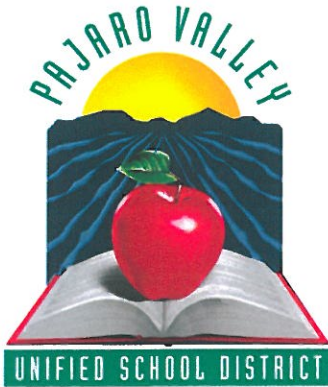


PAJARO VALLEY UNIFIED SCHOOL DISTRICT MISSION STATEMENT

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.



April 15, 2015 REGULAR BOARD MEETING

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

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

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

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

Notice to the Audience on Public Comment

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

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

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

Las Solicitudes de Traducción:

Traducción del inglés al español está disponibles en las sesiones de la mesa directiva. Por favor obtenga su equipo al entrar a la junta.

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

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

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

- 1.1 Call to Order
- 1.2 Public comments on closed session agenda.

2.0 CLOSED SESSION (AND AFTER REGULAR SESSION IF NECESSARY)

- 2.1 Public Employee Appointment/Employment, Government Code Section 54957
 - a. Certificated Employees (see Attached)
 - b. Classified Employees (see attached)
- 2.2 Public Employee Discipline/Dismissal/Release/Leaves
 - a. Settlement Agreement with one (1) Certificated Employee
- 2.3 Negotiations Update
 - a. CSEA
 - b. PVFT
 - c. Unrepresented Units: Management and Confidential
 - d. Substitutes – Communication Workers of America (CWA)
- 2.4 Claims for Damages
- 2.5 Pending Litigation
- 2.6 Anticipated Litigation
- 2.7 Real Property Negotiations
- 2.8 6 Expulsions

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

- 3.1 Pledge of Allegiance
- 3.2 Welcome by Board President
Trustees Kim De Serpa, Leslie DeRose, Maria Orozco, Karen Osmundson, Lupe Rivas, Willie Yahiro and President Jeff Ursino.
- 3.3 Superintendent Comments
- 3.4 Governing Board Comments/Reports Standing Committee Meetings (*1 minute per trustee*)
- 3.5 Jacob Young Financial – Employee of the Month
 - *Ida Akimoto, Classified Employee of the Month, Food Services, District Office – March 2015*
 - *Brian Casey, Teacher of the Month, Aptos High School, March 2015*
 - *Wesley Kau, Classified Employee of the Month, Technology Services, April 2015*
 - *Karen Lemon, Renaissance High School, Teacher of the Month, April 2015*

4.0 APPROVAL OF THE AGENDA

5.0 APPROVAL OF MINUTES

- a) *Minutes for March 25, 2015*
- b) *Minutes for April 1, 2015, Special Meeting, Closed Session, Negotiations Planning*

6.0 HIGH SCHOOL STUDENTS BOARD REPRESENTATIVES REPORT

5 min. per school

7.0 VISITOR NON-AGENDA ITEMS

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

Superintendent's Office for placement on a future agenda. (Please complete a card if you wish to speak.)

8.0 EMPLOYEE ORGANIZATIONS COMMENTS – PVFT, CSEA, PVAM, CWA *5 min. each*

9.0 CONSENT AGENDA

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

- 9.1 Purchase Orders March 19 – April 8, 2015
The PO's will be available in the Superintendent's Office.
- 9.2 Warrants January March 19 – April 8, 2015
The warrants will be available in the Superintendent's Office.
- 9.3 Approve Williams Quarterly Complaint Report for January – March 2015. Number of Complaints: Zero.
- 9.4 Approve Agreement for Services for Interim Chief Business Officers: Ann Jones, April 30 - June 4, 2015, and for Rosemarie Pottage, June 1 – July 15, 2015.
- 9.5 Approve Scholarship Committee Members for 2014-15 for Watsonville High School, Aptos High School, Pajaro Valley High School and Renaissance Continuation School.
- 9.6 Approve CAHSEE Passage Waiver for Student ID #14-15-06, Mathematics, Pajaro Valley High School.
- 9.7 Approve CAHSEE Passage Waiver for Student ID #14-15-07, Mathematics, Pajaro Valley High School.
- 9.8 Approve CAHSEE Passage Waiver for Student ID #14-15-08, Mathematics, Pajaro Valley High School.

The administration recommends approval of the Consent Agenda.

10.0 DEFERRED CONSENT ITEMS

11.0 REPORT, DISCUSSION AND POSSIBLE ACTION ITEMS

- 11.1 Report, discussion and possible action on District's Fiscal Stabilization Plan for 2015-16 and 2016-17.
Report by Brett McFadden, CBO *30 min. report; 20 min. discussion*
- 11.2 Report, discussion and possible action to approve Memorandum of Understanding for the Regional Occupational Program (ROP).
Report by Dorma Baker, Superintendent. *5 min. report; 10 min. discussion*
- 11.3 Report, discussion and possible action to approve the Instructional Calendars for 2016-17 and 2017-2018 School Years. First Reading.
Report by Sharon Roddick, Assistant Superintendent, HR. *5 min. report; 5 min. discussion*

- 11.4 Report, discussion and possible action to approve Resolution #14-15-23, Reduction and/or Discontinuation of Particular Kinds of Classified Employee Services.
Report by Pam Shanks, Director, Classified Services 5 min. report; 5 min. discussion
- 11.5 Report, discussion and possible action to approve Emergency Appointment of Personnel Commissioner.
Report by Pam Shanks, Director, Classified Services 5 min. report; 5 min. discussion
- 11.6 Report, discussion and possible action to approve Job Description for Family Childcare Homes Specialist for the Child Development Department.
Report by Sharon Roddick, Assistant Superintendent, HR. 5 min. report; 5 min. discussion

12.0 ACTION ON CLOSED SESSION

13.0 UPCOMING BOARD MEETINGS/REMAINING BOARD MEETINGS FOR 2015

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

		Comment
April	▪ 29	
May	▪ 13	
	▪ 27	▪ Approve 3 rd Interim Report
June	▪ 10	
	▪ 24	▪ 2015-2016 Budget Adoption
July	No Meetings	
August	▪ 12	
	▪ 26	
September	▪ 9	▪ Unaudited Actuals
	▪ 23	
October	▪ 14	
	▪ 28	
November	▪ 18	▪
December	▪ 9	▪ Annual Organization Mtg.
		▪ Approve 1 st Interim Report

14.0 ADJOURNMENT

PAJARO VALLEY UNIFIED SCHOOL DISTRICT
CLOSED SESSION AGENDA
April 15, 2015

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

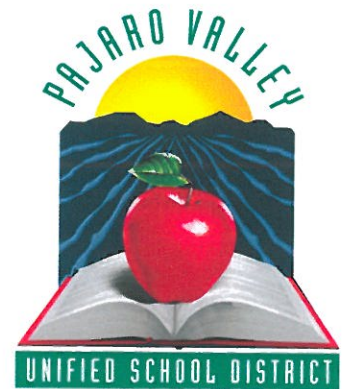
New Hires - Probationary	
1	Behavior Technician
2	Cafeteria Assistant
1	Campus Safety & Security Officer
1	Community Service Liaison I
5	Instructional Assistant - Moderate/Severe
New Hires	
1	Resource Specialist
Rehires	
	None
Promotions	
2	Behavior Technician
1	Bus Driver Specialized
2	Instructional Assistant - Mild/Moderate
2	Lead Custodian II
New Substitutes	
11	Substitutes
Administrative Appointments	
	None
Transfers	
	None
Other	
1	Speech and Language Therapist
Extra Pay Assignments	
22	Coaches
Extra Period Assignments	
	None
Leaves of Absence	
1	Coordinator, New Teacher Project
1	Counselor

3	Speech & Language Specialist
17	Teacher
1	Administrative Secretary III
1	Cafeteria Assistant
1	Groundskeeper II
1	Instructional Assistant – Mild/Moderate
1	Payroll Technician
Miscellaneous Action	
2	Instructional Assistant – Moderate/Severe
Retirements	
	None
Resignations/Terminations	
	None
Supplemental Service Agreements	
163	Teachers
1	Program Specialist
Separations From Service	
3	Teacher
1	Bus Driver
1	Instructional Assistant – Moderate/Severe
1	Lead Maintenance Specialist Painter
1	Office Assistant III
1	Office Manager
Limited Term – Projects	
1	Office Assistant III
Exempt	
	Childcare
	Safety Monitor
	Student Helper
Provisional	
	None
Limited Term - Substitute	
	None

**March 25, 2015
REGULAR BOARD MEETING
UNADOPTED MINUTES**

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

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



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

1.1 Call to Order

President Ursino called the meeting of the Board to order in public at 6:01 PM at 292 Green Valley Road, Watsonville, CA.

1.2 Public comments on closed session agenda.

None.

2.0 CLOSED SESSION (AND AFTER REGULAR SESSION IF NECESSARY)

2.1 Public Employee Appointment/Employment, Government Code Section 54957

a. Certificated Employees

b. Classified Employees

New Hires – Probationary	
	None
New Hires	
5	Teachers
Rehires	
	None
Promotions	
	None
New Substitutes	
4	Substitute Teachers
Administrative Appointments	
1	Principal
Transfers	
	None
Other	
1	Assistant Principal
1	Principal
1	Site Academic Coordinator

Extra Pay Assignments	
17	Coach
Extra Period Assignments	
	None
Leaves of Absence	
1	Program Specialist
1	Speech & Language Specialist
21	<i>Teacher</i>
1	<i>HR Analyst</i>
Retirements	
	None
Resignations/Terminations	
	None
Supplemental Service Agreements	
128	Teacher
1	Counselors
Separations From Service	
2	Instructional Assistant Moderate/Severe
2	<i>Office Assistant III</i>
1	Library Media Technician
2	Nurse
7	<i>Teacher</i>
1	Principal
1	<i>Instructional Assistant Mild/Moderate</i>
1	<i>Payroll Technician</i>
Limited Term - Projects	
1	Community Services Liaison I
1	Custodian
2	Language Support Liaisons I
1	Lead Custodian I
1	Lead Custodian II
1	Lead Custodian III
1	Library Media Tech
6	Office Assistant I
1	Office Assistant II
11	Parent Education Specialists

1	Registrar
1	Translator
Exempt	
1	Childcare
2	Safety Monitor
1	Student Helper
Provisional	
1	Library Media Tech
1	Office Assistant III
1	Office Manager
Limited Term - Substitute	
1	Office Manager
1	Instructional Support Clerk
1	Campus Safety & Security Officer

2.2 Public Employee Discipline/Dismissal/Release/Leaves

2.3 Negotiations Update

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

2.4 Claims for Damages

2.5 Pending Litigation

2.6 Anticipated Litigation

2.7 Real Property Negotiations

2.8 6 Expulsions

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

President Ursino called the meeting of the Board in public to order at 7:05 PM.

3.1 Pledge of Allegiance

Trustee Rivas led the Board in the Pledge of Allegiance.

3.2 Welcome by Board President

Trustees Kim De Serpa, Leslie DeRose, Maria Orozco, Karen Osmundson, Lupe Rivas, Willie Yahiro and President Jeff Ursino were all present. Trustee Yahiro left the meeting at 9:45 PM.

3.3 Superintendent Comments

Dorma Baker attended the Together for Kinder, an annual event sponsored by the County Office of Education. Elementary teachers and interested community members gathered to share information.

3.4 Governing Board Comments/Reports Standing Committee Meetings

Trustee Osmundson attended the Migrant and Seasonal Head Start Advisory Committee meeting as well as the DELAC Advisory Committee meeting.

Trustee Rivas attended the City Council meeting and noticed that the city makes decisions that affect our district, including issuance of liquor licensing to businesses near schools. She read article from United Way on how to end homelessness and would like to hear more from them about how the matter will be resolved; she understands they collaborate with the District on this as well. She attended the Cesar Chavez Community Awards dinner. Also attended the DELAC meeting and appreciates parents' participation in those meetings.

Trustee Orozco attended the Cesar Chavez Community Awards dinner showcasing strong leadership within our community and was pleased that many of the recognized were students. She attended a JPA [Joint Powers Agreement] meeting and discussed the future of the Mello Center. She also attended a CABA meeting for their report on the annual conference and discussed bilingual education.

Trustee De Serpa attended the Aptos High School Booster Club fundraiser. She attended the Democratic Center Committee meeting.

President Ursino attended Aptos High School's fundraiser. He will attend Rio Del Mar's fundraiser this week.

Trustee Yahiro is looking at the safety record history of the Watsonville Airport and has found interesting results as there are many reports outlining safety around that area.

3.5 Student Recognition

Staff, administration, family and friends honored the following students of the year and recognized their achievements:

- ***Miriam Ramirez-Martinez - Amesti Elementary School***
- ***Lucynell Rosales - MacQuiddy Elementary School***
- ***Danna Bryssa Pérez-Márquez - Ohlone Elementary School***
- ***Jasmin Cancino Garcia - Starlight Elementary School***
- ***Araceli Hernandez - Adult Education***

4.0 APPROVAL OF THE AGENDA

President Ursino asked that item #11.2 be presented before #11.1; he also made a correction under consent items #9.1 and #9.2: report dates should be March 5 to 18.

Trustee De Serpa moved to approve this item with the noted changes. Trustee Orozco seconded the motion.

Public comment:

Bill Beecher, community member, commented that there are missing items on the agenda, including a self-evaluation to abide by policy as well as the superintendent's evaluation. In addition, the annual accountability report card for our schools will not be up to date due to lack of testing; he suggested using College Board report for the high schools and present those numbers this Spring.

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

5.0 APPROVAL OF MINUTES

a) Minutes of March 11, 2015

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

6.0 HIGH SCHOOL STUDENTS BOARD REPRESENTATIVES REPORT

5 min. per school

Maria Rosas and Destany Vargas of Watsonville High School; Felicia Davidson of Pajaro Valley High School; and Elias Nepa of Aptos High School gave an update on events, activities and sports at their campus.

7.0 VISITOR NON-AGENDA ITEMS

Bill Beecher, community member, attended the Mar Vista School Site Council and discussed renovations but there insufficient staff to maintain. There is \$24 million dollars in reserve; board should consider \$1 million a year to hire additional staff for facility maintenance.

