programs, and services available to non-disabled pupils.

**3. CHILD FIND 20 USC § 1412 (a)(3)**

It shall be the policy of this LEA that all children with disabilities residing in the State, including children with disabilities who are homeless or are wards of the State and children attending private schools, regardless of the severity of their disabilities, and who are in need of special education and related services are identified, located and evaluated. A practical method is developed and implemented to determine which students with disabilities are currently receiving needed special education and related services.

**4. INDIVIDUALIZED EDUCATION PROGRAM (IEP) AND INDIVIDUALIZED FAMILY SERVICE PLAN (IFSP) 20 USC § 1412 (a)(4)**

It shall be the policy of this LEA that an Individualized Education Program (IEP) or an Individualized Family Service Plan (IFSP) is developed, reviewed and revised for each child with a disability who requires special education and related services in order to benefit from his/her individualized education program. It shall be the policy of this LEA that a review of an IEP will be conducted on at least an annual basis to review a student's progress and make appropriate revisions.

**5. LEAST RESTRICTIVE ENVIRONMENT 20 USC § 1412 (a)(5)**

It shall be the policy of this LEA that to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled. Special class, separate schooling, or other removal of a student with disabilities from the general educational environment, occurs only when the nature or severity of the disability of the student is such that education in general classes with the use of supplemental aids and services cannot be achieved satisfactorily.

**6. PROCEDURAL SAFEGUARDS 20 USC § 1412 (a)(6)**

It shall be the policy of this LEA that children with disabilities and their parents shall be afforded all procedural safeguards throughout the provision of a free appropriate public education including the identification, evaluation, and placement process.

**7. EVALUATION 20 USC § 1412 (a)(7)**

It shall be the policy of this LEA that a reassessment of a student with a disability shall be conducted at least once every three years or more frequently, if appropriate.

**8. CONFIDENTIALITY 20 USC § 1412 (a)(8)**

It shall be the policy of this LEA that the confidentiality of personally identifiable data information and records maintained by the LEA relating to children with disabilities and their parents and families shall be protected pursuant to the Family Educational Rights and Privacy Act (FERPA).

**9. PART C, TRANSITION 20 USC § 1412 (a)(9)**

It shall be the policy of this LEA that a transition process for a child who is participating in Early Intervention Programs (IDEA, Part C) with an IFSP is begun prior to a toddler's third birthday. The transition process shall be smooth, timely and effective for the child and family.

**10.PRIVATE SCHOOLS 20 USC § 1412 (a)(10)**

It shall be the policy of this LEA to assure that children with disabilities voluntarily enrolled by their parents in private schools shall receive appropriate special education and related services pursuant to LEA coordinated procedures. The proportionate amount of federal funds will be allocated for the purpose of providing special education services to children with disabilities voluntarily enrolled in private school by their parents.

**11.LOCAL COMPLIANCE ASSURANCES 20 USC § 1412 (a)(11)**

It shall be the policy of this LEA that the local plan shall be adopted by the appropriate local board(s) (district/county) and is the basis for the operation and administration of special education programs; and that the agency(ies) herein represented will meet all applicable requirements of state and federal laws and regulations, including compliance with the Individuals with Disabilities Education Act, the Federal Rehabilitation Act of 1973, Section 504 of Public Law and the provisions of the California *Education Code*, Part 30.

**12.INTERAGENCY 20 USC § 1412 (a)(12)**

It shall be the policy of this LEA that interagency agreements or other mechanisms for interagency coordination are in effect to ensure services required for FAPE are provided, including the continuation of services during an interagency dispute resolution process.

**13.GOVERNANCE 20 USC § 1412 (a)(13)**

It shall be the policy of this LEA to support and comply with the provisions of the governance bodies and any necessary administrative support to implement the Local Plan. A final determination that an LEA is not eligible for assistance under this part will not be made without first affording that LEA with reasonable notice and an opportunity for a hearing through the State Educational Agency.

#### **14.PERSONNEL QUALIFICATIONS 20 USC § 1412 (a)(14)**

It shall be the policy of this LEA to ensure that personnel providing special education related services meet the highly qualified requirements as defined under federal law, including that those personnel have the content knowledge and skills to serve children with disabilities.

This policy shall not be construed to create a right of action on behalf of an individual student for the failure of a particular LEA staff person to be highly qualified or to prevent a parent from filing a State complaint with the CDE about staff qualifications.

#### **15.PERFORMANCE GOALS & INDICATORS 20 USC § 1412 (a)(15)**

It shall be the policy of this LEA to comply with the requirements of the performance goals and indicators developed by the CDE and provide data as required by the CDE.

#### **16.PARTICIPATION IN ASSESSMENTS 20 USC § 1412 (a)(16)**

It shall be the policy of this LEA that all students with disabilities shall participate in state and district-wide assessment programs. The IEP team determines how a student will access assessments with or without accommodations, or access alternate assessments, consistent with state standards governing such determinations.

#### **17.SUPPLEMENTATION OF STATE/FEDERAL FUNDS 20 USC § 1412 (a)(17)**

It shall be the policy of this LEA to provide assurances that funds received from Part B of the IDEA will be expended in accordance with the applicable provisions of the IDEA; will be used to supplement and not to supplant state, local and other Federal funds those funds.

#### **18.MAINTENANCE OF EFFORT 20 USC § 1412 (a)(18)**

It shall be the policy of this LEA that federal funds will not be used to reduce the level of local funds and/or combined level of local and state funds expended for the education of children with disabilities except as provided in Federal law and regulations.

**19. PUBLIC PARTICIPATION 20 USC § 1412 (a)(19)**

It shall be the policy of this LEA that public hearings, adequate notice of the hearings, and an opportunity for comment available to the general public, including individuals with disabilities and parents of children with disabilities are held prior to the adoption of any policies and/or regulations needed to comply with Part B of the IDEA.

**20. RULE OF CONSTRUCTION 20 USC § 1412 (a)(20)**

(Federal requirement for State Education Agency only)

**21. STATE ADVISORY PANEL 20 USC § 1412 (a)(21)**

(Federal requirement for State Education Agency only)

**22. SUSPENSION/EXPULSION (20 USC § 1412 (a)(22))**

The LEA assures that data on suspension and expulsion rates will be provided in a manner prescribed by the CDE. When indicated by data analysis, the LEA further assures that policies, procedures and practices related to the development and implementation of the IEPs will be revised.

**23. ACCESS TO INSTRUCTIONAL MATERIALS 20 USC § 1412 (a)(23)**

It shall be the policy of this LEA to provide instructional materials to blind students or other students with print disabilities in a timely manner according to the state adopted National Instructional Materials Accessibility Standard.

**24. OVERIDENTIFICATION AND DISPROPORTIONALITY 20 USC § 1412 (a)(24)**

It shall be the policy of this LEA to prevent the inappropriate disproportionate representation by race and ethnicity of students with disabilities.

**25. PROHIBITION ON MANDATORY MEDICINE 20 USC § 1412 (a)(25)**

It shall be the policy of this LEA to prohibit school personnel from requiring a student to obtain a prescription for a substance covered by the Controlled Substances Act as a condition of attending school or receiving a special education assessment and/or services.

**26.DISTRIBUTION OF FUNDS 20 Usc § 1411(e),(f)(1-3)**

(Federal requirement for State Education Agency only)

**27.DATA 20 USC § 1418 a-d**

It shall be the policy of this LEA to provide data or information to the California Department of Education that may be required by regulations.

**28.READING LITERACY (State Board requirement, 2/99)**

It shall be the policy of this LEA that in order to improve the educational results for students with disabilities, SELPA Local Plans shall include specific information to ensure that all students who require special education will participate in the California Reading Initiative.

**29.CHARTER SCHOOLS EC 56207.5 (a-c)**

It shall be the policy of this LEA that a request by a charter school to participate as a local educational agency in a special education local plan area may not be treated differently from a similar request made by a school district.

In accordance with Federal and State laws and regulations,

Pajaro Valley Unified School District / Special Education Services

certifies that this plan has been adopted by the appropriate local board(s) (district/county) and is the basis for the operation and administration of special education programs; and that the agency herein represented will meet all applicable requirements of state and federal laws, regulations and state policies and procedures, including compliance with the Individuals with Disabilities Education Act, 20 USC 1400 et.seq, and implementing regulations under 34 CFR, Parts 300 and 303, 29 USC 794, 705 (20), 794- 794b, the Federal Rehabilitation Act of 1973, as amended, and the provisions of the California *Education Code*, Part 30 and Chapter 3, Division 1 of Title V of the California *Code of Regulations*.

Be it further resolved, the LEA superintendent shall administer the local implementation of procedures, in accordance with state and federal laws, rules, and regulations, which will ensure full compliance.

Furthermore, the LEA superintendent ensures that policies and procedures covered by this assurance statement are on file at the Local Education Agency and the SELPA office.

Adopted this \_\_\_\_\_ day of \_\_\_\_\_, 20 \_\_\_\_.

Yeas: \_\_\_\_\_ Nays: \_\_\_\_\_

Signed: \_\_\_\_\_

Title: \_\_\_\_\_,





## Board Agenda Backup

Item No: 11.3

Date: March 3, 2010

Item: Approval of Mandateprep® Services Agreement with School Innovations & Advocacy (SI&A) for Fiscal Years 2010/11 through 2012/13.

Overview: Mandated cost reimbursement is a significant source of revenue for overburdened and underfunded school districts; however, the time and expertise to coordinate compliant claims strains district resources. School Innovations & Advocacy provides consulting services for the preparation and filing of mandated costs claims to ensure the claims are fully compliant and filed on time.

The agreement is for 3 fiscal years, the cost is fully reimbursable through mandated costs, and we may opt-out with notice at the end of any year of the agreement. SI&A is eliminating any obligation by the district to continue the contract in the unlikely event that the State was to end the mandate program.

We have been using this service for several years and have been able to reduce the annual cost by approximately \$20,000 per year.

Rationale: Although the current state budget does not include appropriations for mandated costs, we are advised by School Services of California to continue to collect and claim our mandated costs. When the state appropriates funds for the mandates and claims have been filed on time, the District would be eligible to collect.

Recommendation: Approve School Innovations & Advocacy Mandateprep® Agreement for 3 years.

Budget Considerations:

Funding Source: General Fund

Budgeted: Yes ☒ No ☐

Amount: \$60,300 (fully reimbursable through mandated costs)

PREPARED BY SIGNATURE: Helen Bellonzi, Director of Finance

SUPERINTENDENT SIGNATURE: Domina Bel



**MANDATEPREP® SERVICES AGREEMENT**  
**Between**  
**SCHOOL INNOVATIONS & ADVOCACY, INC.**  
**And**  
**PAJARO VALLEY UNIFIED SD**

THIS AGREEMENT, dated \_\_\_\_\_ (the "Agreement") is made by and between Pajaro Valley Unified SD ("District"), and School Innovations & Advocacy, Inc., a California corporation ("SI&A"), each being a "Party" and collectively the "Parties".

**RECITALS**

WHEREAS, District is authorized to retain consulting services to assist District in the preparation and filing of reimbursement and estimated claims for the costs of the Mandate Reimbursement Process Program, legislatively mandated by the State of California ("State"), and SI&A is qualified to perform such services; and

WHEREAS, it is necessary and desirable that SI&A be retained by District for the purpose of performing consulting services.

**AGREEMENT**

NOW, THEREFORE, the Parties agree as follows:

1. **Agreement Period.** The Agreement period begins July 1, 2010 (the "Effective Date") and will automatically expire on June 30, 2013 (the "Expiration Date"). The Agreement period consists of three (3) District fiscal years (July 1, 2010 through June 30, 2011; July 1, 2011 through June 30, 2012; and July 1, 2012 through June 30, 2013), the "Agreement Period". Each fiscal year within the Agreement Period is an "Agreement Year".

2. **Services.**

**Description of Services.** SI&A agrees to provide District the following consulting services ("Services") during the Agreement Period:

(a) **Prepare and file (based on information provided by District):**

(i) **For Agreement Year 2010/2011:**

(1) 2009/2010 Reimbursement Claims;

(2) Late and amended 2008/2009 reimbursement claims; and

- (3) Newly claimable programs approved by the Commission if the filing deadline is within the Agreement Period;

(ii) For Agreement Year 2011/2012:

- (1) 2010/2011 reimbursement claims;
- (2) Late and amended 2009/2010 reimbursement claims; and
- (3) Newly claimable programs approved by the Commission if the filing deadline is within the Agreement Period;

(iii) For Agreement Year 2012/2013:

- (1) 2011/2012 reimbursement claims;
  - (2) Late and amended 2010/2011 reimbursement claims; and
  - (3) Newly claimable programs approved by the Commission if the filing deadline is within the Agreement Period;
- (b) Hold training sessions for District's staff during the Agreement Period, as necessary or appropriate (as reasonably determined by SI&A);
  - (c) Monitor District's mandated cost tracking systems for each Agreement Year;
  - (d) Research and assist District with data collection for test claims approved by the Commission during the Agreement Period;
  - (e) Serve as a liaison with the State Controller's Office and Commission regarding (i) statewide cost estimate request responses, and (ii) general questions from the State Controller's Office; and
  - (f) Provide representation of District with respect to any State audit of claims that were prepared and submitted with SI&A's assistance pursuant to this Agreement, unless prior to claim submission SI&A advised District that SI&A would not provide audit assistance, due to potentially unresolved audit issues (such as documentation or data problems) or claim rejection concerns.

3. **District's Obligations.**

- 3.1 District's Responsibilities; District Acknowledgment District will be responsible for the following: (a) the substantive outcomes of the service; (b) preparing and furnishing to SI&A, promptly upon its request, such information that is reasonably necessary to perform the services; (c) accurately preparing and maintaining true and correct student documentation and records; (d) establishing and maintaining data collection and tracking procedures and other internal controls sufficient to support this service; (e) ensuring that District and its employees, agents and SI&As properly identify and comply with all laws and regulations applicable to District's activities; (f) providing support and computer equipment compatible with the technology requirements specified

by SI&A; (g) ensuring that District and school personnel who use School Innovations & Advocacy products participate in the training sessions provided to District by School Innovations & Advocacy; (h) Providing the assistance and contact information of school personnel; (i) Making timely payments to School Innovations & Advocacy for the products and services provided hereunder. (j) ensuring District has record retention policies sufficient to maintain original documentation used in support of claims (for audit or examination by any State or regulatory agency); (k) maintaining original supporting documents for a period of four (4) years after the State's first payment of the claim. District understands that SI&A's full, accurate and timely performance under this Agreement is materially dependent upon District's reasonable cooperation and assistance. District further acknowledges that SI&A's Initial Scope of Services and Fee (as defined in Exhibit A – Standard Terms and Conditions) presumes a reasonable amount of cooperation and assistance from District, such as District's timely provision of certain information, documentation and personnel. SI&A has explained SI&A's requirements in this regard to District and District agrees to meet these requirements.

3.2 Obligations to SI&A. District shall provide SI&A all records and information relevant to any claim in a timely manner and contact information for District's personnel to whom SI&A may direct inquiries. District understands and agrees that the results of SI&A's inquiries, the documentation obtained from District and other corroborating information may be used by SI&A for filing and/or supporting the reimbursement claims, estimated claims or responding to audits or investigations.

3.3 Claim Approval. Upon presentation of a claim for District's approval, District agrees to review the claim and respond to SI&A by either: (a) certifying to SI&A, under penalties of perjury, that the time, costs and other data collected by District and furnished to SI&A in support of the claim are true and correct (for reimbursement claims) or constitute District's good faith estimates to the best of District's knowledge (for estimated claims); or (b) provide SI&A with notice specifying why the foregoing certification may not be true. All notices and certifications must comply with the requirements of Section 4 of the Standard Terms and Conditions.

4. California False Claims Act. District acknowledges that reimbursement and estimated claims filed under this Agreement constitute "claims" under the California False Claims Act (California Government Code Section 12650, et seq.) ("False Claims Act") and consequently, District, its employees, contractors and other persons acting on its behalf, may be subject to the provisions of the False Claims Act. Among other things, the False Claims Act imposes liability for treble damages, penalties and costs of civil recovery actions upon persons who "knowingly" present or cause to be presented false claims, or who "knowingly" make or cause to be made false records or statements in support of a claim. Under the False Claims Act, "knowingly" means that a person, with respect to information, has actual knowledge of the information or acts in deliberate ignorance or reckless disregard of the truth or falsity of the information.

## 5. Payment of Fees.

5.1 Fees. For Services provided pursuant to the terms of this Agreement, District agrees to pay SI&A **\$49,500** , annually, (the "Fee") for the fiscal years 2010/11, 2011/12 and 2012/13.

5.2 Payment Plan. The Fee is payable in annual or semi-annual installments as indicated below. District must clearly mark one payment plan below. If a plan is not clearly identifiable by SI&A, then District agrees to pay the Fee on an annual basis.

☐ 3 annual payments due July 1, 2010, 2011 and 2012.

☐ 6 semi-annual payments due July 1, 2010, 2011 and 2012, and January 1, 2011, 2012 and 2013.

5.3 Travel; Lodging Expenses. If SI&A reasonably determines that travel to District's site is necessary, SI&A and District shall schedule mutually convenient dates and times for such meetings. All travel and lodging expenses incurred by SI&A in connection with the Initial Scope of Services are included in the Fee.

6. Entire Agreement. This Agreement, including, without limitation, the Standard Terms and Conditions attached hereto as Exhibit A is the final expression of, and contains the entire agreement between the parties with respect to the subject matter hereof and supersedes all prior understandings with respect thereto.

7. Exhibits. All exhibits referred to in this Agreement are attached and incorporated herein by this reference.

8. Counterparts. This Agreement may be executed in counterparts, each of which shall be deemed an original, including copies sent to a party by facsimile transmission or in portable document format (pdf), as against the party signing such counterpart, but which together shall constitute one and the same instrument.


IN WITNESS WHEREOF, the District and SI&A have made and executed this Agreement as set forth below.

SI&A:

DISTRICT:

SCHOOL INNOVATIONS  
& ADVOCACY, INC.