Veronique Marks, teacher, commented on the inconsistencies of arts education within our district and within classrooms how those affect the quality, equity and access to arts education for students. She added that jobs in the creative field are growing and it is a sought leadership skill. Disadvantaged students are barred from school arts program in favor of remedial instruction in reading and math. PVUSD is the only district that does not mandate a VAPA [Visual and Performing Arts] requirements for graduation.

Rocio Sanchez, Gabby Davidson and Felix Solano of PVHS, showed their appreciation to the schools' continued support by giving each trustee a PVHS t-shirt. They thanked Murry Schekman and Brett McFadden for their work.

Jackie Medina, teacher, advocated for late exit billiteracy program in the district adding that CABE's Vice President supports late exit and this matter has a strong political stand. In addition, PVUSD is the only district in the County that does not require VAPA credits and presented the importance of creativity in the global economy.

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

Jack Carroll, PVFT, congratulated Francisco Rodriguez, PVFT president, and his wife, Leah, for their new daughter, Zoe. The arbitration process has been completed. He expressed concern about facilities for the 2015-16 school year due to capacity. He suggested that a plan for how next school year looks like be presented; it may be that some school boundaries will need to be looked at. Mr. Carroll thanked Dorma and administration for including Union in interviewing process for CBO replacement. He offered their involvement as well in finding a replacement for Assistant Superintendent of Secondary Education.

9.0 CONSENT AGENDA

Trustees requested that items #9.10 and #9.11 be deferred for further discussion.

Public comment:

Bill Beecher, community member, recommended deferring items #9.3 and #9.4, good actions by the business office but by not discussing it, it won't be clear how close the district is to borrowing funds.

Trustee De Serpa moved to approve the motion deferring items #9.10 and #9.11. Trustee Rivas seconded the motion. The motion passed 6/0/1 (DeRose absent).

9.1 Purchase Orders February 19 – March 4, 2015

9.2 Warrants January February 19 – March 4, 2015

9.3 Approve Resolution #14-15-21 to the Board of Supervisors of the County of Santa Cruz to Provide Temporary Cash Loans to Pajaro Valley Unified School District.

9.4 Approve Resolution #14-15-22 for Temporary Borrowing between District Funds in Order to Meet the Cash Flow Needs of the District for Fiscal Year 2015-16.

- 9.5 **Approve New Course Proposal for Aptos High School: Advanced Placement Capstone. Second and Final Reading.**
- 9.6 **Approve Declaration of Obsolete and/or Surplus Furniture, Textbooks and Equipment.**
- 9.7 **Approve Consulting Contract for Leadership Associates to Conduct Chief Business Officer Search.**
- 9.8 **Approve EA Hall Relocatable Replacement Project Bid Package 2, Measure L Bond Project #8524.**
- 9.9 **Approve Bradley Elementary School Septic System Improvements.**
- 9.10 **Approve Resolution #14-15-24, Emergency Closure and Suspension of Days of Operation at CDD Children Centers and State Preschools Due circumstances Beyond the Agencies Control.**

This item was deferred.

9.11 Approve E-Rate Projects.

This item was deferred.

10.0 DEFERRED CONSENT ITEMS

- 9.10 **Approve Resolution #14-15-24, Emergency Closure and Suspension of Days of Operation at CDD Children Centers and State Preschools Due circumstances Beyond the Agencies Control.**

Trustee Rivas asked about the effect of these closures on students.

Superintendent Baker noted that there is some inconvenience for families but closing a center is only done in extreme and unavoidable situations.

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

9.11 Approve E-Rate Projects.

Trustee De Serpa congratulated the district for the work on e-rate program.

Brett McFadden, CBO, noted that there have been significant changes in the program that looks at district-level instead of site-level eligibility; the district receives about \$150 per student. The district has received \$23 million dollars in e-rate funding so far; he thanked the team for their work on the program.

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

11.0 REPORT AND DISCUSSION ITEMS

11.2 Report and discussion on Common Core State Standards Benchmark Update.

Report by Susan Perez, Assistant Superintendent and Hall District Leadership

Susan Perez noted that in the fall she had shared the results for Benchmark #1 and Benchmark #2 results will be shared this evening – this test is up to Common Core rigor and results look different than in Benchmark #1. In English Language Arts grade 5, there are many more students performing below basic and far below basic; in grade 8, there are far more at proficient but also a lot more in below basic and far below basic; the numbers are similar for grade 11. In Mathematics, the same comparison cannot be done due to the differences in testing from

Benchmark #1 and Benchmark #2. It was understood state and nation wide that there would be a significant drop due to students not being prepared for the rigor. Grades 5, 8 and 11 respectively show 92%, 72% and 79%, in below basic or far below basic. This data will be used by teachers to guide instruction.

Given the data, it seems that the number 1 obstacle students have to accessing core concepts is reading. There is a significant focus on intervention and now it is important to invest an equal amount of effort on common core and to have a solid reading foundation. The second area of focus will be bilingual program consistency, vertically and horizontally, throughout the district. She asked Guillermo Ramos, principal of Hall District Elementary, and Claudia Monasterio, Academic Coordinator, to share the successful work they have done to improve overall student performance.

Mr. Ramos and Ms. Monasterio commented on how the school went from being labeled "Persistently Low Achieving School" five years ago to students successfully grasping instruction. Staff, administration and community have collaborated to look at the needs of students. Grants have been written and used to better meet those needs, including purchasing of supplemental materials. The school has a very strong focus on early literacy program. Students in K-2 were not reading at grade level and were 1 or more years behind; with the new focus and the daily use of SIPPS [Systematic Instruction in Phoneme Awareness, Phonics and Sight Words], the majority of students are meeting or on track to meet their targets. Teachers have embraced data from the California Reading and Literacy Project (CRLP) to better help each student. STAR reading test scores show that each year students are performing at higher levels. There are six testing periods throughout the year; only three are required but the school does six to be sure school can provide intervention when needed and students can reach higher performance levels. A significant piece to the process involve core instruction planning, accountability and professionalism. There are constant classroom walk-throughs and constructive feedback.

Ms. Perez concluded that Ms. Monasterio dedicates her time to academics, training, with teachers in the classrooms, and conducting assessment as part of instruction. She noted that administration will pursue purchasing SIPPS for other schools as well.

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

11.1 Report and discussion on Smarter Balanced Assessment Consortium (SBAC).

Report by Susan Perez, Assistant Superintendent,

Susan Perez gave Board members an opportunity to take a 5th grade level test. Francis Basich-Whitney, Coordinator, walked the board through an ELA test on the SBAC. The intent is for the Board to see the level of rigor that a 5th grade student is expected to see at the end of their 5th grade. When testing, the focus is no longer on standards but on reaching targets that have been set for this grade level. Students have a 12-week testing period and they receive an SBAC report as to how they did against the target.

Trustee Yahiro left the meeting at 9:45

The Board thanked staff for their presentation.

12.0 REPORT, DISCUSSION AND POSSIBLE ACTION ITEMS

12.1 Report, discussion and possible action on 2014-15 School Accountability Report Cards (SARCs).

Report by Susan Perez, Assistant Superintendent

Susan Perez reported SARCs are required by the State; schools complete, all the required data and is uploaded to the CDE's website. SARCs contain specific school information, such as climate, facilities, teachers, support staff, student performance, school finances, and instructional planning

and scheduling. The figures reflect prior year scores but this year, in absence of state assessment data, the data shown is for 2012-13 and all demographics are noted for the 2014-15 school year. Ms. Perez noted that the following and subsequent years this item will be brought to the Board in January, prior to publishing results in February.

Trustee Osmundson moved to approve this item. Trustee De Serpa seconded the motion. The motion passed 5/0/2 (DeRose, Yahiro absent).

**12.2 Report, discussion and possible action to approve Revision to Administrative Regulation (AR) 6161.1, Selection and Evaluation of Instructional Materials.
Report by Murry Schekman, Assistant Superintendent**

Mr. Schekman reported on the specific wording under permission slip for rated movies. He read the addition to the policy adding that he sought feedback from school staff to finalize policy. The "Opt-out" option is preferable as parents will only sign if they do not agree with the assignment. It was clarified that students would be given an adequate alternate assignment upon parents' request to opt-out.

Board participated with comments and questions.

Trustee Orozco moved to approve this item. Trustee Osmundson seconded the motion. The motion passed 5/0/2 (DeRose, Yahiro absent).

13.0 ACTION ON CLOSED SESSION

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

Trustee Orozco moved to approve the certificated report with the following additions: 6 Teachers under Leaves of Absence; and 1 Teachers under Separation. Trustee De Serpa seconded the motion. The motion passed 5/0/2 (DeRose, Yahiro absent).

b. Classified Employees

Trustee Orozco moved to approve the certificated report with the following additions: 1 HR Analyst under Leaves of Absence; and 1 Instructional Assistant – Mild/Moderate, 1 Office Assistant III, and 1 Payroll Technician under Separations from Service. Trustee De Serpa seconded the motion. The motion passed 5/0/2 (DeRose, Yahiro absent).

2.8 6 Expulsions

Action on Expulsions:

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

14-15-044

Trustee Rivas seconded the motion. The motion passed 5/0/2 (DeRose, Yahiro absent).

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

14-15-042

Trustee Rivas seconded the motion. The motion passed 5/0/2 (DeRose, Yahiro absent).

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

14-15-045

Trustee Rivas seconded the motion. The motion passed 5/0/2 (DeRose, Yahiro absent).

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

14-15-046

Trustee De Serpa seconded the motion. The motion passed 5/0/2 (DeRose, Yahiro absent).

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

14-15-049

Trustee Rivas seconded the motion. The motion passed 5/0/2 (DeRose, Yahiro absent).

14.0 UPCOMING BOARD MEETINGS/REMAINING BOARD MEETINGS FOR 2015

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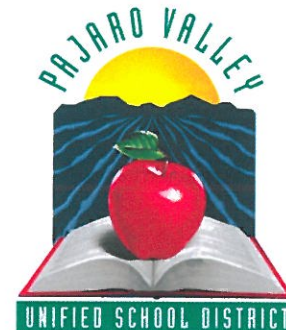
		Comment
April	<ul style="list-style-type: none">▪ 1▪ 15▪ 29	<ul style="list-style-type: none">▪ Special Meeting: closed session on Negotiations
May	<ul style="list-style-type: none">▪ 13▪ 27	<ul style="list-style-type: none">▪ Approve 3rd Interim Report
June	<ul style="list-style-type: none">▪ 10▪ 24	<ul style="list-style-type: none">▪ 2015-2016 Budget Adoption
July	No Meetings	
August	<ul style="list-style-type: none">▪ 12▪ 26	
September	<ul style="list-style-type: none">▪ 9▪ 23	<ul style="list-style-type: none">▪ Unaudited Actuals
October	<ul style="list-style-type: none">▪ 14▪ 28	
November	<ul style="list-style-type: none">▪ 18	<ul style="list-style-type: none">▪
December	<ul style="list-style-type: none">▪ 9	<ul style="list-style-type: none">▪ Annual Organization Mtg.▪ Approve 1st Interim Report

15.0 ADJOURNMENT

There being no further business to address, the meeting of the Board was adjourned at 10:00 PM.

Dorma Baker, Superintendent

Wednesday, April 1, 2015
SPECIAL MEETING
CLOSED SESSION ON NEGOTIATIONS PLANNING
UNADOPTED MINUTES
6:00 PM – 8:00 PM
DISTRICT OFFICE HUMAN RESOURCES CONFERENCE ROOM
294 Green Valley Road, Watsonville, CA 95076



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

1.1 Call to Order

President Ursino called the meeting of the Board to order in public at 6:06 PM at 294 Green Valley Road, Watsonville, CA.

1.2 Welcome by Board President

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

1.3 Pledge of Allegiance.

Trustee Osmundson led the Board in the Pledge of Allegiance.

1.4 Public comments.

None.

2.0 APPROVAL OF THE AGENDA

Trustee DeRose moved to approve the agenda. Trustee Orozco seconded the motion. The motion passed 5/0/2 (De Serpa, Rivas absent).

President Ursino will proceed to excuse members of the public to conduct special meeting of the Board in closed session.

There were no members of the public present.

3.0 CLOSED SESSION – NEGOTIATIONS PLANNING

The board proceeded to hold its special meeting in closed session.

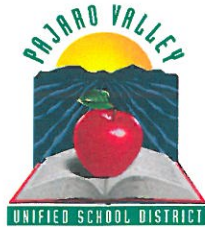
4.0 ADJOURNMENT

There being no further business to address, the Board's special meeting was adjourned at 7:37 PM.

Dorma Baker, Superintendent



PAJARO VALLEY UNIFIED SCHOOL DISTRICT



Board Agenda Backup

Item No: 9.3

Date: April 15, 2015

Item: **Williams Uniform Complaint Quarterly Report
(January, February, March 2015)**

Overview and Rationale: All school districts have been required to adopt a complaint system as a part of the Williams Settlement.

On a quarterly basis, Williams' complaints must be reported to the board and the county superintendent. The report must include the number and types of complaints received and how they were corrected.

During this quarter there were zero complaints submitted.

Recommendation: Approve Williams Quarterly Report as Submitted.