PAJARO VALLEY UNIFIED SD

Signature:   
Date Signed: 11/5/09  
Print Name: Jeffrey C. Williams  
Title: Chief Executive Officer  
Company: School Innovations & Advocacy  
Address: 11130 Sun Center Dr, Suite 100  
Rancho Cordova, CA 95670  
Phone: (800) 487-9234  
Fax: (888) 487-6441

Signature: \_\_\_\_\_  
Date Signed: \_\_\_\_\_  
Print Name: \_\_\_\_\_  
Title: \_\_\_\_\_  
Address: \_\_\_\_\_  
Phone: \_\_\_\_\_  
Fax: \_\_\_\_\_  
Email: \_\_\_\_\_

## **EXHIBIT A - STANDARD TERMS AND CONDITIONS**

1. **Scope of Services; Independent Contractor.** SI&A's services described in the Agreement (the "Services") detail the initial scope of services anticipated by SI&A as of the effective date of the Agreement ("Initial Scope of Services"). District acknowledges that the Fee is based on this Initial Scope of Services. If SI&A determines that the Initial Scope of Services may be or has been increased anytime during the Agreement Period, SI&A reserves the right to increase the Fee to compensate for the unanticipated or additional services. This Agreement is not for lobbying services and SI&A is not being retained to provide lobbying services to District. The parties agree that School Innovations & Advocacy is an independent contractor and the Agreement shall not be construed to create a relationship of agent, servant, employee, partnership, joint venture, association or any other relationship.
2. **Termination.** Either party may terminate the Agreement, with or without cause, by delivering written notice of termination to the other party not later than thirty (30) days prior to expiration of the current agreement year within the Agreement Period. The effective date of termination shall be the expiration of such current year of the Agreement. Upon termination, SI&A will invoice District for any Fees owing and District shall pay the full invoice amount within thirty (30) days after receipt of SI&A's invoice. Except as set forth in this Section 2, neither party shall have any liability to the other for damages resulting solely from a party's termination of this Agreement in accordance with this Section 2.
3. **Termination Due to Changes in State Law.** If Legislation is enacted that eliminates or suspends K-12 education mandates, thereby making the filing of mandate reimbursement claims impossible or futile, District may immediately terminate this Agreement. Upon termination, SI&A will invoice District for any Fees owing and District shall pay the full invoice amount within thirty (30) days after receipt of SI&A's invoice. All other terminations shall be subject to the terms and conditions set forth in Section 2, above.
4. **Notice.** All Agreement notices must be in writing, directed to the party's address set forth below such party's signature in the Agreement and shall be deemed to be received in accordance with the following: (a) in the case of personal delivery, on the date of such delivery; (b) in the case of facsimile transmission, on the date upon which the sender receives confirmation by facsimile transmission that such notice was received by the addressee, provided that a copy of such transmission is additionally sent by mail as set forth in (d) below; (c) in the case of overnight courier, on the second business day following the day such notice was sent, with receipt confirmed by the courier; and (d) in the case of mailing by first class certified mail, postage prepaid, return receipt requested, on the fifth business day following such mailing. A party may change the address stated in the Agreement by giving notice to the other party.
5. **District's General Responsibilities; District Acknowledgment.** During the Agreement Period, in addition to the obligations set forth in the Agreement, District is responsible for the following: (a) ensuring that District, its employees and contractors properly identify and comply with laws and regulations applicable to District's activities; (b) completing any documents required by SI&A for any service obtained by District; (c) importing only data that reflects student performance to the grade level into the school site plan to ensure confidentiality and consistency with FERPA guidelines; and (d) monitoring assignments of login and passwords to assure FERPA compliance. District acknowledges that SI&A's full, accurate and timely performance under this Agreement is materially dependent upon District's reasonable cooperation and assistance. District further acknowledges that SI&A's Initial Scope of Services and Fee presume a reasonable amount of cooperation and assistance from District, such as District's timely provision of certain information, documentation and personnel. SI&A has explained its requirements in this regard to District and District agrees to meet these requirements.
6. **Further Assurances.** Upon request of the other party, SI&A or District shall execute and deliver additional instruments and take additional actions as may be necessary or appropriate to perform the Agreement.
7. **Assignment Prohibited.** Neither party may assign any rights or obligations under this Agreement without the prior written consent of the other party. Any purported assignment in violation of the provisions of this Section 7 shall be null and void.
8. **Family Educational Rights and Privacy Act ("FERPA"); California Education Code.** SI&A may have limited access to student information only for purposes of providing the legally required notification services, if any, specified in this Agreement. SI&A performs the Services as an agent of District and has no right to access or utilize student information for any other purpose. SI&A, its officers and employees, shall comply with the Family Educational Rights and Privacy Act and California Education Code Sections 49073 et seq. at all times.
9. **Confidential and Proprietary Materials of SI&A.** During performance of the Agreement, SI&A may provide materials or disclose information to District that SI&A considers proprietary or confidential including, but not limited to SI&A's training handbooks, policy manuals, instructions, copyrighted checklists and forms ("SI&A's Materials"). District agrees that District acquires no interest of any kind in SI&A's Materials. At all times during and after the Agreement Period, District agrees (a) to keep SI&A's Materials in confidence and trust for SI&A; (b) not to disclose, duplicate or otherwise use SI&A's Materials, except in furtherance of SI&A's performance per the Agreement; (c) to limit access to SI&A's Materials to District's employees and/or contractors who have a "need to know;" and (d) to promptly return all copies of SI&A's Materials to SI&A after a request is made.
10. **Limitation of Liability; Indemnification.** In no event shall SI&A's liability to District, for any reason arising out of this Agreement, exceed the amount of the Fee actually received by SI&A under this Agreement. SI&A shall not be liable for any consequential damages. Each party agrees to defend, hold harmless, and indemnify the other party (and its officers, employees, trustees, agents, successors, and assigns) against all claims, suits, expenses (including reasonable attorney's fees), losses, penalties, fines, costs, and liability whether in contract, tort, or strict liability (including but not limited to personal injury, death at any time, and property damage) arising out of or made necessary by the indemnifying party's breach of the terms of this Agreement. In the event that any action or proceeding is brought against a party by reason of any claim or demand discussed in this Section 10, upon notice from the party, the indemnifying party shall defend the action or proceeding at the indemnifying party's expense, through counsel reasonably satisfactory to the other party. The obligations to indemnify set forth in this Section 10 shall include reasonable attorney's fees and investigation costs and all other reasonable costs, expenses, and liabilities from the time of giving the first notice of any claim or demand. The indemnifying party's obligations under this Section 10 shall apply regardless of whether the other party (or any of its officers, employees, trustees, or agents) is actively or passively negligent, but shall not apply to any loss, liability, fine, penalty, forfeiture, cost, or damage caused solely by the active negligence or by the willful misconduct of the other party.
11. **Governing Law; Enforcement Costs.** The Agreement shall be governed by and construed in accordance with the substantive laws of California. If any legal action (including arbitration) is commenced to enforce the Agreement's terms or a party's rights or obligations under this Agreement, then the prevailing party shall be entitled to recover all fees and costs incurred by the action, including reasonable attorneys' fees and arbitrators' fees, in addition to any other relief to which the party may be entitled.
12. **Judicial Reference.** In the event a dispute is not resolved through discussions and negotiations among the parties, the dispute shall be decided by general reference procedures pursuant to Code of Civil Procedure Section 638 et seq., as modified by the provisions of this Section 12, and any subsequent provisions mutually agreed upon in writing by the parties. The reference shall be conducted in accordance with California law, including, but not limited to, the Code of Civil Procedure and the Evidence Code. The parties shall be allowed to conduct discovery in the manner provided by Code of Civil Procedure Section 2017 et. seq. **BOTH PARTIES HEREBY WAIVE A JURY TRIAL OR PROCEEDING IN CONNECTION WITH ANY DISPUTE ARISING OUT OF THIS AGREEMENT.** All general reference proceedings hereunder shall, unless all parties hereto otherwise agree, be conducted in a mutually agreeable location in the County of Sacramento, State of California.
13. **Modification; Interpretation; Severability; Construction.** No modification or supplement to any provision of the Agreement shall be valid, unless executed in writing by both parties. No provision of the Agreement shall be construed to require the commission of any act contrary to law. If any term, provision, covenant or condition of the Agreement is held to be invalid or otherwise unenforceable, the rest of the Agreement shall remain in full force and effect and shall in no way be affected, impaired or invalidated. The headings preceding each Section and subsection of this Agreement are solely for convenience of reference only, are not part of the Agreement, and shall be disregarded in the interpretation of any portion of the Agreement. Whenever required by the context of the Agreement, the singular shall include the plural and the masculine shall include the feminine and vice versa. The Agreement shall not be construed as if it had been prepared by one of the parties, but rather as if both parties had prepared the same. Unless otherwise indicated, all references to paragraphs, Sections, subparagraphs and subsections are to the Agreement.
14. **Waiver.** Either party's failure at any time to enforce any default or right reserved to it, or to require performance of any of the Agreement's terms, covenants, provisions by the other party at the time designated, shall not be a waiver of any such default or right to which the party is entitled, nor shall it in any way affect the right of the party to enforce such provisions thereafter.
15. **Force Majeure.** A party shall not be liable under the Agreement as a result of any delay, failure or interruption caused by the other party or third parties, an act of God, acts or orders of governmental authorities, acts of civil or military authorities, catastrophes or other cause (other than financial) beyond the party's reasonable control, and such nonperformance will not be a default hereunder or a ground for termination of the Agreement.



**ADDENDUM TO  
MANDATE PREP® SERVICES AGREEMENT  
Between  
SCHOOL INNOVATIONS & ADVOCACY, INC.  
And  
PAJARO VALLEY UNIFIED SCHOOL DISTRICT  
SITESERV<sup>SM</sup>**

THIS ADDENDUM TO MANDATE PREP® SERVICES AGREEMENT dated \_\_\_\_\_, (the "Addendum"), constitutes a part of that certain Mandate Prep® Services Agreement (the "Agreement") by and between Pajaro Valley Unified School District ("District") and School Innovations & Advocacy, Inc., a California corporation ("SI&A"), each being a "Party" and collectively the "Parties". The provisions of this Addendum are hereby incorporated into the Agreement for all purposes. All capitalized terms not otherwise defined in this Addendum are defined by the terms of the Agreement. In the event any provisions of this Addendum conflict with the provision of the Agreement, the provisions of this Addendum shall control.

1. Services are hereby amended to include the development of a site service plan for each site as listed on Attachment A and to provide District the following services ("SiteServ<sup>SM</sup>") during the Agreement Period:
  - (a) Two (2) on-site visits for training and advisory sessions at each Designated Site each Agreement Year;
  - (b) Coordinate between District and Designated Sites for data collection;
  - (c) Advise and assist each Designated Site and its personnel to (1) develop a more in-depth understanding of reimbursable costs under the State's mandates, (2) determine the documentation required to substantiate such costs, and (3) meet the school's documentation completion deadlines to enable SI&A to prepare claims for timely submission to the State Controller's Office;
  - (d) Expanded training sessions with SI&A and District which may be held concurrently with District or other Designated Site training sessions. A mutually acceptable schedule will be developed specifying the dates when the training sessions will occur. Since new State mandates not in effect on the Effective Date ("New Mandates") may be authorized during an Agreement Year, SI&A shall incorporate training for New Mandates into SiteServ<sup>SM</sup> if the New Mandates are approved by the State Controller's Office and the filing deadline falls within the Agreement Period; and
  - (e) Include milestones to be achieved by each Designated Site in the site service plan and prepare a district level summary status report showing each Designated Site's progress regarding its

ability to remain current on documentation requirements for site based claims at the end of each milestone. SI&A's resources for addressing issues identified in the summary status report are beyond the Initial Scope of Services.

2. Payment of Fees.

2.1 Fees. For SiteServ<sup>SM</sup> provided pursuant to the terms of this Agreement, District agrees to pay SI&A **\$10,800**, annually, (the "Fee"), for the fiscal years 2010/11, 2011/12 and 2012/13.

2.2 Payment Plan. The Fee is payable in six (6) semi-annual installments due July 1, 2010, 2011 and 2012, and January 1, 2011, 2012 and 2013.

3. This Addendum, together with the Agreement, contains the entire agreement between the Parties with respect to the subject matter hereof and supersedes all prior understandings and agreements with respect thereto. The Agreement and Addendum cannot be changed in any manner except by written agreement signed by the Parties hereto.
4. This Addendum may be executed in counterparts, each of which shall be deemed an original (including copies sent to a party by facsimile transmission or in portable document format (pdf)) as against the Party signing such counterpart, but which together shall constitute one and the same instrument.

IN WITNESS WHEREOF, the District and SI&A have made and executed this Addendum as set forth below.

**SI&A: SCHOOL INNOVATIONS & ADVOCACY, INC., a California Corporation.**



By: \_\_\_\_\_  
Name: Jeffrey C. Williams  
Title: Chief Executive Officer

Dated: 2/25/10\_\_\_\_\_

**District: PAJARO VALLEY UNIFIED SCHOOL DISTRICT**

By: \_\_\_\_\_

Dated: \_\_\_\_\_

Name: \_\_\_\_\_

Title: \_\_\_\_\_





## SITESERV<sup>SM</sup> DISTRICT CHECKLIST

District shall complete the following checklist to enable SI&A to best manage District's expectations and preferences.

1. ☐ **STAR Testing Window.** Please provide District's STAR Testing Dates: \_\_\_\_\_  
\_\_\_\_\_
2. ☐ **School Calendar.** Please attach a copy of the school district calendar for the current year.
3. ☐ **Site Directory.** Please attach a site directory that includes the electronic mail addresses and phone numbers of the principals. Please feel free to include any other useful information (e.g. a district map).
4. ☐ **District Contact.** Please provide a district office contact to help coordinate visit dates:  
  
Name: \_\_\_\_\_  
  
Title: \_\_\_\_\_  
  
Phone: \_\_\_\_\_  
  
E-mail: \_\_\_\_\_

Thank you very much for completing this form and attaching the requested information.

If you have any questions please contact April Ritter, Production & Support Manager at 916-669-5152 or [aprilr@sia-us.com](mailto:aprilr@sia-us.com). We look forward to working with you!

## **Attachment A**

### **Designated Sites**

Aptos High  
Aptos Junior High  
Cesar E. Chavez Middle  
E. A. Hall Middle  
Lakeview Middle  
Pajaro Middle  
Pajaro Valley High  
Rolling Hills Middle  
Watsonville High

**PAJARO VALLEY UNIFIED SCHOOL DISTRICT**



***Board Agenda Backup***

Item No: 14.2

<b>Date:</b>	March 3, 2010
<b>Item:</b>	<b>Resolution #09-10-21 Endorsing March 4, 2010 Day of Action</b>
<b>Overview:</b>	The Board acknowledges and recognizes the need to support efforts by our education community to voice concerns for how the State is impacting education. The attached resolution speaks of those concerns.
<b>Recommendation:</b>	Approve resolution #09-10-21

**Prepared By:** Dorma Baker, Superintendent

**Superintendent's Signature:**

*Dorma Baker*



## PAJARO VALLEY UNIFIED SCHOOL DISTRICT

Resolution # 09-10-21  
ENDORISING MARCH 4, 2010 DAY OF ACTION

**WHEREAS**, California's public schools and colleges have been left with the fallout of more than \$17 billion in state budget cuts over the last two years; and

**WHEREAS**, these historic cuts are unlike anything we've seen since the Great Depression, ranking California close to last in the nation in education spending - \$2,400 below the national average; and

**WHEREAS**, drastic state budget cuts have led to larger class sizes and the elimination of vital programs including art, music, career technical education, and physical education; and

**WHEREAS**, more than 16,000 teachers, school librarians, counselors, education support professionals and other education employees were laid off in 2009, and thousands more will receive pink slips by the state's March 15 deadline this year; and

**WHEREAS**, Pajaro Valley Unified School District has suffered more than \$40 million in cuts in the last several years, damaging local efforts to raise student achievement, recruit and retain highly qualified teachers, and guarantee small class sizes; and

**WHEREAS**, the state budget cuts have led to cuts to health care for children, poor and working families, and vital social services for our most vulnerable populations – the poor and senior citizens; and

**WHEREAS**, March 4 "Start the Day for Students" is part of a statewide day of action that has grown into a day of students, parents, teachers, administrators, school board members, college faculty, education support professionals, and community members united against the state budget cuts that are destroying the future for a generation of students and the future of California; and

**WHEREAS**, investing in public education is essential to the future of this state; and

**WHEREAS**, it is crucial to find a solution to ongoing and long-term assaults on public education funding; and

***WHEREAS** the state of California is the only state in the nation that requires a two thirds legislative supermajority to pass both a budget and new taxes, and*

***WHEREAS** each year a small minority of legislators, opposed to tax increases on ideological grounds, can block the will of the majority and prevent a balanced approach to solving the budget crisis, and they have done so again this year, inflicting great harm on our ability to carry out our educational mission; and*

**NOW, THEREFORE, BE IT RESOLVED** that Pajaro Valley Unified School District fully supports the March 4, 2010 "Start the Day for Students" events of the California Teachers Association, its local chapters, California School Boards Association, Association of California School Administrators,

parents, other education organizations and labor unions to protect schools and other essential services from more drastic state budget cuts; and

***BE IT FURTHER RESOLVED*** that the Board of the Pajaro Valley Unified School District will work with all interested parties in the community to advocate for a balanced approach, including progressive tax policies, to resolve state budgetary problems that affect the delivery of quality education in our District, and

**BE IT FURTHER RESOLVED** that Pajaro Valley Unified School District encourages everyone concerned about public education in this community to join the conversation at [www.standupforschools.org](http://www.standupforschools.org).

**Passed and adopted** by the Board of Trustees of the Pajaro Valley Unified School District, County of Santa Cruz, State of California, this 3<sup>rd</sup> day of March, 2010, by the following vote:

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Dorma Baker, Superintendent  
Secretary to the Board of Trustees

---

Libby Wilson  
President, Board of Trustees

**PAJARO VALLEY UNIFIED SCHOOL DISTRICT**



***Board Agenda Backup***

Item No: 14.3

<b>Date:</b>	March 3, 2010
<b>Item:</b>	<b>Approve Resolution #09-10-22, Acknowledging Week of the School Administrator</b>
<b>Overview:</b>	Education Code 44015.1 has declared the first full week in March as the Week of the School Administrator. Through the attached resolution, PVUSD wishes to recognize all school administrators for their support, dedication and commitment to students in our community.
<b>Recommendation:</b>	Approve resolution #09-10-22.

**Prepared By:** Dorma Baker, Superintendent

**Superintendent's Signature:**

*Dorma Baker*



## PAJARO VALLEY UNIFIED SCHOOL DISTRICT

RESOLUTION # 09-10-22

WEEK OF THE SCHOOL ADMINISTRATOR, MARCH 7-11, 2010

**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

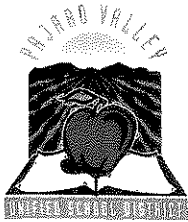
**WHEREAS**, The future of California's public education system depends upon the quality of its leadership; now therefore

**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, MARCH 3, 2010 BY THE FOLLOWING VOTE:**

**AYES:** \_\_\_\_; **NAYS:** \_\_\_\_; **ABSTENTIONS:** \_\_\_\_; **ABSENT:** \_\_\_\_

\_\_\_\_\_  
Libby Wilson, President of the Board



## *Board Agenda Backup*

Item No: 14.4

**Date:** March 3, 2010

**Item:** Adult Education Week Board Resolution #09-10-23

**Overview:** The week of March 15<sup>th</sup> through March 19<sup>th</sup>, is Adult Education Week in California. The purpose of Adult Education Week is to highlight the wonderful programs the schools offer. This is an opportunity to have public officials, school board members, superintendents and other school officials, acknowledge the many students who attend classes on a regular basis. Watsonville/Aptos Adult Education serves 15 percent of the City of Watsonville's population, plus residents of the Aptos community. This school is a viable community asset. Family Literacy is one of the success stories of Watsonville/Aptos Adult Education. Adult Basic Education, High School Diploma classes, General Education Diploma (GED), English-as-a-Second Language, as well as programs for disabled adults, senior citizens and parents are offered. Career Technical Education (CTE) and job training is another important element of the curriculum. Watsonville/Aptos Adult Education also offers a variety of community education courses at nominal fees at convenient locations.