Budget Considerations: N/A

Prepared By: Sharon Roddick, Assistant Superintendent, HR

Superintendent's Signature:

Sharon Roddick

**QUARTERLY DISTRICT STATUS REPORT OF UNIFORM COMPLAINTS
TO THE COUNTY SUPERINTENDENT OF SCHOOLS
QUARTER ENDED MARCH 2015**

DISTRICT: Pajaro Valley Unified School District Date Reported to District Governing Board: April 15, 2015

I. INSTRUCTIONAL MATERIALS

A) Insufficient text books or instructional materials in classroom:

# of Complaints	# of Complaints Resolved	# of Complaints Unresolved*
0		

- Explanation: _____

B) Insufficient textbooks or instructional materials to take home:

# of Complaints	# of Complaints Resolved	# of Complaints Unresolved*
0		

- Explanation: _____

C) Textbooks or instructional materials in poor or unusable condition:

# of Complaints	# of Complaints Resolved	# of Complaints Unresolved*
0		

- Explanation: _____

II. TEACHER VACANCY OR MISASSIGNMENT

A) No assigned certified teacher at beginning of semester:

# of Complaints	# of Complaints Resolved	# of Complaints Unresolved*
0		

- Explanation: _____

**B) Teacher lacking credentials or training to teach English Language Learners (ELL) with
More than 20% ELL in class:**

# of Complaints	# of Complaints Resolved	# of Complaints Unresolved*
0		

- Explanation: _____

D) Teacher instructing class lacking subject matter competency:

# of Complaints	# of Complaints Resolved	# of Complaints Unresolved*
0		

- Explanation: _____

III. FACILITIES

A) Conditions pose an emergency or urgent threat to the health or safety of students/staff:

# of Complaints	# of Complaints Resolved	# of Complaints Unresolved*
0		



PAJARO VALLEY UNIFIED SCHOOL DISTRICT



Board Agenda Backup

Item No: **9.4**

Date: April 15, 2015

Item: **Approve Agreement for Services for Interim Chief Business Officers: Ann Jones, April 30 - June 4, 2015, and for Rosemarie Pottage, June 1 - July 15, 2015**

Overview and Rationale: As the District progresses through the hiring process for a CBO, there will be a period of time when the district will require having interim business services professional assistance.

The attached are the agreements for a team of two business professional CBOs who would be covering the district's business operational needs while the process for the permanent CBO is completed.

Recommendation: Approve the Agreements for the team of two Interim CBOs.

Budget Considerations: See agreement

Prepared By: Dorma Baker, Superintendent

Superintendent's Signature:

Sharon Reddick

Agreement for Services
Interim Assistant Superintendent of Business Services
Pajaro Valley Unified School District

This agreement is made and entered into by and between the Board of Trustees of the Pajaro Valley Unified School District, hereinafter referred to as the DISTRICT and Ann Jones, INTERIM CHIEF BUSINESS OFFICER.

Whereas, the DISTRICT is a duly organized unified school district operating under the laws of the State of California,

Whereas the DISTRICT desires to provide the INTERIM CHIEF BUSINESS OFFICER with a written employment contract in order to ensure the quality of its overall Business Services Department.

Now therefore, the DISTRICT and the INTERIM CHIEF BUSINESS OFFICER, for consideration herein specified, agree as follows:

I. TERM OF AGREEMENT

The DISTRICT in consideration of the promises herein contained, hereby offers and Ann Jones hereby accepts employment as INTERIM CHIEF BUSINESS OFFICER of Business Services for a term commencing April 30, 2015 and ending June 4, 2015. If required the Superintendent may extend the contract date by addendum ratified by the Board of Trustees.

II. DUTIES AND RESPONSIBILITIES

The INTERIM CHIEF BUSINESS OFFICER shall have charge of the DISTRICT'S Business Services under the direction of the SUPERINTENDENT.

III. SALARY

The salary will be paid monthly based on a daily per diem and actual days worked in any given month. The daily per diem rate will be \$1000.

IV. WORK YEAR

The number of days for this contract will not exceed 15 days unless extended by addendum ratified by the Board of Trustees. Under the terms of this contract the INTERIM CHIEF BUSINESS OFFICER shall not be entitled to health benefits, vacation or sick leave. She will be covered by DISTRICT liability and workers compensation while performing DISTRICT duties.

V. TERMINATION OF AGREEMENT

This employment contract may be terminated prior to the end of the term by:

1. Mutual agreement of the parties
2. Disability of the INTERIM CHIEF BUSINESS OFFICER

GENERAL PROVISION

This Agreement is subject to all applicable laws of the State of California, to the rules and regulation of the State Board of Trustees, and to the lawful rules and regulations of the DISTRICT. Said laws, rules, regulation, and policies are hereby made a part of the terms and conditions of this Agreement as though fully set forth herein.

If during the term of this Agreement it is found that a specific clause of the Agreement is illegal under Federal or State law, the remainder of the Agreement not affected by such a ruling shall remain in force.

In witness hereof we affix our signatures to this Agreement this April 15, 2014 in Watsonville, California.

By: _____

Dorma Baker, Superintendent
Pajaro Valley Unified School District

By: _____

Jeff Ursino, Board President
Pajaro Valley Unified School District

By: _____

Ann Jones, Chief Business Officer

Rosemarie Pottage

rosepot@aol.com

817 S. Knickerbocker Drive, Sunnyvale, CA 94087

EMPLOYMENT

- 2012-Now: Interim positions at San Jose Unified School District, San Bruno Park School District, San Carlos School District
- 2001-2011: Director of Fiscal Services, San Jose Unified School District (retired)
- 1998-2001: District Business Advisor and Technology Services Coordinator, Santa Clara County Office of Education
- 1992-1998: Budget Analyst, then Controller, Cupertino Union Elementary School District
- 1989-1992: Operations Manager, Primex Inc., San Francisco, California (Import/Export)
- 1982-1989: Loan Specialist, Manager, then Assistant Vice President, Mitsui Manufacturer's Bank, San Francisco, California
- 2000-2004: Adjunct instructor for Education Finance at Santa Clara University

EDUCATION

- B.A. Bowling Green State University, Bowling Green, Ohio (German and Sociology; with highest honors)
- M.A. Tufts University, Medford, Massachusetts (German)
- M.B.A. San Jose State University, San Jose, California (Finance)

SKILLS

- School district accounting, budget and finance
- Teaching and public speaking
- Writing, including technology specifications and procedures manuals.
- Interpretation and implementation of laws and regulations
- Management, supervision
- Mainframe financial systems and Microsoft Office products

Agreement for Services
Interim Assistant Superintendent of Business Services
Pajaro Valley Unified School District

This agreement is made and entered into by and between the Board of Trustees of the Pajaro Valley Unified School District, hereinafter referred to as the DISTRICT and Rosemarie Pottage, INTERIM CHIEF BUSINESS OFFICER.

Whereas, the DISTRICT is a duly organized unified school district operating under the laws of the State of California,

Whereas the DISTRICT desires to provide the INTERIM CHIEF BUSINESS OFFICER with a written employment contract in order to ensure the quality of its overall Business Services Department.

Now therefore, the DISTRICT and the INTERIM CHIEF BUSINESS OFFICER, for consideration herein specified, agree as follows:

I. TERM OF AGREEMENT

The DISTRICT in consideration of the promises herein contained, hereby offers and Rosemarie Pottage hereby accepts employment as INTERIM CHIEF BUSINESS OFFICER of Business Services for a term commencing June 1, 2015 and ending July 15, 2015. If required the Superintendent may extend the contract date by addendum ratified by the Board of Trustees.

II. DUTIES AND RESPONSIBILITIES

The INTERIM CHIEF BUSINESS OFFICER shall have charge of the DISTRICT'S Business Services under the direction of the SUPERINTENDENT.

III. SALARY

The salary will be paid monthly based on a daily per diem and actual days worked in any given month. The daily per diem rate will be \$1000.

IV. WORK YEAR

The number of days for this contract will not exceed 28 days unless extended by addendum ratified by the Board of Trustees. Under the terms of this contract the INTERIM CHIEF BUSINESS OFFICER shall not be entitled to health benefits, vacation or sick leave. She will be covered by DISTRICT liability and workers compensation while performing DISTRICT duties.

V. TERMINATION OF AGREEMENT

This employment contract may be terminated prior to the end of the term by:

1. Mutual agreement of the parties
2. Disability of the INTERIM CHIEF BUSINESS OFFICER

GENERAL PROVISION

This Agreement is subject to all applicable laws of the State of California, to the rules and regulation of the State Board of Trustees, and to the lawful rules and regulations of the DISTRICT. Said laws, rules, regulation, and policies are hereby made a part of the terms and conditions of this Agreement as though fully set forth herein.

If during the term of this Agreement it is found that a specific clause of the Agreement is illegal under Federal or State law, the remainder of the Agreement not affected by such a ruling shall remain in force.

In witness hereof we affix our signatures to this Agreement this April 15, 2014 in Watsonville, California.

By: _____

Dorma Baker, Superintendent
Pajaro Valley Unified School District

By: _____

Jeff Ursino, Board President
Pajaro Valley Unified School District

By: _____

Rosemarie Pottage, Chief Business Officer

Ann Jones

998 Spencer Ave San Jose, CA 95125

Phone: 408 504-5537 E-Mail: ajhereathome@comcast.net

Objective

Retired Chief Business Officer available to assist K-12 School Districts and County Offices of Education during time of special needs or interim vacancies. I worked in education since 1978. I have worked at the school site, district and county levels. During my years consulting I worked with small dependent districts and large independent school districts. I am also available to mentor or coach Superintendents and Assistant Superintendents related to fiscal management and multiyear budgeting.

Experience

Chief Business Officer - San Jose Unified School District

February 2005 to December 2012

Advised the Superintendent and Board of Education in setting direction for 43 schools with 30,335 ADA. Directed all Administrative Services, including fiscal; facilities & construction; maintenance and operations; purchasing; auxiliary services; risk management; and technology. Member of Superintendent's Executive Staff and District negotiating team.

Principal - Vavrinek, Trine, Day & Company

2000 to 2005

Provided administrative and technical business expertise to local educational agencies. Services included budget development, labor negotiations, individual and large group training. Resolution of problems related to all aspects of school business management. Regular presenter regarding finance, budgeting, and accounting in school districts.

Assistant Superintendent - Franklin-McKinley School District

1996 to 2000

Advised the Superintendent and Board of Education in setting direction for 14 Schools, with 10,106 ADA. Directed all Business Services operations, including budget; facilities; maintenance and operations; purchasing; transportation; food services; risk management; data processing; and fiscal services. Member of District negotiating team.

Management Consultant

1990 to 1996

Provided administrative and technical business expertise to local educational agencies. Services included interim support as Assistant Superintendent of Business or Administration, labor negotiations, financial crisis recovery, and resolution of problems related to all aspects of school business management. Completed special analytical studies and projects as needed. Counties served included Marin, Monterey, Sacramento San Mateo, San Benito, Santa Clara & Santa Cruz.

Education

Masters of Business Administration - California Polytechnic State University

1976

Bachelor of Science - California Polytechnic State University

1975



PAJARO VALLEY UNIFIED SCHOOL DISTRICT



Board Agenda Backup

Item No: 9.5

Date: April 15, 2015

Item: High School Scholarship Committee 2014-15

Overview: Each school year, per Administrative Policy 5314, administration submits a list of names to the Board of Trustees for nomination to each high school Scholarship Committee. The names reflect participation on the part of administration, classified staff, community, parents, students, and teachers. The group of individuals work together to review scholarship applications and determine scholarship(s). Principals nominate participants annually for their individual site and process.

Recommendation: Approve Scholarship Committee membership as submitted. Administrative Policy 5314 requires Board approval of the Scholarship Committee for Watsonville High School, Aptos High School, Pajaro Valley High School and Renaissance Continuation School,

Budget Considerations: N/A

Funding Source:

Budgeted: Yes: ☐ No: ☐

Amount: \$

Prepared By: Murry Schekman, Assistant Superintendent of Secondary Education

Superintendent's Signature:

Sharon Rodrick



Aptos High School

"Home of the Mariners"

100 Mariner Way, Aptos, CA 95003-9603

(831) 688-6565 * FAX: 688-6430 * WEB SITE: www.aptoshs.net

To: Murry Schekman, Assistant Superintendent
Secondary and Educational Services
From: Peggy Pughe, Assistant Principal
RE: Aptos High School Scholarship Committee
Date: April 2, 2015

We are activating our Scholarship Committee. To comply with Pajaro Valley Unified School District Administrative Procedure 5314, as Scholarship Chairperson, I am requesting that you contact the Board of Trustees and obtain their approval of the following members:

<u>Name</u>	<u>Department</u>
Aronovici, Stacy	Visual/Performing Arts
Edwards, Donald (Sam)	English Language Arts
Graydon, Nerissa	English Language Arts
Johnson, Larry	Science
Marks, Robin	Parent
Manor, Tim	Guidance
Mazzei, Cynthia	Parent
Nickel, Cheryl	Library
Pughe, Peggy	Chairperson
Whitwam, Thomas	Social Science
Zuniga, Roberto	World Language



Pájaro Valley High School

Alison Niizawa, Principal
500 Harkins Slough Road
Watsonville, California 95076-9453
Telephone: (831) 728-8102
FAX: (831) 728-6944

TO: Murry Schekman, Assistant Superintendent
Secondary and Educational Services
Pajaro Valley Unified School District
FROM: Matt Levy, PVHS Assistant Principal of Guidance
RE: Pajaro Valley High School Scholarship Committee 2015
DATE: April 1, 2015

We are activating our Scholarship Committee. To comply with the Pajaro Valley Unified School District Administrative Procedure 5314, as Scholarship Chairperson, I am requesting that you contact the board and obtain their approval of the following members:

NAME

Matt Levy
Steve Ortiz
Nancy Puente
Ximena Ospina
Juan Alcantar
Erica Murphy
Nguyet Mahn
Julie Wallace

DEPARTMENT

Scholarship Chairperson
Scholarship Coordinator
Guidance Counselor
Guidance Counselor
Migrant Counselor
Social Emotional Counselor
R.O.P. Computer Graphics Teacher
Activities Director

Renaissance High School



Andrew Singleton, Principal
11 Spring Valley Road
La Selva Beach, CA 95076
(831) 728-6344 Fax (831) 728-6419
Andrew_Singleton@pvusd.net

TO: Murry Schekman, Assistant Superintendent
Secondary and Educational Services
Pajaro Valley Unified School District

FROM: Joel Amrani, Scholarship Coordinator/Lead Teacher

RE: Renaissance High School Scholarship Committee 2015

DATE: Wednesday, March 26th 2015

Renaissance High School is activating its Scholarship Committee. To comply with the Pajaro Valley Unified School District Administrative Procedure 5314, as Scholarship Chairperson, I am requesting that you contact the board and obtain their approval of the following members:

Name:

Andrew Singleton

Ana Nolasco

Kim Sakamoto

Tom House

Maria Luna

Department:

Principal

Office Manager

Language Arts Teacher

Community Member

Parent



WATSONVILLE HIGH SCHOOL

250 E. Beach Street
(831) 728-6390

Watsonville, CA. 95076
Fax (831) 761-6013

TO: Murry Schekman, Assistant Superintendent
Secondary and Educational Services
Pajaro Valley Unified School District
FROM: Elaine Legorreta, Principal
RE: Watsonville High School Scholarship Committee
DATE: March 24, 2015

We are activating our Scholarship Committee. To comply with the Pajaro Valley Unified School District Administrative Procedure 5314, as Scholarship Chairperson, I am requesting that you contact the board and obtain their approval of the following members:

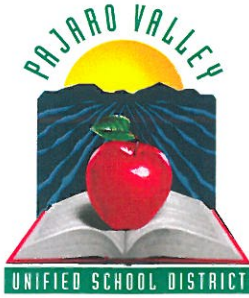
NAME

DEPARTMENT

Eric Olsen
Gabriela Mora
Ruschele Viotti
Debra Finney
Dan Johnston
Vivian Moutafian
Delia Mendez
Amanda Sandoval

Chairperson
Scholarship Coordinator
Counselor
English
Science
Math
Social Studies
Community Member

Thank you,



PAJARO VALLEY UNIFIED SCHOOL DISTRICT

Board Agenda Backup

Item No: ⁶9.6

Date: April 15, 2015

Item: CAHSEE Passage Waiver
Math (PVHS 14-15-06)

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

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

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

Recommendation: Approve

Budget Considerations: N/A

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

Superintendent's Signature:

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Date: 1/21/15

To The Parent/Guardian of: _____

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

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

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

Signature of Principal: _____

Date: 1/21/15

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

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

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

Signature of Parent: _____

Date: 1/21/15

FOR SITE USE ONLY

Date Received by Principal: 1/21/15

Student Identification Number: _____

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Student's Name: _____

Student's ID Number: _____

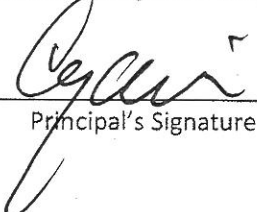
Pursuant to Education Code 6051, the parent/guardian of _____ a student with disabilities, has requested that the Governing board waive the requirement that he/she successfully pass the high school exit exam in order to receive a diploma. This student has taken the high school exit examination with one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

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

1. Has an individualized education program (IEP) adopted pursuant to the Individuals with Disabilities Education Act that specifies the use of the modification(s) on the exit examination, standardized testing, or classroom instruction and assessments. *Attach the section of the IEP that specifies the modification.)*
 - a. Describe the nature of the student's disability as identified on the IEP (please note if this will result in overt identification of the student. The student has deficits in attention (ADHD), auditory processing, and suffers from severe anxiety. She, therefore, has a significant deficit in math calculation and applied math compared to her cognitive ability.
 - b. Describe any modification used on the ☐ English/language arts or ☒ math section of the exam (separate form must be filled out for each section):
Calculator
 - c. State the rationale for applying the modification(s) used to achieve an equivalent passing score on the CAHSEE for this student. The student deficit in applied math and math calculation affects her overall math performance. The student's high anxiety and impulsivity lead to errors in calculation. A calculator provides a clearer understanding of the math content the student understands.
 - d. Describe the modification(s) that the student regularly uses in the classroom and on other assessments. Calculator, extra time assignments and tests (1.5), test in alternate setting, and may request to see case manager.

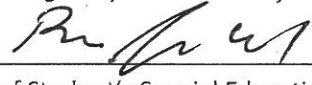
2. Has sufficient high school coursework either satisfactorily completed or in progress in the high school level curriculum sufficient to have attained the skills and knowledge otherwise needed to pass the CAHSEE. *(Attach transcripts showing coursework completed).*
3. An individual score report showing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

Certified by: _____


Principal's Signature

Date

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

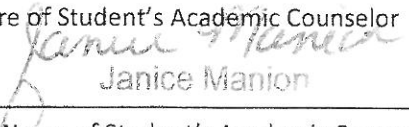

Signature of Student's Special Education Teacher

Date

Brian J Casey
Print Name of Student's Special Education Teacher

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

Signature of Student's Academic Counselor


Janice Manion

Printed Name of Student's Academic Counselor

Student Name	
Gender	
Enter Date:	8/17/2011
Graduated:	
Class Of:	2015

Pajaro Valley Unified School District

Aptos High School
"Home of the Mariners"

Enter Date: 8/17/2011

Graduated:

Class Of: 2015

School Name/Address

Aptos High School
100 Mariner Way
Aptos, CA 95003

Tel: (831)688-6565

Fax: (831)688-6430

Counselor:

SSID:

Community Service Hours: 77

CrsID	Course Title	Mark	Credit	CrsID	Course Title	Mark	Credit	
Aptos High School Grd 09 12/2011				Aptos High School Grd 11 6/2014				Academic GPA: 2.719 Rank 177 out of 292 Total GPA: 2.878
4510	N Beginning Physical Educ	B+	5.000	5120	Beginning Wood	A+	5.000	
5050	Computer Literacy I	B	5.000	6050	P Ceramics	A	5.000	
1130	P English 9	C-	5.000	1330	P English 3/ American Lit	C	5.000	
8300	Learning Skills 9 Lang	A	5.000	8312	Learning Skills 10/12	A+	5.000	
3010	Life Science	B-	5.000	5984	Technology Assistant	A	5.000	
8024	Math 2 (R)	A	5.000	7210	P US History	C	5.000	
Crs Att: 30.000 Cmp: 30.000 Total GPA: 3.200				Crs Att: 30.000 Cmp: 30.000 Total GPA: 3.200				
Aptos High School Grd 09 6/2012				Aptos High School Grd 12 12/2014				Testing Information CAHSEE_ELA-1-1 P 11/4/2014 CAHSEE_Math-1-1 F 11/5/2014
4510	N Beginning Physical Educ	C+	5.000	1560	P English 4/ World Litera	F	0.000	
1130	P English 9	C-	5.000	3110	Integrated Science (NC B-		5.000	
3910	Health	C-	5.000	8320	Learning Skills - Algeb	A+	5.000	
8300	Learning Skills 9 Lang	C+	5.000	2561	The Mathematics of Desi	A-	5.000	
3010	Life Science	B-	5.000	7310	P US Government	C-	5.000	
8024	Math 2 (R)	A-	5.000	Crs Att: 25.000 Cmp: 20.000 Total GPA: 2.500				
Crs Att: 30.000 Cmp: 30.000 Total GPA: 2.600				Work In Progress				
Aptos High School Grd 10 12/2012				Credit Summary - High School				
2410	P Algebra 1	A	5.000	Subject Area Req Cmp Def				
3450	P Earth/Space Science	C-	5.000	7410	P Economics		0.000	
1230	P English 2	C	5.000	1560	P English 4/ World Litera		0.000	
8454	Mathematics Support (R)	A+	5.000	3110	Integrated Science (NC		0.000	
4600	N Weight Lifting	A	5.000	8320	Learning Skills - Algeb		0.000	
7110	P World History	C-	5.000	8312	Learning Skills 10/12		0.000	
Crs Att: 30.000 Cmp: 30.000 Total GPA: 2.500				2561	The Mathematics of Desi		0.000	
Aptos High School Grd 10 6/2013				Credit Summary - High School				
2410	P Algebra 1	A-	5.000	Subject Area Req Cmp Def				
3450	P Earth/Space Science	D-	5.000	A	English	40.00	30.00	10.00
1230	P English 2	D-	5.000	B	Math	20.00	20.00	
8454	Mathematics Support (R)	A+	5.000	C	Biological Science	10.00	10.00	
4600	N Weight Lifting	B-	5.000	D	Physical Science	10.00	10.00	
7110	P World History	D-	5.000	E	Health	5.00	5.00	
Crs Att: 30.000 Cmp: 30.000 Total GPA: 1.750				F	Fine Arts / Foreign L	10.00	10.00	
Aptos High School Grd 11 12/2013				G	Physical Education	20.00	20.00	
5120	Beginning Wood	A	5.000	H	Applied Arts	10.00	10.00	
6050	P Ceramics	A-	5.000	I	World Civilization	10.00	10.00	
1330	P English 3/ American Lit	D-	5.000	J	US History	10.00	10.00	
8312	Learning Skills 10/12	A	5.000	K	Federal Government	5.00	5.00	
5984	Technology Assistant	A	5.000	L	Economics	5.00	0.00	5.00
7210	P US History	C-	5.000	M	Electives	45.00	40.00	5.00
Crs Att: 30.000 Cmp: 30.000 Total GPA: 3.000				N	Algebra	10.00	10.00	
				O	Science	10.00	5.00	5.00
				X	Electives 2	0.00	5.00	
				---Total Credits---				
				220.00 200.00 25.00				

To SELPA 1-13-15

See back for details

Student Name:

Date of Birth:

Student ID:

Grade: 12

School: 4430518 - Aptos High

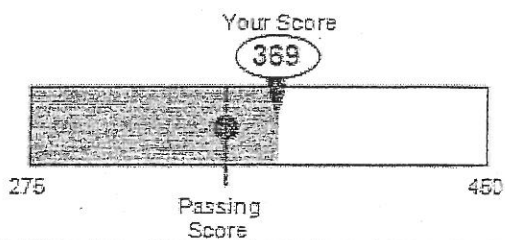
District: 69799 - Pajaro Valley Unified

County: 44 - Santa Cruz Coun

English-Language Arts

Test Date: 11/04/2014

Your Total Score	Score Required to Pass	Status
369	350	PASSED

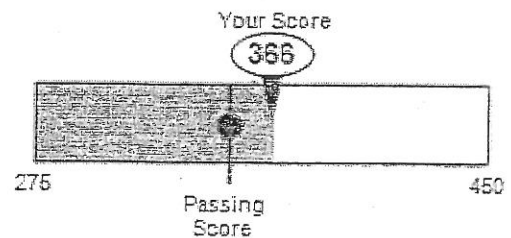


Mathematics

Test Date: 11/05/2014

Your Total Score	Score Required to Pass	Status
366	350	MODIFIED

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



READING

	Number of Questions	Number Correct
Word Analysis	7	7
Reading Comprehension	18	15
Literary Response & Analysis	20	13

WRITING

Writing Strategies	12	9
Writing Conventions	15	11

Essay

2.0

Standards for Mathematics

	Number of Questions	Number Correct
Probability & Statistics	13	11
Number Sense	17	12
Algebra & Functions	20	13
Measurement & Geometry	18	11
Algebra I	12	5



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

Student _____

Date of Birth _____

IEP Meeting Date 12/11/14

SUPPLEMENTARY/SPECIALIZED SUPPORT

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

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

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

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

PROMOTION STANDARDS

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

CALIFORNIA HIGH SCHOOL EXIT EXAMINATION (CAHSEE)

- ☐ No accommodations or modifications ☐ Exempt due to eligibility for participation in CAPA
☒ Modifications (specify) Calculator ☐ Grade Exempt (below grade 10)
☐ Accommodations (specify) _____ ☐ Passed both subtests of the CAHSEE

DRDP

- ☐ School Readiness (Preschool Only)
☐ DRDP Access Adaptations/Accommodations (specify) _____

CAPA

- ☐ Life Skills Curriculum: CAPA Level 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
Participation in CST/CMA not appropriate due to: _____



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

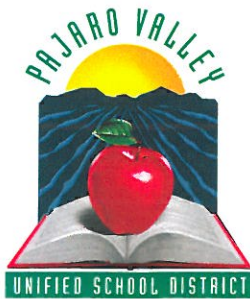
Student _____

Date of Birth _____

IEP Meeting Date 12/11/14

INSTRUCTIONAL ACCOMMODATIONS

Area of Difficulty	Accommodation	Responsible Agency/Personnel	Start Date
Attending Skills	Calculator, Directions Read Aloud, Extra Time: Assignments/Tests (1.5), may use student made notes on tests, Take Tests in Alternate Setting	District of Service, Gen. Ed. Teacher, RS	12/11/14



PAJARO VALLEY UNIFIED SCHOOL DISTRICT

Board Agenda Backup

Item No: 9.7

Date: April 15, 2015

Item: CAHSEE Passage Waiver
Math (PVHS 14-15-07)

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

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

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

Recommendation: Approve

Budget Considerations: N/A

A handwritten signature in black ink, appearing to read "DBragg", is written above the line for the Prepared By field.

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

Superintendent's Signature:

A handwritten signature in blue ink, appearing to read "Sharon Roddick", is written above the line for the Superintendent's Signature field.

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Date: 1/21/15

To The Parent/Guardian of: _____

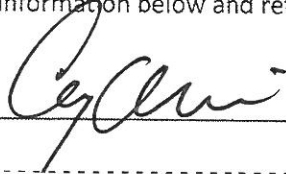
(Holds Ed rights adult student)

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

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

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

Signature of Principal: _____



Date: 1/21/15

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

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

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

Signature of Parent: _____

Date: Jan 21 15

FOR SITE USE ONLY

Date Received by Principal: 1/21/15

Student Identification Number: _____

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Student's Name: _____

Student's ID Number: _____

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

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

1. Has an individualized education program (IEP) adopted pursuant to the Individuals with Disabilities Education Act that specifies the use of the modification(s) on the exit examination, standardized testing, or classroom instruction and assessments. *Attach the section of the IEP that specifies the modification.*
 - a. Describe the nature of the student's disability as identified on the IEP (please note if this will result in overt identification of the student. The student has deficits in auditory memory and has high test anxiety. He, therefore, has a significant deficit in math calculation and applied math compared to his cognitive ability.
 - b. Describe any modification used on the ☐ English/language arts or ☒ math section of the exam (separate form must be filled out for each section):
Calculator
 - c. State the rationale for applying the modification(s) used to achieve an equivalent passing score on the CAHSEE for this student. The student deficit in applied math and math calculation affects his overall math performance. The student's high anxiety and deficits in auditory memory leads to errors in calculation. A calculator provides a clearer understanding of the math content the student understands.
 - d. Describe the modification(s) that the student regularly uses in the classroom and on other assessments. Calculator, extra time assignments and tests (1.5), test in alternate setting.