**Recommendation:** It is recommended that, the Board of trustees approve and acknowledge Adult Education Week, March 15<sup>th</sup> through March 19<sup>th</sup> with the attached proclamation.

**Budget Considerations:** None

**Funding Source:**

**Budgeted:** Yes: ☐ No: ☐

**Amount:** \$

**Prepared By:** Dr. Nancy A. Bilicich, Director

**Superintendent's Signature:** Donna Baker





## Pajaro Valley Unified School District Board Resolution

**WHEREAS**, that from March 15 through March 19 the State of California will observe Adult Education Week, The Pajaro Valley Unified School District, its Trustees and staff, acknowledge that Watsonville/Aptos Adult Education serves the changing economic and cultural needs of a vigorous, expanding community; and

**WHEREAS**, Watsonville/Aptos Adult Education provides a way for adults to their complete high school diploma in their own time and pace leading to opportunities for higher education; and

**WHEREAS**, Watsonville/Aptos Adult Education, provides career technical education and job training for adults seeking career changes or enhancements; and

**WHEREAS**, Watsonville/Aptos Adult Education, provides instruction to those in our community who need English as a Second Language and Citizenship courses; and

**WHEREAS**, Watsonville/Aptos Adult Education, recognizing that to break the cycle of illiteracy we must focus on educating parents, providing programs in Family Literacy and English language acquisition to parents who learn to tutor their children and, learn how to navigate through the school system so they are able to advocate for their children's success;

**WHEREAS**, Watsonville/Aptos Adult Education provides instruction for parents and families, ranging from parent cooperative preschool classes through a wide spectrum of parent education courses; and

**WHEREAS**, Watsonville/Aptos Adult Education, is a primary community resource for the teaching and instruction of adult literacy; and

**WHEREAS**, Watsonville/Aptos Adult Education provides programs especially designed for our older adult and disabled population; and

**WHEREAS**, Watsonville/Aptos Adult Education provides for the unique needs of individuals in a diverse population,

**WHEREAS**, Watsonville/Aptos Adult Education, in providing these services, is an invaluable support to the entire Pajaro Valley Unified School District community.

**NOW, THEREFORE**, on behalf of the Trustees, I, Libby Wilson, President of the Board of the Pajaro Valley Unified School District, do hereby proclaim March 15<sup>th</sup> through March 19<sup>th</sup>, as: "ADULT EDUCATION WEEK" in the Pajaro Valley Unified School District and salute the administration, teachers, classified staff and students of Watsonville/Aptos Adult Education and honor their efforts and accomplishments on this day.

**IN WITNESS WHEREOF**, I hereunto set my hand and cause the seal of the Pajaro Valley Unified School District to be affixed this 3<sup>rd</sup> day of March, 2010.

---

President



## Board Agenda Backup

Item No: 14.5

**Date:** March 3, 2010

**Item:** Report and Discussion and possible Action on recent budget reductions approved by the Board.

**Overview:** The Board of Trustees has received information on the impact of the Governor's Budget Proposal for fiscal year 10/11 on PVUSD. These impacts have required the board to make reductions. The board approved on-going and one-time budget reductions beginning in fiscal year 10/11 at the December 9, 2009 and February 3, 2010 board meetings.

At the February 24, 2010 meeting, the board rescinded 2 Psychologist positions. In order to have a positive 2<sup>nd</sup> Interim Report for the County, the board will need to identify additional reductions of approximately \$175,000.

**Recommendation:** Identify additional reductions to have a positive 2<sup>nd</sup> Interim Report.

### Budget Considerations:

**Funding Source:**

**Budgeted:** Yes:                      No:

**Amount:**

**Prepared by:** Helen Bellonzi, Director of Finance

**Superintendent's Signature:** Dennis Del

PAJARO VALLEY UNIFIED  
ESTIMATED FUND BALANCES WITH ESTIMATED \$4M IN ONGOING REDUCTIONS AFTER GOVERNORS BUDGET

	08-09	09-10	10-11	11-12	12-13
<b>REVENUE</b>					
Revenue Limit	93,187,887	82,107,152	82,318,940	83,455,012	85,136,980
Federal Sources	0	0	0	0	0
Other State Revenues	11,326,675	20,459,054	20,472,899	20,568,100	20,753,494
Other Local Revenues	1,306,032	2,130,873	430,873	505,873	505,873
<b>TOTAL REVENUES</b>	<b>105,820,594</b>	<b>104,697,079</b>	<b>103,222,712</b>	<b>104,528,985</b>	<b>106,396,347</b>
<b>EXPENDITURES</b>					
Certificated Salaries	48,001,119	45,212,383	47,722,151	49,554,132	50,375,117
Classified Salaries	12,105,615	8,840,647	9,511,593	10,107,057	10,166,172
Employee Benefits	24,900,232	22,136,981	24,790,648	27,375,855	29,167,334
Books and Supplies	1,140,421	1,918,502	1,993,344	2,164,344	2,342,630
Services, Other Operating Expenses	8,234,878	8,300,557	8,298,390	7,781,840	7,781,840
Capital Outlay	63,881	64,595	0	0	0
Other Outgo	47,245	50,000	50,000	50,000	50,000
Direct Support/Indirect Costs	(3,866,398)	(2,937,915)	(2,718,082)	(2,757,535)	(2,800,114)
Other Uses	335,271	472,087	327,937	213,317	213,317
Adjustment for reductions (Dec Fiscal Stability Plan)		0	(3,612,000)	(3,280,000)	(2,530,000)
Adjustment for reductions (Gov Budget Board Approved 2-3-10)			(4,996,533)	(4,996,533)	(3,996,533)
<b>TOTAL EXPENDITURES</b>	<b>90,962,264</b>	<b>84,057,837</b>	<b>81,367,448</b>	<b>86,212,477</b>	<b>90,769,763</b>
<b>INTERFUND TRANSFERS</b>					
Transfers In	570,334	50,000	50,000	50,000	50,000
Transfers Out	(378,204)	(3,932,634)	(3,940,063)	(4,013,142)	(4,013,142)
Other Financing Sources	-	-	-	0	0
Flexibility Transfers	2,862,045	-	-	0	0
Contributions	(14,412,023)	(17,265,491)	(19,324,120)	(19,717,211)	(20,190,131)
<b>TOTAL TRANSFERS</b>	<b>(11,357,848)</b>	<b>(21,148,125)</b>	<b>(23,214,183)</b>	<b>(23,680,353)</b>	<b>(24,153,273)</b>
<b>Net Incr(Decr) in Fund Balance</b>	<b>3,500,482</b>	<b>(508,883)</b>	<b>(1,358,919)</b>	<b>(5,363,845)</b>	<b>(8,526,689)</b>
<b>FUND BALANCE</b>					
Beginning Fund Balance	8,091,742	11,592,224	13,090,951	11,732,032	6,368,187
Components of Fund Balance:					
Audit Adjustment	-	2,007,610	-	-	-
Revolving Cash	55,000	55,000	55,000	55,000	55,000
Stores	236,159	236,159	236,159	236,159	236,159
3% Required Reserve	5,163,051	5,539,353	5,265,814	5,254,042	5,389,167
Cash w/Fiscal Agent	-	-	-	-	-
Restricted Fund Balance	1,759,167	664,498	664,498	664,498	664,498
<b>Unappropriated Fund Balance</b>	<b>4,378,847</b>	<b>6,595,940</b>	<b>5,510,560</b>	<b>158,488</b>	<b>(8,503,326)</b>
<b>Ending Fund Balance</b>	<b>11,592,224</b>	<b>13,090,951</b>	<b>11,732,032</b>	<b>6,368,187</b>	<b>(2,158,502)</b>

2009-10  
LIST GENERAL FUND ITEMS THAT ARE NON-NEGOTIABLE AND LIST OF NEGOTIABLE ITEMS  
JANUARY 2010

	Unrestricted	Unrest. FTE	Restricted	Restr. FTE	Description
<b>Elementary</b>					
1 Elem-AP	265,416	2.56	564,009	5.44	
2 CSR G-1	670,000	25			30:1
3 CSR G-2	670,000	25			30:1
4 CSR K-3 all 30:1	570,000	21			Additional Savings if all classes 30:1
3a OR CSR-1 and 2 at 25 and k/3 at 30	520,000	29			
3b OR CSR K-3 at 27	390,000	27			
3c OR CSR K-3 at 28	250,000	6			Could save \$250 more if all k-3 is 28:1
6 Loading to Max	420,000	6			Grds 4-6 at 33 (max=34, currently using 31). Will cause more combo classes
7 OA hrs	210,000	7			3.5 hrs
8 LMT	245,000	7			3.5 hrs (has been determined can be funded with Title 1 for one more year)
9 Office Managers	1,016,000	16			Would leave no Site Clerical
10					
11					
12 Middle School					
13 MS Ap	521,000	4.5	173,512	1.5	Multi funded with TI
14 MS-Counselors prg 1506	523,199	6			
15 Loading to Max	980,000	14			Grd 6-8 at 34 (max=35, currently using 30)
16 SRQ Contrib	65,035				Reduction would maintain HS only. Still involves contribution for HS but recommended to continue
17 MS LMT	338,481	6			
18 MS Campus Superv	238,253	4.5			
19					
20					
21					
22					