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

Certified by: _____

Principal's Signature

1/21/15

Date

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

Signature of Student's Special Education Teacher

Date

Brian J Casey
Print Name of Student's Special Education Teacher

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

Signature of Student's Academic Counselor

Printed Name of Student's Academic Counselor

Student Name _____

Pajaro Valley Unified School District

Aptos High School
"Home of the Mariners"

Enter Date: 8/17/2011

Graduated:

Class Of: 2015

School Name/Address

Aptos High School
100 Mariner Way
Aptos, CA 95003

Tel: (831)688-6565 Fax: (831)688-6430

Counselor: _____

SSID: _____

Community Service Hours: 44

CrsID	Course Title	Mark	Credit	CrsID	Course Title	Mark	Credit	Credit Summary - High School			
Aptos High School Grd 09 12/2011				Aptos High School Grd 11 6/2014				Subject Area	Req	Cmp	Def
2410	P Algebra 1	C-	5.000	4820	Adv PE Comp Sports -Foo A-	5.000		A English	40.00	35.00	5.00
6010	P Art 1	C	5.000	3450	P Earth/Space Science	F	0.000	B Math	20.00	20.00	
4520	N Beginning PE -Football	A+	5.000	1330	P English 3/ American Lit	C-	5.000	C Biological Science	10.00	10.00	
5120	Beginning Wood	B	5.000	8312	Learning Skills 10/12	A-	5.000	D Physical Science	10.00	10.00	
8412	Essential English (D) 9	A-	5.000	2561	The Mathematics of Desi	D+	5.000	E Health	5.00	0.00	5.00
8398	Health and Human Biolog	A	5.000	7210	P US History	D	5.000	F Fine Arts / Foreign L	10.00	10.00	
Crs Att: 30.000 Cmp: 30.000 Total GPA: 3.000				Crs Att: 30.000 Cmp: 25.000 Total GPA: 1.600				G Physical Education	20.00	20.00	
Aptos High School Grd 09 6/2012				Watsonville High School Grd 11 7/2014				H Applied Arts	10.00	10.00	
2410	P Algebra 1	D-	5.000	9294	CAHSEE Tutorial Math	NC	0.000	I World Civilization	10.00	10.00	
6010	P Art 1	C	5.000	Crs Att: 5.000 Cmp: 0.000 Total GPA: 0.000				J US History	10.00	10.00	
4520	N Beginning PE -Football	A	5.000	Aptos High School Grd 12 12/2014				K Federal Government	5.00	5.00	
5120	Beginning Wood	B	5.000	6050	P Ceramics	A	5.000	L Economics	5.00	0.00	5.00
8412	Essential English (D) 9	A-	5.000	1560	P English 4/ World Litera	D-	5.000	M Electives	45.00	35.00	10.00
8398	Health and Human Biolog	A+	5.000	3110	Integrated Science (NC	B	5.000	N Algebra	10.00	10.00	
Crs Att: 30.000 Cmp: 30.000 Total GPA: 2.800				8312	Learning Skills 10/12	B+	5.000	O Science	10.00	10.00	
Aptos High School Grd 10 12/2012				7310	P US Government	D+	5.000	X Electives 2	0.00	5.00	
1230	P English 2	C+	5.000	Crs Att: 25.000 Cmp: 25.000 Total GPA: 2.250				---Total Credits---			
2510	P Geometry	C	5.000	Work In Progress				GPA Summary			
8312	Learning Skills 10/12	A+	5.000	6050	P Ceramics		0.000	Academic GPA:	2.286	Rank 247 out of 292	
3010	Life Science	B	5.000	7410	P Economics		0.000	Total GPA:	2.581		
4620	Weight Lifting -Footbal	A+	5.000	1560	P English 4/ World Litera		0.000	Testing Information			
7110	P World History	D	5.000	3110	Integrated Science (NC		0.000	CAHSEE_ELA-1-1			
Crs Att: 30.000 Cmp: 30.000 Total GPA: 2.400				8312	Learning Skills 10/12		0.000	CA HSEE ELA P 2/5/2013			
Aptos High School Grd 10 6/2013								CAHSEE_Math-1-1			
4820	Adv PE Comp Sports -Foo	A-	5.000					CA HSEE Math F 11/5/2014			
1230	P English 2	C	5.000								
2510	P Geometry	D	5.000								
8312	Learning Skills 10/12	A+	5.000								
3010	Life Science	B	5.000								
7110	P World History	D	5.000								
Crs Att: 30.000 Cmp: 30.000 Total GPA: 2.200											
Aptos High School Grd 11 12/2013											
4820	Adv PE Comp Sports -Foo	A+	5.000								
3450	P Earth/Space Science	D-	5.000								
1330	P English 3/ American Lit	C	5.000								
8312	Learning Skills 10/12	B	5.000								
2561	The Mathematics of Desi	B-	5.000								
7210	P US History	C	5.000								
Crs Att: 30.000 Cmp: 30.000 Total GPA: 2.200											

H = Honors A = Advanced Placement P = College Prep N = Non-Academic R = Repeated Course

One GPA is provided per semester.

Comments:

Polo	3/31/1997	6/2/1997	8/1/1997	8/8/2001	
DTB	3/31/1997	6/2/1997	8/1/1997	5/8/1998	8/8/2001
MMR	2/6/1998	8/8/2001			
HEP B	1/22/1997	3/31/1997	11/15/1997		
Varicella	2/6/1998				

Transcript is unofficial unless signed by a school official

School Officials

Signature _____ Date: 3/13/2015

To SELPA 1-13-15

See back for details

290

Student Name:

Date of Birth: (

Student ID: .

Grade: 12

School: 4430518 - Aptos High

District: 69799 - Pajaro Valley Unified

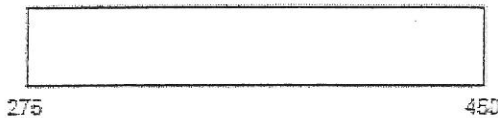
County: 44 - Santa Cruz Coun

English-Language Arts

Test Date: 11/04/2014

Your Total Score	Score Required to Pass	Status
		SATISFIED REQ

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



READING

Word Analysis

Reading Comprehension

Literary Response & Analysis

WRITING

Writing Strategies

Writing Conventions

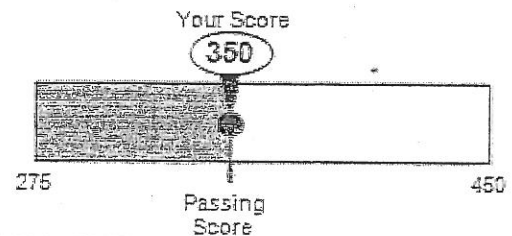
Essay

Mathematics

Test Date: 11/05/2014

Your Total Score	Score Required to Pass	Status
350	350	MODIFIED

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



Mathematics

	Number of Questions	Number Correct
Probability & Statistics	13	7
Number Sense	17	9
Algebra & Functions	20	10
Measurement & Geometry	18	12
Algebra I	12	5



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

Student _____

Date of Birth _____

IEP Meeting Date 11/03/14

SUPPLEMENTARY/SPECIALIZED SUPPORT

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

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

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

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

PROMOTION STANDARDS

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

CALIFORNIA HIGH SCHOOL EXIT EXAMINATION (CAHSEE)

- | | |
|---|--|
| <input type="checkbox"/> No accommodations or modifications | <input type="checkbox"/> Exempt due to eligibility for participation in CAPA |
| <input checked="" type="checkbox"/> Modifications (specify) <u>Calculator</u> | <input type="checkbox"/> Grade Exempt (below grade 10) |
| <input checked="" type="checkbox"/> Accommodations (specify) <u>extended time (1.5), flexible setting</u> | <input type="checkbox"/> Passed both subtests of the CAHSEE |

DRDP

- ☐ School Readiness (Preschool Only)
- ☐ DRDP Access Adaptations/Accommodations (specify) _____

CAPA

- ☐ Life Skills Curriculum: CAPA Level 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
- Participation in CST/CMA not appropriate due to: _____



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

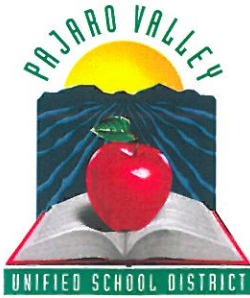
Student _____

Date of Birth _____

IEP Meeting Date 11/03/14

INSTRUCTIONAL ACCOMMODATIONS

Area of Difficulty	Accommodation	Responsible Agency/Personnel	Start Date
Attending Skills, Working Memory	Calculator, Directions Read Aloud, Take Tests in Alternate Setting	District of Service, Gen. Ed. Teacher, RS	02/11/14



PAJARO VALLEY UNIFIED SCHOOL DISTRICT

Board Agenda Backup

Item No: 9.8

Date: April 15, 2015

Item: CAHSEE Passage Waiver
Math (PVHS 14-15-08)

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

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

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

Recommendation: Approve

Budget Considerations: N/A

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

Superintendent's Signature:

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Date: 3/11/15

To The Parent/Guardian of: _____

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

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

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

Signature of Principal:  Date: 3/24/15

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

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

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

Signature of Parent: _____ Date: 03/12/15

FOR SITE USE ONLY

Date Received by Principal: _____

Student Identification Number: _____

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Student's Name:

Student's ID Number: _____

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

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

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

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

Certified by: _____

Principal's Signature

3/11/15
Date

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

Signature of Student's Special Education Teacher

3/11/15
Date

Jane R. Beltran
Print Name of Student's Special Education Teacher

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

Signature of Student's Academic Counselor

3/11/15
Date

Nancy Puenze
Printed Name of Student's Academic Counselor

Attachment to Request to Waive the CAHSEE Requirement for Students with Disabilities

Student ID #

1a. Student has delays in visual and auditory processing that impacted her reading, writing and math skills. These delays have manifested themselves as weak academic progress in math curriculum areas over her school career. The processing disorders also manifest itself with the imperfect ability to read, write and do mathematical calculation. Although she has learned to compensate for her identified delays, she continues to be challenged by math calculation and applied problems, especially when presented to her on a high stakes test such as the CAHSEE. Auditory processing delay affects the individual's ability to analyze, interpret and process information given verbally and without visual support. Finally, visual processing delay makes organizing information doubly difficult including but not limited to reading and lining up numbers needed in problem solving processes, which further complicates success in math.

1b. She was permitted to use a calculator to complete the math test. Questions were read aloud to the student in administering the CAHSEE math test.

1c. Student's overall math skills are significantly below grade level due to her delays in auditory and visual processing. Oral reading of the test items to her as well as allowing student the use of calculator provided reinforcement of information presented leading to better understanding of the procedures needed to solve applied problems. She was able to use the calculator that she is already familiar with since she used it in her high school math classes and other gen. ed. classes like Chemistry for computations. This assisted her math fluency in completing and responding to mathematical problems in the test.

1d. As previously mentioned, she is permitted to use a calculator in the classroom for all math classes as well as any math-related assignments (such as Chemistry). This instructional accommodation is spelled out in her IEP and is attached. General education teachers have been provided a copy of these accommodations and are available in School Loop.

Student Name	
Grade	
Enter Date:	8/17/2011
Graduated:	
Class Of:	2015

Pajaro Valley Unified School District

School Name/Address
Pajaro Valley High School
500 Harkins Slough
Watsonville, CA 95076
 Tel: (831)728-8102 Fax: (831)728-6944

Counselor: **Priente**
 SSID:
 Community Service Hours: **46**

CrsID	Course Title	Mark	Credit	CrsID	Course Title	Mark	Credit	Credit Summary - High School			
Pajaro Valley High School Grd 09 12/2011				Pajaro Valley High School Grd 11 12/2013				Subject Area	Req	Cmp	Def
2413	P Algebra 1A/B (Support9T	C	5.000	2610	P Algebra 2	C	5.000	A English	40.00	35.00	5.00
9270	Directed Study	B	5.000	3310	P Chemistry	RF	0.000	B Math	20.00	20.00	
1130	P English 1	F	0.000	9270	Directed Study	B	5.000	C Biological Science	10.00	10.00	
3610	P Integrated Science I	C	5.000	1330	P English 3: American Lit	C-	5.000	D Physical Science	10.00	10.00	
2976	Math B (9th)	C	5.000	4210	P Spanish 1 SS	B	5.000	E Health	5.00	5.00	
4510	N Physical Education 9	B-	5.000	7210	P US History	C+	5.000	F Fine Arts / Foreign L	10.00	10.00	
Crs Att: 30.000 Cmp: 25.000 Total GPA: 2.000				Crs Att: 30.000 Cmp: 25.000 Total GPA: 2.400				G Physical Education	20.00	20.00	
Pajaro Valley High School Grd 09 6/2012				Pajaro Valley High School Grd 11 6/2014				H Applied Arts	10.00	5.00	5.00
2413	P Algebra 1A/B (Support9T	C	5.000	2610	P Algebra 2	B	5.000	I World Civilization	10.00	10.00	
9270	Directed Study	B+	5.000	3310	P Chemistry	D	5.000	J US History	10.00	10.00	
1130	P English 1	RF	0.000	9270	Directed Study	B	5.000	K Federal Government	5.00	5.00	
3610	P Integrated Science I	D	5.000	1330	P English 3: American Lit	C-	5.000	L Economics	5.00	0.00	5.00
2976	Math B (9th)	C	5.000	4210	P Spanish 1 SS	A	5.000	M Electives	45.00	35.00	10.00
4510	N Physical Education 9	F	0.000	7210	P US History	C+	5.000	N Algebra	10.00	10.00	
Crs Att: 30.000 Cmp: 20.000 Total GPA: 1.600				Crs Att: 30.000 Cmp: 30.000				O Science	10.00	10.00	
Pajaro Valley High School Grd 10 12/2012				After School Pajaro Valley High Grd 11 6/2014				X Electives 2	0.00	10.00	
3210	P Biology	C	5.000	AS3310	P CHEMISTRY (1st Sem)	C	5.000	---Total Credits---			
9270	Directed Study	A-	5.000	Crs Att: 5.000 Cmp: 5.000				220.00	205.00	25.00	
1230	P English 2	B	5.000	PASS Program Fresno COE Grd 11 6/2014				GPA Summary			
2510	P Geometry	C-	5.000	1310	Grammar Through Literat	D	5.000	Academic GPA:	2.256	Rank 230	out of 308
4600	Physical Education 2	RF	0.000	3910	Health	C	5.000	Total GPA:	2.295	Rank 231	out of 308
7110	P World Civ	C	5.000	Crs Att: 10.000 Cmp: 10.000 Total GPA: 2.222				CSU GPA:	2.136		
Crs Att: 30.000 Cmp: 25.000				Pajaro Valley High School Grd 12 12/2014				Cal Grant GPA:	2.320		
After School Pajaro Valley High Grd 10 12/2012				9270	Directed Study	B+	5.000	Testing Information			
AS1130	P ENGLISH 1 - 2nd Sem.	C	5.000	1430	P English 4	C-	5.000	CAHSEE_ELA-1-1			
Crs Att: 5.000 Cmp: 5.000 Total GPA: 2.500				7310	P Federal Government/US G	C-	5.000	CA HSEE ELA	P	11/5/2013	
Pajaro Valley High School Grd 10 6/2013				4600	Physical Education 2	A-	5.000	CAHSEE_Math-1-1			
3210	P Biology	C	5.000	5455	ROP Health Careers/Tech	C	5.000	CA HSEE Math	F	12/13/2014	
9270	Directed Study	A-	5.000	9020	N Student Assistant/Teach	A	5.000				
1230	P English 2	B	5.000	Crs Att: 30.000 Cmp: 30.000 Total GPA: 2.833							
2510	P Geometry	F	0.000								
4600	Physical Education 2	RF	0.000								
7110	P World Civ	C-	5.000								
Crs Att: 30.000 Cmp: 20.000 Total GPA: 2.200											
Pajaro Valley High School Grd 10 7/2013											
SS4510	N PHYSICAL ED-1st Sem	B-	5.000								
SS4510	N PHYSICAL ED-2nd Sem	B-	5.000								
Crs Att: 10.000 Cmp: 10.000 Total GPA: 3.000											



California High School Exit Examination

Security Guard
See back for details

Student and Parent Report

Student Name

Date of Birth:

Student ID:

Grade: 12

School: 0105858 - Pajaro Valley High

District: 69799 - Pajaro Valley Unified

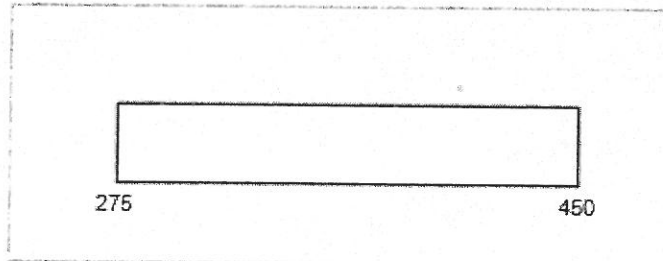
County: 44 - Santa Cruz Coun

English-Language Arts

Test Date: 12/06/2014

Your Total Score	Score Required to Pass	Status
		SATISFIED REQ

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



Strands for English-Language Arts

READING

Number of Questions Number Correct

Word Analysis

Reading Comprehension

Literary Response & Analysis

WRITING

Writing Strategies

Writing Conventions

Writing Applications^{*}

Your Score

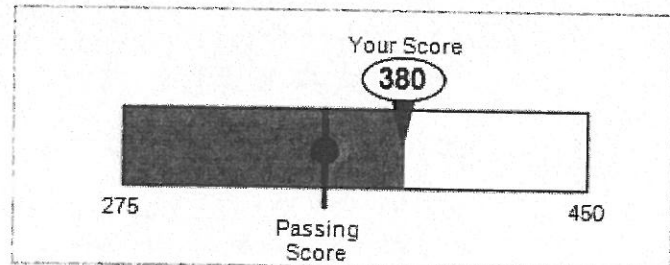
Essay

Mathematics

Test Date: 12/13/2014

Your Total Score	Score Required to Pass	Status
380	350	MODIFIED

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



Strands for Mathematics

	Number of Questions	Number Correct
Probability & Statistics	13	11
Number Sense	17	13
Algebra & Functions	20	17
Measurement & Geometry	18	10
Algebra I	12	6

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

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



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

Student _____

Date of Birth _____

IEP Meeting Date 03/14/14

SUPPLEMENTARY/SPECIALIZED SUPPORT

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

☐ Supports for school personnel

☐ Specialized aids/materials/equipment (Assistive Technology)

☐ Program modifications

☒ None

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

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

PROMOTION STANDARDS

☒ Student is working towards a diploma and will be promoted based upon district curriculum standards ☐ without accommodations or ☒ with accommodations.

☐ Student is working towards a certificate and will be promoted based upon alternative curriculum standards and/or substantial progress towards goals.

CALIFORNIA HIGH SCHOOL EXIT EXAMINATION (CAHSEE)

☐ No accommodations or modifications

☐ Exempt due to eligibility for participation in CAPA

☒ Modifications (specify) use of calculator

☐ Grade Exempt (below grade 10)

☒ Accommodations (specify) Qs read aloud; separate setting

☐ Passed both subtests of the CAHSEE



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

Student _____

Date of Birth _____

IEP Meeting Date 03/14/14

INSTRUCTIONAL ACCOMMODATIONS

Area of Difficulty	Accommodation	Responsible Agency/Personnel	Start Date
Attending Skills, Auditory Processing	Directions Read Aloud, Extra Time: Assignments/Tests (2.0), Frequent Breaks, frequent check of understanding; access to use of computer/word processing;notes, Preferential Seating, Provide with Notes, Take Tests in Alternate Setting, Tests in Short Segments, Visual Models, Visual Schedule	District of Service, Assistant, Gen. Ed. Teacher, RS	03/14/14
Attending Skills, Auditory Processing	Directions Read Aloud, Extra Time: Assignments/Tests (2.0), Frequent Breaks, frequent check of understanding; access to use of computer/word processing;notes, Preferential Seating, Provide with Notes, Take Tests in Alternate Setting, Tests in Short Segments, Visual Models, Visual Schedule	District of Service, Assistant, Gen. Ed. Teacher, RS	03/14/14
Auditory Memory, Auditory Perception	frequent check understanding; have paraphrase instructions	District of Service, Assistant, Gen. Ed. Teacher, RS	03/14/14
Auditory Memory, Auditory Perception	frequent check understanding; have paraphrase instructions	District of Service, Assistant, Gen. Ed. Teacher, RS	03/14/14
math calculations, Processing Speed, Visual Perception	Calculator, Directions Read Aloud, Preferential Seating, Shortened Assignments, Take Tests in Alternate Setting, Tests in Short Segments, Visual Schedule	District of Service, Assistant, Gen. Ed. Teacher, RS	03/14/14



PAJARO VALLEY UNIFIED SCHOOL DISTRICT

Board Agenda Backup

Item No: 11.1

Date: April 15, 2015

Item: Approval of district's Fiscal Stabilization Plan for 2015-16 and 2016-17

Overview: Staff requests the board's approval of a Fiscal Stabilization Plan for 2015-16 and 2016-17 as outlined below.

This item has been requested by the Santa Cruz County Office of Education (COE) pursuant to its fiscal oversight authority under AB 1200/2756. This required action was outlined in the COE's first interim report review letter. The COE will reiterate this request as part of its second interim budget report analysis. The plan has also been reviewed and recommended by members of the Fiscal Crisis Management Assistance Team (FCMAT).

The FCMAT team will present their report and findings to the board at its April 29th meeting. A draft of the report has been shared with district staff. It confirms staff's ongoing conclusions that the district faces significant fiscal and programmatic challenges. The report makes several findings and recommendations on a range of fiscal and programmatic topics.


As outlined in previous staff reports and COE fiscal reviews, the district is facing significant fiscal challenges in the near and long terms. Absent immediate correction, the district risks entering into receivership in 2015-16 or 2016-17. Although the district's fiscal outlook has improved since its negative certification at the 2014-15 first interim report, it was "barely" qualified at second interim. One wrong move and the district will return to a negative certification.

The situation, while serious, is recoverable. Courageous action on the part of the district's governance team can turn things around and put the district back on track. Courageous action now will also protect the district's instructional program and put the district in a position where it can make additional investments in the future.

A short and long term fiscal stabilization plan is therefore necessary and required by the board under the COE's statutory authority. The plan and corresponding action steps have been reviewed by the COE, FCMAT, and district cabinet team.

Short Term – next 12-18 months

The intent of short term plan is to buy the district more time by maximizing fund



balance in 2015-16 in order to further secure the district's qualified certification. The district needs additional time (12 months) to begin implementing long term actions/corrections.

Actions to initiate and adopt prior June 30, 2015:

- Transfer of \$4.5 million from Fund 67 to General Fund (completed Jan 2015)
- Transfer remaining \$500k from Fund 67 health reserves to General Fund
- Conduct actuarial to determine Fund 67 remaining amounts that can be transferred to the General Fund but leave enough for workers compensation tail claims
- Identify vacant positions and hold where appropriate
- Reduce / eliminate General Fund program encroachment where possible
- Secure any one-time funding from the state budget for the ending balance
- No major spending or new initiatives beyond those outlined in the LCAP for 2015-16
- Re-evaluate LCAP year 2 expenditures and hold where appropriate
 - Exception – continue with K-3 CSR implementation per negotiated agreement with PVFT
 - All LCAP year 1 expenditures and commitment will remain
 - Hold LCAP year 2 expenditures pending outcome of the 2015-16 state budget

Long term – 2015-16 and 2016-17


Effectiveness of the short and long term plans are inter-dependent. They must work in concert with one another. Therefore, both need to be implemented with fidelity and consistency. Many of the long term items require negotiated agreements with the district's employee unions. Long term actions are to include:

- Secure sustained and meaningful cost containment for employee health and welfare benefits
- Reduce the retiree health benefit liability and initiate ongoing plan to increase the fund balance of the district's benefit trust account
- Identify program changes and/or reductions to eliminate the district's structural deficit over a two year period – with corresponding priority to protect effective instructional programs and LCAP initiatives
- Implement the findings of the special education and transportation program studies initiated in 2014-15.
- Continue to decrease the vacation accrual liability to an acceptable level

Recommendation: Approve the Fiscal Stabilization Plan as submitted

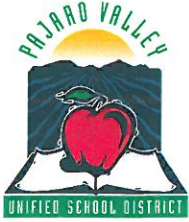
Prepared By: Brett W. McFadden, Chief Business Officer

Superintendent's Signature:





PAJARO VALLEY UNIFIED SCHOOL DISTRICT



Board Agenda Backup

Item No: 11.2

Date: April 15, 2015

Item: MOU for ROP

Overview: This agreement is between the Santa Cruz Office of Education and the Pajaro Valley Unified School District. The purpose of this Agreement is to set forth the terms under which the SCCOE will provide Career Technical Education (CTE) on behalf of the district. The parties agree to make appropriate amendments to this Agreement to comply with state & federal rules & regulations or if the rules and regulations materially change the contract or affect the validity thereof, either whole or in part, then in that event, the Agreement may be terminated by either party.

Recommendation: It is recommended that the Board approve the MOU.

Budget Considerations:

Funding Source: LCFF

Budgeted: Yes: ☒ No: ☐

Amount: \$500,000

Prepared By: Dorma Baker, Superintendent

Superintendent's Signature:

Sharon Roddick

SCCOE and DISTRICT
AGREEMENT FOR ROP/CTE SERVICES

THIS AGREEMENT is between the Santa Cruz County Office of Education (SCCOE) and the PAJARO VALLEY UNIFIED SCHOOL DISTRICT (District).

THE PURPOSE of this Agreement is to set forth the terms under which the SCCOE will provide Career Technical Education (CTE) educational services and teachers on behalf of District. Throughout this agreement the terms CTE and ROP are used in a manner to refer to the same activities.

NOW, THEREFORE, in consideration of mutual covenants and promises set forth herein and for such other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the parties hereto agree as follows:

- A. **Teacher Requirements.** SCCOE shall assign a qualified teacher(s) to provide certain CTE classes as agreed upon by District and SCCOE. SCCOE shall ensure compliance with the following requirements:
1. The assigned teacher(s) shall hold appropriate CTE credentials and have appropriate industry experience as determined by SCCOE.
 2. Said teacher(s) shall teach the course of study assigned by the District and maintain appropriate documentation on each student's progress including the assignment of grades to the students in the class.
 3. Said teacher(s) shall perform all duties set forth in the ROP Employee Job Description or as designated by SCCOE to include, but not limited to, advisory committee functions, district and school site attendance reporting requirements, student job placement, and staff meetings. Specific meetings shall include, but are not limited to:
 - a. District and Site Meetings¹
 - b. One (1) or more industry advisory committee meetings per school year.
 - c. School site monthly staff meetings.²
 4. Said teacher(s) must comply with all Title 5 regulations regarding Regional Occupational Centers/Programs. (EC 52300-52334.5/Title 5 code sections 10080-92; 10100-10111; 11500-11508)
 5. District site principal and SCCOE shall collaborate to complete each assigned employee's performance review. The schedule shall be worked out between the Principal and the SCCOE administrative staff.

¹ Teachers assigned to multiple sites will attend school meetings barring scheduling conflicts.

² Teachers assigned to multiple sites will alternate attendance at monthly staff meetings.