## 20.....10

20.....10

## 2006-10

JANUARY 2010

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LIST GENERAL FUND ITEMS THAT ARE NON-NEGOTIABLE AND LIST OF NEGOTIABLE ITEMS  
JANUARY 2010

Negotiated:				
Release Time	898,568	12.3		
MS Dept Head Stipend	94,968			6
HS Dept Head Stipends	190,656			15
Counselor number of days				Per Contract Counselors work days : Academic HS. 15 days, Academic MS 12 days, Career 12 days
Psychologist number of days				Per Contract Psychologist work days: 12 additional days
Prog Spec. days				Per contract Prog. Specialist work days: 12 additional days. (chg days from 196 to 190. Four positions (\$10,788)
	unrest	rest	Totals	
cert step	1,054,184.00	373,119.00	1,427,303.00	
class step	83,954.00	279,783.00	363,737.00	
mgmt step	89,553.00	78,859.00	168,412.00	
	1,227,691.00	731,761.00	1,959,452.00	
CERT 1%	448,481.00	174,060.00	622,541.00	
class 1%	101,647.00	182,953.00	284,600.00	
mgmt 1%	81,375.00	56,700.00	138,075.00	
	631,503.00	413,713.00	1,045,216.00	
cert 10% hw	706,631.00	234,074.00	940,705.00	
class 10% hw	268,278.00	604,805.00	873,083.00	
mgmt 10% hw	93,012.00	80,653.00	173,665.00	
	1,067,921.00	919,532.00	1,987,453.00	
Cert per day	267,111.00	137,541.00	404,652.00	
Class per day	47,317.00	123,400.00	170,717.00	
Mgmt per day	44,453.00	53,649.00	98,102.00	
	358,881.00	314,590.00	673,471.00	

2009-10  
LIST GENERAL FUND ITEMS THAT ARE NON-NEGOTIABLE AND LIST OF NEGOTIABLE ITEMS  
JANUARY 2010

With SE and Trans reflected with Unrestricted			
Per day w/SE and trans unrestricted			
cert step	unrest	rest	
class step	1,258,932.00	168,371.00	1,427,303.00
mgmt step	194089	169648	363,737.00
	91638	76774	168412
	1,544,659.00	414,793.00	1,959,452.00
Per day w/SE and trans unrestricted			
CERT 1%	547,076.00	75,465.00	622,541.00
class 1%	181,079.00	103,521.00	284,600.00
mgmt 1%	86,986.00	51,089.00	138,075.00
	815,141.00	230,075.00	1,045,216.00
Per day w/SE and trans unrestricted			
cert 10% hw	815,600.00	125,105.00	940,705.00
class 10% hw	499,229.00	373,854.00	873,083.00
mgmt 10% hw	103,638.00	70,027.00	173,665.00
	1,418,467.00	568,986.00	1,987,453.00
Per day w/SE and trans unrestricted			
Cert per day	324646	80006	404652
Class per day	82642	88075	170717
Mgmt per day	47625	50477	98102
	454913	218558	673,471.00

**Pajaro Valley Unified School District  
Board of Trustees Approved Reductions  
February 3, 2010**

Board approved the following on-going reductions at their regular scheduled meeting on February 3, 2010

1 Eliminate Elementary Assistant Principals		\$	265,416
2 Class Size Reduction Staff K-3 classes at 28 to 1		\$	250,000
3 Eliminate Middle School Counselors		\$	523,199
4 Eliminate Middle School - School Resource Officer General Fund Contribution		\$	65,035
5 Change High School Clerical Staffing Ration Reduce 1 position at each High School Site for a total of 3		\$	195,000
6 Reduce Nurses by .60 .45 FTE	\$ <del>45,000</del>	\$	55,000
7 Staff Psychologists at the Statewide average (1570 students to 1 FTE)	1.0 FTE \$ <del>300,000</del> 3.0 FTE \$ <del>266,883</del>	\$	85,000
8 Eliminate Textbook Media Specialist		\$	61,000
9 Reduce Student Services Staffing by 0.69 FTE		\$	50,000
10 Reduce Human Resources Staffing by 0.8 FTE		\$	50,000
11 Reduce Transportation		\$	200,000
12 Reduce Construction, Maintenance, Custodial Services and Grounds		\$	455,000
13 Supplemental Hourly Programs (Extended Learning - Summer School and portion of Afterschool Programs) Supplemental Hourly Programs were included in the State's Tier III programs that are sweepable by districts. The board approved sweeping \$1,000,000 of their funding.		\$	1,000,000
14 Counselors Grade 7-12 Supplemental School Counselors program was included in the State's Tier III programs that are sweepable by districts. The board approved sweeping \$450,000 of their funding. This will change the ratio of student to counselor to an amount between the State and National average.		\$	450,000
15 Instructional Materials Instructional Materials program was included in the State's Tier III programs that are sweepable by districts. The board approved sweeping \$500,000 of their funding in fiscal years 10/11 and 11/12. This funding is for state adopted instructional textbooks. The state has postponed new adoptions till fiscal year 12/13.		\$	500,000
16 Workers Compensation After a review of the workers compensation program by an actuarial study and actual outstanding claims, the district feels we can reduce the fund balance by \$1,000,000. The board approved to this to be recognized over fiscal years 10/11 and 11/12 at \$500,000 each year.		\$	500,000
17 Reduction of 1 director position		\$	120,000
<b>Total Reductions</b>		<b>\$</b>	<b>4,824,650</b>
<b>Additional Amount of Reductions to be identified</b>		<b>\$</b>	<b>171,883</b>
<b>Total Board Approved Reductions</b>		<b>\$</b>	<b>4,996,533</b>

**Pajaro Valley Unified School District  
Fiscal Stability Plan  
as required by Santa Cruz County Office of Education  
due to Negative Budget Status at 09/10 45 Day Revise (08/09 Unaudited Actuals)**

Board approved the following on-going reductions at their regular scheduled meeting on December ~~September~~ 9, 2009.

1 Class Size Reduction	Objects 1xxx-3xxx	\$ 520,000	
Increase Class Size Reduction in Grades 1 and 2 to 25. Grades K and 3 will remain at 30.			
2 Load Grades 4-12 to Max	1xxx-3xxx	<del>\$ 2,050,000</del>	<sup>1</sup>
Grades 4-12 load structure will be revised to recognize 2.05 million savings			
3 Library Media Techs	2xxx-3xxx	\$ 110,000	
Library Media Techs were moved back to General Fund at an amount of \$245,000. There is currently funds available in Title I that can pay for them for 1 more year. This will allow a reduction of \$110,000 for 10/11 and 11/12.			
4 Program Specialist	1xxx-3xxx	\$ 109,000	
Reduce one program specialist in Special Ed to recognize reduction of contribution from the General Fund.			
5 Extended Learning - Payment of Transportation	5xxx	\$ 250,000	
This is an addition to the current amount the program is paying for Home to School Transportation.			
6 Business Services Division	2xxx, 3xxx, 4xxx, 5xxx	\$ 200,000	
On-going reduction to Business Services Division expenditures			
7 SERP (Certificated - Certificated/Classified Management)	1xxx, 2xxx, 3xxx	\$ 363,000	
Based on estimated savings from offering an early retirement incentive to Certificated and Management groups.			
8 Adult Education	8xxx	\$ 650,000	
Adult Education State Revenue was included in the State's Tier III programs that are sweepable by districts. The board approved sweeping \$650,000 of their \$2,300,000 total estimated revenue.			
9 Deferred Maintenance	8xxx	\$ 750,000	
Deferred Maintenance State Revenue and Carryover was included in the State's Tier III programs that are sweepable by districts. The board approved sweeping \$750,000 of their funding.			
<b>Total Board Approved Reductions</b>		<b><u>\$ 5,002,000</u></b>	
<sup>1</sup> Revised to affect only the 4-6 Elementary		\$ (1,500,000)	
<b>Revised Board Approved Reductions</b>		<b><u>\$ 3,502,000</u></b>	

# PAJARO VALLEY UNIFIED SCHOOL DISTRICT



## Board Agenda Backup

Item No: 14.6

**Date:** March 3, 2010

**Item:** Approve Certain Board Policies in Series 0000, Philosophy-Goals-Objectives and Comprehensive Plans, and in Series 6000, Instruction.

**Overview:** This section is being presented as recommended by California School Boards Association (CSBA); this organization was hired to assist in the process to update and review current policies.

The attached policies have been reviewed by the administration. Once the Board approves the updates, the following policies will be updated and distributed as appropriate.

0520.2: Title I Program Improvement Schools

0520.3: Title I Program Improvement Districts

6020: Parent Involvement

6172: Gifted and Talented Student Program

**Recommendation:** Review and adopt Board Policies as presented.

**Prepared By:** Dorma Baker, Superintendent

**Superintendent's Signature:**

*Dorma Baker*

**TITLE I PROGRAM IMPROVEMENT SCHOOLS**

The Governing Board is committed to enabling all district students to meet state academic achievement standards and to narrowing the achievement gap among student groups. To that end, the Board shall assist all district schools, including those receiving federal Title I funds, to achieve adequate yearly progress, as defined by the State Board of Education.