- B. SCCOE Visitations.** SCCOE administration or designee will conduct periodic site visits to verify each course's compliance in terms of course outline integrity; connection to identified CTE pathway, core academic and industry standards; and industry connections.
- C. Term.** This Agreement shall commence on July 1, 2015 and shall continue through June 30, 2019.
- D. Annual Review.** During the four years of this contract, the District and SCCOE shall meet quarterly to discuss issues regarding the ROP program including the assigned teacher's performance, review of the budget and expenditures to ensure classes are meeting district needs.
- E. Course Termination.** In the event that the District wishes to terminate the course offering(s) and substitute the class for a different CTE course offering, District shall give notice in writing to SCCOE at on or before December 31st of the preceeding year. The district will be responsible for fulfilling payment for the number of courses contracted through June 30, 2019. Should a district be identified as "Qualified" or "Negative" in any given year prior to June 30, 2019 the district will have the option of reducing the class obligation by 15% of the total number of classes currently in place in the next fiscal year in order to give flexibility to meet the district's financial obligations. Notification of courses to be reduced must be given by December 31st. Should the status of the district budget subsequently change the district will revert back to the original number of courses agreed upon.
- F. Change in Course Offerings.** The District may request in writing a change in course offerings by October 31st for second semester or by May 1st for either first semester or year-long courses. ROP will make its best effort to replace courses based on instructor availability and other operating factors.
- G. Facilities.** Unless otherwise provided in this Agreement, District shall provide classroom facilities for the offered CTE class. Such facilities shall include all utility needs and comply with the Field Act. The District shall be responsible for compliance with the Americans with Disabilities as it relates to the facilities.
- H. Teacher Selection.** District representatives will be invited by SCCOE to participate in the interview and selection process for new teachers assigned to their schools.
- I. Personnel Screening.**

 - 1. Education Code section 45125.1 shall apply to any teacher(s) who is assigned to provide a CTE class under this Agreement or who otherwise will have direct contact with students in the performance of this Agreement. SCCOE shall require any such teacher(s) to submit to fingerprints and undergo a criminal background check by the Department of Justice or provide proof thereof to the other party.

2. The parties shall not permit any such employee(s) to have contact with students until the employee has provided verification by a licensed physician that he or she is free from active tuberculosis.

J. Employee Contract. The District agrees to honor all conditions set forth in the SCCOE employee contract with SCCOE CTE teachers. Upon settlement with the CTE unit notification and cost will be disseminated to the District for planning purposes.

K. Program Costs. If enrollment of students is exclusive to a District then the District shall be responsible for the full costs of the program. If students are enrolled from other districts in a magnet program, then total costs shall be prorated based on the magnet course rate. Students enrolled for 20 instructional days after the first day of instruction or more of the grading term will be charged on a full rate basis. For students enrolled less than 20 instructional days after the first day of instruction will not be charged. For students entering the course mid-semester, the district will be charged a prorated share.

1. The District will be expected to maintain an average of twenty-five (25) students per class within their district. The SCCOE will bill the District at an average of twenty-five students per class, at the District per-student rate, as determined by course offerings and student enrollment for the 2013-2014 school year. The student average may need to be adjusted in future years based on operating costs. Magnet classes will be billed at a rate determined by the number of District students in the class and the overall cost of the course.. This cost does not include equipment replacement or upgrades. The cost will be determined based on the ROP CTE number of classes offered in the District times twenty-five (25) students times the District per-student rate. In the event a course offering requires less than 25 students due to SCCOE, ROP/CTE space or safety requirement billings will be adjusted accordingly. Three courses that will be allowed an average of 15 students due to significant funding from Community Partners. These courses are: *Green Careers* with the Watsonville Wetlands Watch, *Bicycle Technology* with Project Bike Trip and *Information Technology* with Cruzio. The District and SCCOE will agree to other classes with allowable averages of 15 or less on a case by case basis via an addendum to this agreement. The SCCOE will review the District's per-student rate annually to evaluate step/column costs and other factors which may require an annual escalator. District and SCCOE will annually review course offerings, per class enrollment, and costs billed for such classes.
2. **Safety Consideration.** The SCCOE and District shall determine the maximum number of students allowed in certain classes where safety concerns are present, based on current safety standards.
3. **Facility Costs:** In the event that facilities are not provided by the District, then District shall pay a prorated amount for facility costs proportionate to the number of District students enrolled in the class.

4. Equipment and Supply Costs: The SCCOE shall provide all equipment and supplies related to the program that are a necessary part of the program offering. District will reimburse the COE for the full cost of the equipment beginning July 1, 2015. As the District is paying 100% of the cost of the equipment and supplies over the four (4) year agreement, District will be the owner of the equipment and supplies. The District and SCCOE will jointly review and reach agreement on all equipment purchases over \$1,000 for refurbishment or capital outlay prior to the purchase and acquisition of such items.
5. Services. The SCCOE shall provide the following services necessary to maintain the class. These services may include consultant services to monitor the safety of equipment, and other such services.
SCCOE responsibilities:
 - a. Locating qualified CTE instructors
 - b. Providing the credential program for CTE instructors to receive the Designated Subjects Credential
 - c. Providing CTE instructor mentoring
 - d. CTE specific professional development
 - e. Helping CTE instructors with Advisory Committee Meetings
 - f. Maintenance of equipment and labs
 - g. Recruiting students to enroll in ROP courses
 - h. Increasing the number of US/CSU a-g and Community College Articulated courses
6. Deferred Equipment Replacement Costs: Due to the nature of some programs offered, the parties understand that ongoing upgrade of equipment may be necessary in order for the class to maintain its relevance in the work field. Examples include but are not limited to computer lab equipment, shop lab equipment, safety requirements. In such event, a charge may be assessed by SCCOE to cover periodic upgrade of equipment to maintain industry standards.
7. Payments. The District shall pay to SCCOE 25% of total costs detailed in Item #K-1 above, for the 2015-16 school year; 50% of the total costs in 2016-17; 75% of total costs in 2017-18 and 100% of the total cost in 2018-19.. Total costs will be estimated at the beginning of each school year, 20 instructional days after the first day of instruction and based on an average of twenty-five (25) students per class or as designated per the SCCOE, ROP/CTE staff due to space and safety. The cost will be invoiced on a quarterly basis. Payment by District shall be due within 30 days of invoice.
8. State Budget: Should the State budget designate funds to ROP/CTE programs run by the SCCOE and/or accelerate payment to District for CTE classes in the LCFF funding model the accelerated CTE payments shall be designated by the District to offset the SCCOE contributions. Should the State award funds for the Santa Cruz County CTE Collaborative administered by the SCCOE the new revenues will be used initially to offset the financial support from the SCCOE. .

Should the SCCOE not be contributing to the program financially due to funding

from a State Grant prior to the end of this four year agreement the districts may choose to implement section M of this agreement earlier then the full term of the agreement.

- L. Employment of Assigned Teacher.** The District shall have the right with prior written notice submitted by February 1 of the prior school year to employ the SCCOE assigned teacher on a full or part-time basis to continue to provide all or part of the services provided under this Agreement provided the District has given SCCOE written notice in advance as stated above. If the District elects to employ the teacher full time pursuant to this paragraph L, its obligation under paragraph K above to pay for the services shall be proportionately reduced. If the District employs the assigned teacher less than full- time, its obligation under paragraph K above shall be reduced proportionately for that teacher and the related indirect costs.
- M. Continuing Discussions.** Upon request of either party, the District and SCCOE shall meet, discuss and develop a transitional plan for the District to take over all the operations and management of the ROP program within the District. And, the District shall notify SCCOE in writing no later than December 1 of the last year of this agreement that it intends to subsume all operations and oversight of the ROP program. The District and SCCOE shall develop a transition plan for such transfer to occur. Should the SCCOE no longer be funding any portion of the program due to the influx of State grant funds the District may elect to initiate this process prior to the end of this agreement but must give the SCCOE notification no later than December 1 of the previous fiscal year that it intends to subsume all operations and oversight of the Districts ROP Courses.
- N. General Provisions.**
1. **Hold Harmless.** To the fullest extent permitted by law, each party shall defend, indemnify, and hold the other party, its Governing Board, officers, agents, and employees harmless from and against any and all liability, loss, expense (including reasonable attorney's fees), or claims for injury or damages arising out of the performance of this Agreement but only in proportion to and to the extent such liability, loss, expense, or claims for injury or damages are caused by or result from the willful or intentional misconduct or negligent acts or omissions of the indemnified party, its officers, employees, volunteers, or agents.
 2. **Insurance.** With respect to performance of work under this Agreement, each party shall maintain insurance as described below.
 - a. Workers' Compensation Insurance. Workers' compensation insurance for each party's employees with statutory limits as required by the Labor Code of the State of California.
 - b. General Liability Insurance. Commercial general liability insurance covering bodily injury and property damage using an occurrence policy form, in an amount no less than One Million Dollars (\$1,000,000) combined single limit for each occurrence and Two Million Dollars (\$2,000,000) general aggregate. Said commercial general liability insurance policy shall either be endorsed with the following specific language or contain equivalent language in the policy:

- i. SCCOE or District, its officers, agents, and employees, are named as additional insured for all liability arising out of the operations by or on behalf of the named insured in the performance of this Agreement.
- ii. The insurance provided herein is primary with respect to any insurance or self-insurance programs maintained by SCCOE or District.
- c. Automobile Insurance. Automobile liability insurance covering bodily injury and property damage in an amount no less than One Million Dollars (\$1,000,000) combined single limit for each occurrence shall be maintained. Said insurance shall include coverage for owned, hired, and non-owned vehicles.
- d. Sexual Abuse and Molestation Insurance. Sexual Abuse and Molestation insurance with coverage of no less than One Million Dollars (\$1,000,000) per occurrence, and Two Million Dollar (\$2,000,000) aggregate shall be maintained.

3. The following documentation shall be submitted to the other party:

- a. Properly executed Certificates of Insurance clearly evidencing all coverage's limits, and endorsements required above. Said Certificates shall be submitted prior to the execution of this Agreement. The parties agree to maintain current Certificates of Insurance evidencing the above-required coverage, limits, and endorsements on file with the other party for the duration of this Agreement.
- b. Signed copies of the specified endorsements for each policy. Said endorsement copies shall be submitted within thirty (30) days of execution of this Agreement.
- c. After the Agreement has been signed, signed Certificates of Insurance and required endorsements shall be submitted for any renewal or replacement of a policy that already exists, at least ten (10) days before expiration or other termination of the existing policy.
- d. **Employee Insurance.** SCCOE's employees shall drive insured vehicles for means of transporting themselves pursuant to this Agreement and shall carry proof of personal automobile insurance in their vehicle. Each employee shall maintain personal automobile insurance coverage in an amount of no less than \$100,000 per occurrence and \$300,000 aggregate. SCCOE shall ensure that it has received and maintains proof of such insurance from each employee under this Agreement.

4. **Facilities.** District shall be solely responsible for its own facilities, equipment, and personal property, including any damage that occurs thereto which is not the result of the willful misconduct by the SCCOE teacher.
5. **No Employment Rights.** Each party's employees shall be under the exclusive management control of that party and shall not be employees of the other party for any purposes whatsoever. No relationship of employer and employee is created by this Agreement. **Discrimination.** The parties and its employees shall not discriminate because of sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color or mental or physical disability against any person by refusing to furnish such persons any service or privilege offered by the parties under this Agreement.
6. **Assignment.** This agreement or any interest herein shall not be assignable by the parties or by operation of law without the prior written consent of the other party. Any attempt to so assign without first obtaining such written consent shall be null and void. In the event such written consent should be given by the other party, said consent shall not constitute a waiver of this provision, which shall remain in effect with respect to any and all subsequent attempts to assign.
7. **Notice.** As used in this Agreement, notice includes but is not limited to the communication of notice, request, demand, approval, statement, report, acceptance, consent, waiver and appointment. All notices must be in writing. Notice is considered given either (a) when delivered in person to the recipient named as below, or (b) when emailed and then deposited in the United States mail in a sealed envelope or container, postage and postal charges prepaid, addressed by name and address to the party or person intended as follows:

Notice to District:

District

Contact

Address

Notice to SCCOE: Senior Director ROP and
Associate Superintendent, Business Services
400 Encinal St., Santa Cruz, CA

8. **Amendments.** The parties agree to make appropriate amendments to this Agreement from time to time, to comply with state and federal legislation or rules and regulations issued by state or federal agencies, if such amendments are required, provided, however, that in the event the changes required, or the legislation, or the rules and regulations, materially change the contract or affect the validity thereof either whole or in part, then in that event, the Agreement may be terminated at the option of either party.

9. **Governing Law.** This agreement shall be governed by and interpreted under laws of the State of California, with venue for the judicial resolution of any dispute to be Santa Cruz County, California and no other place.

IN WITNESS WHEREOF, the parties hereunto have set their hands this _____, 2015.

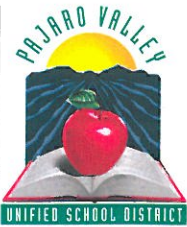
District: Superintendent Date

Chief Business Official Date

County: Superintendent Date

County: Associate Superintendent, Bus. Date

County: Senior Director, ROP
SANTA CRUZ COUNTY OFFICE OF
EDUCATION



Board Agenda Backup

Item No: 11.3

Date: April 15, 2015

Item: First Reading of Instructional Calendars for the 2016-2017 & 2017-2018

Background: The District developed its Calendar Committee in accordance with the Collective Bargaining Agreement. The Calendar committee was charged with creating the instructional calendars for the next three years: 2015-2016, 2016-2017, 2017-2018. The instructional calendar for 2015-2016 was approved by the Board on February 11, 2015.

The Committee successfully completed a draft of the 2016-2017 and 2017-2018 school calendar.

Recommendation: Approve the first reading of the Instructional Calendars for 2016-2017 and 2017-2018.