*(cf. 4112.24 - Teacher Qualifications Under the No Child Left Behind Act)*

*(cf. 6011 - Academic Standards)*

*(cf. 6162.5 - Student Assessment)*

*(cf. 6162.51 - Standardized Testing and Reporting Program)*

*(cf. 6171 - Title I Programs)*

Whenever a district school is identified by the California Department of Education as in need of program improvement (PI), the Superintendent or designee shall ensure that school improvement efforts are coordinated and aligned. He/she shall also revise the school's Single Plan for Student Achievement in accordance with law and as specified in administrative regulation.

*(cf. 0420 - School Plans/Site Councils)*

*(cf. 0420.1 - School-Based Program Coordination)*

*(cf. 0520.1 - High Priority Schools Grant Program)*

*(cf. 0520.4 - Quality Education Investment Schools)*

Depending on the length of time a district school has been identified for PI, the district shall provide opportunities for student transfers, supplemental educational services, other corrective actions, and/or restructuring in accordance with law.

*(cf. 5116.1 - Intradistrict Open Enrollment)*

*(cf. 6179 - Supplemental Instruction)*

**Program Evaluation**

The Board shall annually review the adequate yearly progress of each district school based on state academic assessments and other indicators specified in the state plan for the No Child Left Behind Act. The Superintendent or designee shall publicize and disseminate the results of this review to parents/guardians, principals, schools, and the community so that the instructional program can be continually refined to help all students meet state academic standards. (20 USC 6316)

*(cf. 0510 - School Accountability Report Card)*

*(cf. 6190 - Evaluation of the Instructional Program)*

The Board and Superintendent or designee also shall review the effectiveness of the actions and activities carried out by PI schools with respect to parental involvement, professional development, and other PI activities. (20 USC 6316)

**TITLE I PROGRAM IMPROVEMENT SCHOOLS** (continued)

*(cf. 4131 - Staff Development)*

*(cf. 6020 - Parent Involvement)*

As necessary based on the results of these evaluations, the Board may require the Superintendent or designee to review and revise any of the school's reform plans, including the school's Single Plan for Student Achievement, allocate additional resources toward the implementation of the plan, and/or require more frequent monitoring of the school's progress in order to raise student achievement.

*Legal Reference: (see next page)*

**TITLE I PROGRAM IMPROVEMENT SCHOOLS** (continued)

*Legal Reference:*

EDUCATION CODE

35256 School accountability report card

60642.5 California Standards Tests

60850-60856 High School Exit Examination

64000 Categorical programs included in consolidated application

64001 Single school plan for student achievement, consolidated application programs

CODE OF REGULATIONS, TITLE 5

11992-11994 Persistently dangerous schools, definition

13075-13075.4 Supplemental educational services

UNITED STATES CODE, TITLE 20

1232g Family Educational Rights and Privacy Act

6301 Title I program purpose

6311 Adequate yearly progress

6312 Local educational agency plan

6313 Eligibility of schools and school attendance areas; funding allocation

6316 School improvement

7912 Persistently dangerous schools

UNITED STATES CODE, TITLE 29

794 Section 504 of the Rehabilitation Act

CODE OF FEDERAL REGULATIONS, TITLE 34

99.1-99.67 Family Educational Rights and Privacy

200.13-200.20 Adequate yearly progress

200.30-200.35 Identification of program improvement schools

200.36-200.38 Notification requirements

200.39-200.43 Requirements for program improvement, corrective action, and restructuring

200.44 School choice option

200.45-200.47 Supplemental educational services

200.48 Funding for transportation and supplemental services

200.49-200.51 State responsibilities

200.52-200.53 District improvement

*Management Resources:*

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

2008 Adequate Yearly Progress Report Information Guide, August 2008

California's Accountability Workbook

FEDERAL REGISTER

Final Rule and Supplementary Information, October 29, 2008. Vol. 73, No. 210, pages 64436-64513

U.S. DEPARTMENT OF EDUCATION GUIDANCE

Public School Choice, January 14, 2009



**TITLE I PROGRAM IMPROVEMENT SCHOOLS** (continued)

*Supplemental Educational Services, January 14, 2009*

**WEB SITES**

*CSBA: <http://www.csba.org>*

*California Department of Education, Program Improvement:*

*<http://www.cde.ca.gov/ta/ac/ti/programimprov.asp>*

*U.S. Department of Education, No Child Left Behind: <http://www.nclb.gov>*

*(3/03 7/04) 3/09*

**TITLE I PROGRAM IMPROVEMENT DISTRICTS**

The Governing Board shall annually review and analyze the district's performance in making adequate yearly progress (AYP) toward student achievement standards, in accordance with criteria established by the State Board of Education (SBE). The Board's review shall include an evaluation of whether district improvement efforts are aligned and adequately focused on increasing achievement levels for all students. As necessary, the Board and the Superintendent or designee shall take steps to improve district operations and programs to enable students to achieve proficiency.

*(cf. 0500 - Accountability)*

*(cf. 6011 - Academic Standards)*

*(cf. 6162.51 - Standardized Testing and Reporting Program)*

**Early Warning Program**

In the event that the district is provided notice by the California Department of Education (CDE) that it is in danger of being identified for program improvement (PI) within two years under the federal No Child Left Behind Act, the Board shall determine whether to participate in the voluntary Early Warning Program. If the Board elects to have the district participate in the program, the district shall conduct a voluntary self-assessment using research-based criteria provided by the CDE and may revise its Title I local educational agency (LEA) plan based on the results of that assessment. (Education Code 52055.57)

*(cf. 6171 - Title I Programs)*

**Year 1-2 PI: Revision and Implementation of LEA Plan**

In the event that the district is identified for PI by the CDE, the Superintendent or designee shall, in accordance with law and administrative regulation, notify parents/guardians, administer a district self-assessment process, and revise the LEA plan. (20 USC 6316; Education Code 52055.57)

The revised LEA plan or plan addendum shall be approved by the Board and submitted to the CDE. The Superintendent or designee shall regularly report to the Board regarding the implementation of the plan during Years 1 and 2 of the program.

The Superintendent or designee shall utilize available state and local resources to identify specific problems contributing to low student achievement and provide technical assistance and support to resolve those problems. He/she also shall work closely with individual school sites to raise student achievement in accordance with school plans.

*(cf. 0520.1 - High Priority Schools Grant Program)*

*(cf. 0520.2 - Title I Program Improvement Schools)*

## **TITLE I PROGRAM IMPROVEMENT DISTRICTS (continued)**

### **Year 3 PI: Corrective Action**

If the district does not make AYP after two years of receiving program funding, the Board shall cooperate with the Superintendent of Public Instruction (SPI) and the SBE in the identification and implementation of appropriate corrective actions.

The Board shall enter into a contract with a district assistance and intervention team (DAIT) whenever the SPI and SBE determine this to be the most appropriate corrective action. Upon receiving a report of recommendations from the DAIT: (Education Code 52055.57, 52059)

1. The Board may, not later than 30 days after completion of the report, appeal to the SPI to be exempted from implementing one or more of the report's recommendations.
2. Not later than 60 days after completion of the report, the Board shall, at a regularly scheduled meeting, adopt the report recommendations, as modified by any exemptions granted by the SPI.

The Superintendent or designee shall establish a district leadership team to collaborate with the DAIT in the development and implementation of an action plan to address high-priority needs. This team may include site and district administrators, teacher leaders, special education teachers, English learner experts, fiscal officers, and other key personnel, as appropriate.

The Board and the Superintendent or designee shall monitor the district's progress in implementing the DAIT's recommendations and shall continually use student performance data to determine whether additional district or school site changes are necessary to improve student achievement.

*Legal Reference: (see next page)*

**TITLE I PROGRAM IMPROVEMENT DISTRICTS (continued)**

*Legal Reference:*

EDUCATION CODE

52055.57-52055.59 Districts identified or at risk of identification for program improvement

52059 Statewide system of school support

UNITED STATES CODE, TITLE 20

6301 Title I program purpose

6311 Adequate yearly progress

6312 Local educational agency plan

6316 School and district improvement

6321 Fiscal responsibilities

CODE OF FEDERAL REGULATIONS, TITLE 34

200.13-200.20 Adequate yearly progress

200.30-200.35 Identification of program improvement schools

200.36-200.38 Notification requirements

200.52-200.53 District improvement

*Management Resources:*

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Blueprint for District Assistance and Intervention, 2008

2007 Adequate Yearly Progress Report Information Guide, August 2007

A Training Guide for Local Educational Agencies and Schools: Program Improvement, September 2006

U.S. DEPARTMENT OF EDUCATION GUIDANCE

LEA and School Improvement Non-Regulatory Guidance, rev. July 21, 2006

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education, Program Improvement:

<http://www.cde.ca.gov/ta/ac/ti/programimprov.asp>

U.S. Department of Education, No Child Left Behind: <http://www.nclb.gov>

**PARENT INVOLVEMENT**

The Board of Education recognizes that parents/guardians are their children's first and most influential teachers and that continued parental involvement in the education of children contributes greatly to student achievement and a positive school environment.

In order to engage parents/guardians positively in their children's education, the Superintendent or designee shall ensure that staff members at each school:

1. Help parents/guardians develop parenting skills and provide home environments that support their children's academic efforts and their development as responsible members of society
2. Inform parents/guardians that they can directly affect the success of their children's learning and provide them techniques and strategies that they may use to improve their children's academic success and help their children in learning at home

The district will put into place practices by which parents may learn about the course of study for their children and have access to all learning materials.