Prepared by:

Sharon Roddick,
Asst. Superintendent, Human Resources

Superintendent's Signature:

Dorma Baker

Pajaro Valley Unified School District 2016-2017



WORKING DRAFT

JULY

M	T	W	T	F
				1
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11	12	13	14	15
18	19	20	21	22
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AUGUST

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SEPTEMBER

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OCTOBER

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NOVEMBER

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DECEMBER

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CODE:

- Legal Holiday
- Student/Teacher Recess
- Teacher Work Day
- Begin/End Qtr/Sem
- Trimesters
- SBC Days
- Elementary Parent Conference

9th: Teacher Work Day
10th: SBC Day
11th: Beg/End Qtr/Sem
15 Student Days

5th: Labor Day

21 Student Days

13th-14th: Beg/End Qtr/Sem
7th: SBC Day

20 Student Days

7th: Trimester Ends
11th: Veterans Day
24th: Thanksgiving
25th: Holiday

18 Student Days

16th: Begin/End Qtr/Sem
12/19-1/6: Winter Break
26th: 'Christmas Day' Observed
29th: Classified Floater Holiday

12 Student Days

JANUARY

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FEBRUARY

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MARCH

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JUNE

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2nd: 'New Years Day' Observed
9th: SBC Day
16th: Martin Luther King Jr. Day
12/19-1/6: Winter Break
10th: Beg/End Qtr/Sem

15 Student Days

13th: 'Lincoln's Birthday' Observed
20th: Washington's Birthday

18 Student Days

1st: Trimester Ends

20th-21st: Beg/End Qtr/Sem

23 Student Days

3rd -7th: Spring Recess
14th: Non Student Day

14 Student Days

29th: Memorial Day

22 Student Days

2nd: End Qtr/Semester
2nd: Trimester Ends
2nd: Minimum Day / All Schools
2 Student Days

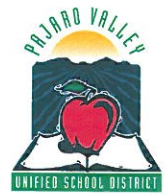
180 Instructional Days

1st Semester: 86 Student Days

2nd Semester: 94 Student Days

Revised: 4/1/15
Board First Reading: 4/15/15
Board Action/Approval: _____

Pajaro Valley Unified School District 2017-2018



WORKING DRAFT

JULY

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AUGUST

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SEPTEMBER

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DECEMBER

M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	

CODE:

- Legal Holiday
- Student/Teacher Recess
- Teacher Work Day
- Begin/End Qtr/Sem
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- SBC Days
- Elementary Parent Conference

8th: Teacher Work Day
9th: SBC Day
10th: Begin/End Qtr/Sem
16 Student Days

4th: Labor Day

20 Student Days

12th-13th: Beg/End Qtr/Sem
7th: SBC Day

21 Student Days

6th: Trimester Ends
10th: 'Veterans Day' Observed
23rd: Thanksgiving
24th: Holiday

18 Student Days

15th: Begin/End Qtr/Sem
12/18-1/5: Winter Break
25th: Christmas Day
29th: Classified Floater Holiday

11 Student Days

JANUARY

M	T	W	T	F
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FEBRUARY

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MARCH

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APRIL

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MAY

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JUNE

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

1st: New Years Day
8th: SBC Day
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16 Student Days

12th: Lincoln's Birthday
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1st: Minimum Day / All Schools

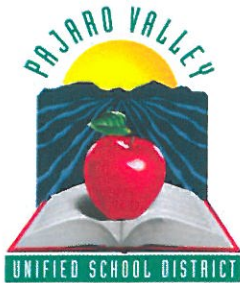
1 Student Days

180 Instructional Days

1st Semester: 86 Student Days

2nd Semester: 94 Student Days

Revised: 4/1/15
Board First Reading: 4/15/15
Board Action/Approval: _____



PAJARO VALLEY UNIFIED SCHOOL DISTRICT

Board Agenda Backup

Item No: 11.4

Date: April 15, 2015

Item: Resolution #14-15-23 Reduction of a particular kind of classified employee service

Overview: Education codes section 45101, 45114, 45117, 45298, and 45308 authorize the Pajaro Valley Unified School District to layoff classified employees due to lack of work and/or lack of funds. Certain services now being provided by the District must be reduced. The detailed list of affected positions is attached.

It shall be necessary to discontinue certain kinds of classified employee services by June 30, 2015. It may also be necessary to terminate the employment of certain classified employees of the District as a result of this action.

Recommendation: Adopt Resolution #14-15-23 to reduce particular kinds of classified employee services.

Prepared By: Sharon Roddick, Assistant Superintendent Human Resources

Superintendent's Signature:

A handwritten signature in blue ink, reading "Sharon Roddick", is written over a horizontal line.

BEFORE THE BOARD OF TRUSTEES OF THE
PAJARO VALLEY UNIFIED SCHOOL DISTRICT
SANTA CRUZ COUNTY, CALIFORNIA

IN THE MATTER OF:

REDUCTION OF A CLASSIFIED SCHOOL
SERVICE FOR THE 2015 - 2016
SCHOOL YEAR

RESOLUTION NO. 14-15-23

WHEREAS, Education Code sections 45101, 45114, 45117, 45298 and 45308 authorized the district to layoff classified employees for lack of work and/or lack of funds upon sixty (60) days prior notice; and

WHEREAS due to a lack of work and/or a lack of funds, a certain service now being provided by the district must be reduced.

NOW, THEREFORE, BE IT RESOLVED that as of the 30th day of June, 2015, the positions shown on the attachment will be reduced.

BE IT FURTHER RESOLVED that the District Superintendent or designee be authorized and directed to give notice of reduction of employment to the affected employees of the district pursuant to district rules and regulations and applicable provisions of the Education Code not later than sixty (60) days prior to the effective date of such discontinuance as set forth above.

BE IT FURTHER RESOLVED that the District Superintendent or designee be authorized and directed to take any other actions necessary to effectuate the intent of this resolution.

The foregoing Resolution was adopted at a regularly called meeting of the Governing Board of the Pajaro Valley Unified School District on the 15th of April, 2015, by the following vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

I, Jeff Ursino, President of the Board of Trustees of the Pajaro Valley Unified School District, HEREBY CERTIFY that the foregoing Resolution was duly introduced, passed and adopted by the Board of Trustees at a regular meeting thereof held on the 15th day of April, 2015 by a vote of _____.

IN WITNESS THEREOF, I have hereto set my hand this ____ day of _____, 2015.

Jeff Ursino, President
Board of Trustees,
Pajaro Valley Unified School District

Date

EXHIBIT A

Pajaro Valley Unified School District Classified Personnel April 15, 2015

Resolution # 14-15-23

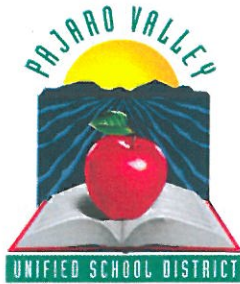
TO: GOVERNING BOARD

FROM: Sharon Roddick, Assistant Superintendent HR

SUBJECT: Recommended Discontinuation of Classified Services

It is the recommendation of District staff that the Board adopt a resolution to reduce the particular kinds of services listed below effective June 30, 2015.

#	Job Classification	FTE
1	Mental Health Clinician	1.0
2	Parent Education Specialist	1.0
3	Student Information System Specialist	.75
	TOTAL FTE	2.75



PAJARO VALLEY UNIFIED SCHOOL DISTRICT

Board Agenda Backup

Item No: 11.5

Date: April 15, 2015

Item: Personnel Commissioner Emergency Appointment (Merit Rule 3.2B)

Overview: In accordance with Personnel Commission Rule 3.2 B, the Board of Education at the request of the Director of Classified Personnel shall declare that an emergency exists and shall make an interim appointment to fill a Commissioner seat to insure the continuance of the functions of the Personnel Commission. At the present time, two of the three seated Commissioners are unable to perform the duties of their positions. The emergency that exists is the lack of a quorum to conduct Commission business.

Tonight a request is being brought forward to appoint Judy Durand for an interim appointment; until such time as we know more information about the status of the two Commissioners' ability to perform the functions of their positions.

Recommendation: Appoint Judy Durand for an emergency interim appointment to the Personnel Commission.

Prepared By: Pam Shanks, Director of Classified Personnel

Sharon Rodrick



Board Agenda Backup

Item No: 11.6

Date: April 15, 2015

Item: Approve Family Childcare Home Specialist
Job Description and Salary Schedule

Overview: Pajaro Valley USD Child Development Department applied for and received a \$509,000 contract increase in order to expand services under their Family Childcare Home Network Contracted Services. This equals service to an additional 68 children.

Education Code 8245-8247 requires PVUSD to recruit, train, support and monitor the home providers. In addition the department must assess according to the department of education standards the educational quality and regulatory compliance of the early care and education offered. The Family Childcare Home Specialist Position provides these functions These programs run year round under state contracts requiring a twelve month calendar for the job.

Recommendation: Approve Job Description

Budget Considerations: None

Funding Source:

Budgeted: Yes: ☒ No: ☐

Amount: Total \$

Prepared By: Kathy Lathrop Director, Child Development

Superintendent's Signature:

Sharon Rodrick



PAJARO VALLEY UNIFIED SCHOOL DISTRICT POSITION DESCRIPTION

Position: Family Child Care Home Specialist, Certificated Position

Department: Child Development

Reports To: Child Development Coordinator

SUMMARY

Provides technical assistance for assigned Family Child Care Homes. Monitors contract implementation for comprehensive child development services and ensures compliance with federal, State, and local laws and regulations. Coordinates implementation of Family Child Care Home operations with other areas of Program activities. Supports the development of Program's Family Child Care Home Providers ability to provide quality services. Supports Provider/parent conference process. Supports parent involvement and parent education activities.

NATURE AND SCOPE

Member of team responsible for coordinating and implementing Child Development Family Child Care Home services. The Program contracts with a large number of Family Child Care Home Providers who serve children in a full-day, full year schedule. Family Child Care Specialist ensures compliance with national and State standards and promotes use of best early childhood development practices. Expertise in child development in a licensed group setting and the ability to provide technical assistance in Spanish and English is essential. Must be able to plan and organize complex activities for service delivery in a culturally-diverse setting.

ESSENTIAL TYPES OF DUTIES -Duties may include, but are not limited to the following:

- Assists with coordination and implementation of comprehensive Early Childhood Development Services in Family Child Care Homes. Coordinates activities with staff responsible for other service areas.
- Assists with orientation of assigned Family Child Care Home Providers regarding elements of the Family Child Care Home contract. Assists in the process to recommend renewal, termination or non-renewal of Family Child Care Home Provider contracts.
- In collaboration with other staff, assists with the appropriate placement of children at Family Child Care Homes, including children with disabilities and other special needs. Assists with transition processes for children entering Program, between Program locations, and to other programs. Manages caseload of Family Child Care Homes. Routinely monitors delivery of comprehensive child development services to Child Development children at assigned Family Child Care Homes. Conducts announced and unannounced site/monitoring visits at each site throughout the year and provides timely documentation and follow up.
- Assists with developmental screening and assessment processes, including but not limited to handling data, reporting and planning functions associated with child outcomes. Assists with referral processes for children requiring further assessment, diagnosis or treatment.
- Assists with coordination and implementation of services for disabled and other at-risk children and their families.
- Monitors contract implementation of developmentally-appropriate curriculum system. Provides on-site technical assistance related to the curriculum system, including but not limited to the individualized instruction process, activity plans, use and arrangement of age-appropriate materials and furnishings in the Family Child Care Home environment.

- Monitors Family Child Care Homes to ensure contract implementation of licensing, health, safety and nutritional requirements and the provision of nurturing home environments to meet the social and emotional needs of infants, toddlers, and preschoolers.
- Facilitates and supports the Program communication system so that appropriate information is shared in a timely manner with parents, staff and Family Child Care Home Providers.
- Implements effective record keeping and reporting systems related to Family Child Care Home operations.
- Implements confidentiality policy and procedure.
- Participates in self-assessment and review/evaluation activities. Assists in the development of corrective plans of action and implements them.
- Supports and participates in efforts related to quarterly Parent Advisory Council meetings and other parent involvement and education opportunities.
- Assists with organization of and participation in training activities and other Program events and initiatives. Supports Providers in developing collegial or mentoring relationships with other child care peers and professionals. Training activities may take place in evenings or on weekends.
- In collaboration with assigned staff, participates in the assessment of individual and group training needs.
- Assists with the development and implementation of systems, policies, procedures, and forms that support quality services. Assists with organization and management of Program materials and supplies.
- Participates in assigned meetings.
- Performs other duties as required to accomplish the objectives of the position.

QUALIFICATIONS

Knowledge and Skills: Proficient oral and written communication skills in Spanish and English. Current knowledge of child development principles for children birth to age 6 and knowledge of routines in licensed group settings. Knowledge of child development screening and assessment processes, individual and group activity plan development, and parent/teacher conference techniques. Knowledge of pertinent State and federal laws and regulations.

Abilities: Planning, organizing and monitoring skills to implement comprehensive child development services with cross-age groups in an extended-day schedule. Ability to assist with design of age-appropriate Family Child Care Home environments and usage of developmentally-appropriate materials, furnishings, and equipment. Ability to maintain accurate records. Ability to learn and apply computer programs to support job duties. Ability to cooperate successfully as member of a team. Ability to develop, implement and monitor progress on content area goals, objectives, policies and procedures. Ability to analyze problems, identify alternative solutions, project consequences of proposed actions and implement recommendations in support of goals. Ability to prioritize and schedule activities according to seasonal cycle of program. Ability to carry out the interpretation of defined roles and functions, policies and procedures, laws and regulations. Ability to coach and mentor Family Child Care Home Providers and serve as professional role model. Sensitivity to needs of low-income migrant and seasonal farmworker families. Ability to work early morning and/or evening schedule at various times, as well as various Saturdays during operating season. Periodic travel out of area may be required.

Physical Abilities: Requires ability to independently conduct required visits to Program-sponsored sites and events; visual acuity to read program materials; speech and hearing ability sufficient to carry on conversations in large groups, one-on-one meetings, and via phone. Ability to do computer data entry. Ability to lift up to 40 lbs.

Other Requirements: Must have own vehicle to carry out extensive site visit schedule, current driver's license and insurance, as well as safe driving record. Must complete physical examination requirements.

Education and Experience:

An A.S. or A.A. degree in Early Childhood Education or Child Development desired.

Current California Child Development Teacher Permit. California Site Supervisor Permit desired (6 units, administration and 2 units adult supervision).

Minimum of three (3) years experience working with children aged 0-5 years in licensed group setting, including at least one year experience working with children under two years of age.