*(cf. 6154 - Homework/Make-Up Work)*

3. Initiate consistent and effective two-way communication between the home and school so that parents/guardians may know when and how to help their children in support of classroom learning activities

The district and its schools shall provide full opportunities for participation of parents with limited English proficiency, and parent with disabilities including providing information and school reports in an understandable and uniform format and including alternative formats upon request and to the extent practical in a language parents understand.

*(cf. 5124 - Communication with Parents/Guardians)*

*(cf. 5145.6 - Parental Notifications)*

The school district and its schools shall build capacity for school and parent involvement. This capacity will be accomplished through training and instruction of parents and educators.

4. Receive training that fosters effective and culturally sensitive communication with the home, including training on how to communicate with non-English speakers and how to give parents/guardians opportunities to assist in the instructional process both at school and at home

The school district shall educate all district staff with the assistance of parents in the value and utility of contributions of parents and in ways to reach out, to communicate and work with parents as equal partners, implement and coordinate parent programs and build ties between home and school.

**PARENT INVOLVEMENT (continued)**

*(cf. 4131 - Staff Development)*

*(cf. 4231 - Staff Development)*

*(cf. 4331 - Staff Development)*

5. Encourage parents/guardians to serve as volunteers in the schools, attend student performances and school meetings, and participate in site councils, advisory councils and other activities in which they may undertake governance, advisory and advocacy roles

The district, where feasible, will train and support parents to enhance the involvement of other parents.

*(cf. 0420 - School Plans/Site Councils)*

*(cf. 0420.1 - School-Based Program Coordination)*

*(cf. 0420.5 - School-Based Decision Making)*

*(cf. 1220 - Citizen Advisory Committees)*

*(cf. 1240 - Volunteer Assistance)*

*(cf. 1250 - Visitors/Outsiders)*

*(cf. 6171 - Title I Programs)*

6. The parent involvement policy will be evaluated annually as to the effectiveness of increasing parent participation, and on identifying barriers to parent participation. The findings of the annual evaluation will be used to design strategies for school improvement or to redesign parent policies.

School plans shall delineate specific measures that shall be taken to increase parental involvement with their children's education, including measures designed to involve parents/guardians with cultural, language or other barriers which may inhibit such participation.

*Legal Reference:*

EDUCATION CODE

*11500-11506 Programs to encourage parental involvement*

LABOR CODE

*230.8 Time off to visit child's school*

*Management Resources:*

CDE PROGRAM ADVISORIES

*0928.90 Guidelines for the development of policies on parent involvement, SPB: 90/91-3*

SBE POLICIES

*Parent Involvement in the Education of Their Children, 1994*

## **GIFTED AND TALENTED STUDENT PROGRAM**

The Governing Board believes that all students deserve an education that challenges them to meet their fullest potential. The Board shall provide gifted and talented students in grades K-12 opportunities for learning commensurate with their particular abilities and talents.

*(cf. 0200 - Goals for the School District)*

*(cf. 0420.1 - School-Based Program Coordination)*

*(cf. 6000 - Concepts and Roles)*

The Board shall approve a district plan for gifted and talented education (GATE) which meets criteria established by the State Board of Education for program approval.

The district's program shall be designed to provide articulated learning experiences across subjects and grade levels and shall be aligned with and extend the state academic content standards and curriculum frameworks. Differentiation is intended to extend the core curriculum at each site.

*(cf. 6011 - Academic Standards)*

*(cf. 6142.7 - Physical Education)*

*(cf. 6142.8 - Comprehensive Health Education)*

*(cf. 6142.91 - Reading/Language Arts Instruction)*

*(cf. 6142.92 - Mathematics Instruction)*

*(cf. 6142.93 - Science Instruction)*

*(cf. 6178 - Career Technical Education)*

### **Identification of Gifted and Talented Students**

Note: **Optional** items #1-6 below reflect categories of abilities by which students may be identified for the GATE program pursuant to Education Code 52202 and 5 CCR 3822. The district should select those items that reflect criteria selected by the Board. The Board may establish any other criteria provided that the criteria meet the standards set forth in 5 CCR 3831.

Appropriate types of data that may be used by the district to determine whether students meet the following criteria are described in 5 CCR 3831; see the accompanying administrative regulation.

Students may be identified for the GATE program on the basis of demonstrated or potential abilities in any one or more of the following categories: (Education Code 52202; 5 CCR 3822)

1. Intellectual Ability: The student demonstrates extraordinary or potential for extraordinary intellectual development.
2. Creative Ability: The student characteristically perceives unusual relationships among aspects of the student's environment and among ideas, overcomes obstacles to thinking and doing, and/or produces unique solutions to problems. Assessment is based on the Teacher Referral Form section on Creativity.
3. Specific Academic Ability: The student functions at highly advanced academic levels in particular subject areas.

**GIFTED AND TALENTED STUDENT PROGRAM** (continued)

4. Leadership Ability: The student displays the characteristic behaviors necessary for extraordinary leadership.
5. High Achievement: The student consistently produces advanced ideas and products and/or attains exceptionally high scores on achievement tests.
6. Performing and Visual Arts Talent: The student originates, performs, produces, or responds at extraordinarily high levels in the arts. Criteria is outlined in the Creativity section of the Teacher Referral Form.

*(cf. 0410 - Nondiscrimination in District Programs and Activities)*

*(cf. 6142.6 - Visual and Performing Arts Education)*

**Instructional Components**

The district's GATE program may include special day classes, part-time groupings, and cluster groupings which shall be planned and organized as an integrated, differentiated learning experience within the regular school day. This program may be augmented or supplemented with other differentiated activities related to the core curriculum using such strategies as independent study, acceleration, postsecondary education, and enrichment. (Education Code 52206; 5 CCR 3840)

*(cf. 5123 - Promotion/Acceleration/Retention)*

*(cf. 6141.5 - Advanced Placement)*

*(cf. 6146.11 - Alternative Credits Toward Graduation)*

*(cf. 6158 - Independent Study)*

*(cf. 6172.1 - Concurrent Enrollment in College Classes)*

*(cf. 6177 - Summer School)*

GATE students may regularly participate, on a planned basis, in special counseling or instructional activity during or outside of the regular school day in order to benefit from additional educational opportunities not provided in the regular classroom. (5 CCR 3840)

*(cf. 6164.2 - Guidance/Counseling Services)*

In addition, the district may provide specialized services designed to assist underachieving, linguistically diverse, culturally diverse, and/or economically disadvantaged GATE students to achieve at levels commensurate with their abilities. (5 CCR 3840)

*(cf. 5145.3 - Nondiscrimination/Harassment)*

*(cf. 6174 - Education for English Language Learners)*

The district's GATE program shall include an academic component and, as appropriate, instruction in basic skills for each student as it is delivered in the classroom through differentiation of the core curriculum. (Education Code 52206)



## **GIFTED AND TALENTED STUDENT PROGRAM** (continued)

The district's program shall support the social and emotional development of GATE students in order to increase responsibility, self-awareness, and social awareness and adjustment.

Staff development shall be provided to support teachers of GATE students in understanding the unique learning styles and abilities of these students and in developing appropriate instructional strategies.

*(cf. 4131 - Staff Development)*

### **Advisory Committee**

The Superintendent or designee shall appoint an advisory committee to support the needs of the GATE program and to assist in program planning, implementation, and evaluation. The committee shall include the district's program coordinator, certificated staff, parents/guardians of GATE students, community members, and students as appropriate.

*(cf. 1220 - Citizen Advisory Committees)*

*(cf. 6020 - Parent Involvement)*

### **Program Evaluation**

The Board shall annually review the progress of students enrolled in the district's GATE program and administration of the program using methods identified in the district's GATE plan, and may require modifications in the program as indicated by the results of this review. (5 CCR 3831)

*(cf. 0500 - Accountability)*

*(cf. 6162.5 - Student Assessment)*

*(cf. 6162.51 - Standardized Testing and Reporting Program)*

*(cf. 6162.52 - High School Exit Examination)*

*(cf. 6190 - Evaluation of the Instructional Program)*

*Legal Reference: See Next Page*

## **GIFTED AND TALENTED STUDENT PROGRAM (continued)**

### *Legal Reference:*

#### EDUCATION CODE

- 37223 Weekend classes for mentally gifted minors*
  - 41500-41573 Categorical education block grants*
  - 48800-48802 Enrollment of gifted students in community college*
  - 51740 Instruction by correspondence*
  - 51745-51749.3 Independent study programs*
  - 52200-52212 Gifted and talented education program*
  - 52800-52887 School-Based Program Coordination*
  - 64000 Categorical programs included in consolidated application*
  - 64001 Single plan for student achievement, consolidated application programs*
  - 76000-76002 Enrollment in community college*
- #### CODE OF REGULATIONS, TITLE 5
- 1633 Instruction by correspondence*
  - 3820-3870 Gifted and talented education program*

### *Management Resources:*

#### CALIFORNIA ASSOCIATION FOR THE GIFTED PUBLICATIONS

*GATE Standards Workbook: A Guide to Design, Improve and Assess Gifted Programs, 2005*

*Meeting the Standards: A Guide to Developing Services for Gifted Students, 2002*

#### CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

*Gifted and Talented Education Program Resource Guide, rev. 2005*

*Recommended Standards for Programs for Gifted and Talented Students, rev. 2005*

#### WEB SITES

CSBA: <http://www.csba.org>

California Association for the Gifted: <http://www.cagifted.org>

California Department of Education, Gifted and Talented Education: <http://www.cde.ca.gov/sp/gt>

Council for Exceptional Children, The Association for the Gifted (CEC-TAG): <http://www.cectag.org>

National Association for Gifted Children: <http://www.nagc.org>