



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.

June 13, 2012 REGULAR BOARD MEETING

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

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

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

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

Notice to the Audience on Public Comment

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

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

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

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

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

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

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

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

2.0 CLOSED SESSION (AND AFTER REGULAR SESSION IF NECESSARY)

- 2.1 Public Employee Appointment/Employment, Government Code Section 54957
 - a. Certificated Employees (see Attached)
 - b. Classified Employees (see attached)
- 2.2 Public Employee Discipline/Dismissal/Release/Leaves
- 2.3 Negotiations Update
 - a. CSEA
 - b. PVFT
 - c. Unrepresented Units: Management and Confidential
 - d. Substitutes – Communication Workers of America (CWA)
- 2.4 Claims for Damages
Francisco Ortiz-Garcia, DOI 5/6/12
- 2.5 Pending Litigation
- 2.6 Anticipated Litigation
- 2.7 Real Property Negotiations
- 2.8 3 Expulsions

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

- 3.1 Pledge of Allegiance
- 3.2 Welcome by Board President
Trustees Kim De Serpa, Doug Keegan, Sandra Nichols, Karen Osmundson, Jeff Ursino, Willie Yahiro and President Leslie DeRose.
- 3.3 Superintendent Comments
- 3.4 Student Recognition
- *Jacob Cunha, Watsonville Charter School of the Arts*

4.0 APPROVAL OF THE AGENDA

5.0 APPROVAL OF MINUTES

- a) *Minutes for May 23, 2012*
- b) *Minutes for May 30, 2012*

6.0 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.)

President of the Board closes regular meeting and opens public hearings.

- 7.0 PUBLIC HEARING ON SELPA ANNUAL SERVICE AND BUDGET PLAN, 2012-13**
 - 7.1 SELPA Annual Service and Budget Plan, 2012-13
Report by Ray Houser, SELPA Director
 - 7.2 Public Comment
 - 7.3 Board Comments/Questions
- 8.0 PUBLIC HEARING ON 2011-12 CATEGORICAL PROGRAM FLEXIBILITY TRANSFERS**
 - 8.1 Report on 2011-12 Categorical Program Flexibility Transfers
Report by Brett McFadden, CBO, and Helen Bellonzi, Finance Director
 - 8.2 Public Comment
 - 8.3 Board Comments/Questions
- 9.0 PUBLIC HEARING PAJARO VALLEY UNIFIED SCHOOL DISTRICT SUNSHINE PROPOSAL TO CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION, CHAPTER 132**
 - 9.1 Report on PVUSD Sunshine Proposal FOR 2012-13, 2013-14, 2014-15 School Years to CSEA
Report by Albert Roman, Assistant Superintendent, Human Resources
 - 9.2 Public Comment
 - 9.3 Board Comments/Questions

Board President closes public hearings and resumes regular Board meeting.

- 10.0 EMPLOYEE ORGANIZATIONS COMMENTS – PVFT, CSEA, PVAM, CWA 5 Min. Each**
- 11.0 CONSENT AGENDA**
Information concerning the Consent items listed above has been forwarded to each Board Member prior to this meeting for his/her study. Unless some Board Member or member of the audience has a question about a particular item(s) and asks that it be withdrawn from the Consent list, the item(s) will be approved at one time by the Board of Trustees. The action taken in approving Consent items is set forth in the explanation of the individual item(s).
 - 11.1 Purchase Orders May 17 – June 6, 2012
The PO's will be available in the Superintendent's Office.
 - 11.2 Warrants May 17 – June 6, 2012
The warrants will be available in the Superintendent's Office.
 - 11.3 Accept with Gratitude Donation from Mr. Richard Grotegut of 18 laptops with LCD Screens for Watsonville High School, an Estimated Value of \$6,300.
 - 11.4 Approve CAHSEE Passage Waiver for Student # 11-12-39, Mathematics, Pajaro Valley High School.
 - 11.5 Approve Notice of Completion for Rio Del Mar Elementary School, New Concrete Stairs with Railings.
 - 11.6 Approve New Course: Advanced Placement World Civilizations for Watsonville High School.
 - 11.7 Approve Resolution #11-12-32, Calling for Consolidation of Elections with the November 6, 2012 General Election for Santa Cruz County.
 - 11.8 Approve Resolution #11-12-33, Calling for Consolidation of Elections with the November 6, 2012 General Election for Monterey County.
 - 11.9 Approve 2011-2012 Consolidated Application for Funding Federal and State Programs.

- 11.10 Approve Carl Perkins Application and Career Technical Education (CTE) Advisory Committee.

The administration recommends approval of the Consent Agenda.

12.0 DEFERRED CONSENT ITEMS

13.0 REPORT, DISCUSSION AND POSSIBLE ACTION ITEMS

- 13.1 Approve SELPA Annual Service and Budget Plan for 2012-13.
Report given under item 7.0.
- 13.2 Approve Resolution #11-12-34: Public Notice of 2012-13 Categorical Program “Tier III” Fund Transfers.
Report given under item 8.0
- 13.3 Approve PVUSD Sunshine Proposal FOR 2012-13, 2013-14, 2014-15 School Years to CSEA
Report given under item 9.0.
- 13.4 Report, discussion and possible action to Adopt Resolution #11-12-31 Ordering a Proposition 39 School Bond Measure for the November 2012 Election and Establishing Specification of the Election.
Report by Brett McFadden, CBO. 10 min. pres.; 20 min. discussion
- 13.5 Report, discussion and possible action to Adopt Priorities for Use of Possible General Fund Savings from School Bond Related Projects.
Report by Brett McFadden, CBO. 2 min. pres.; 20 min. discussion
- 13.6 Report, discussion and possible action to Approve Revised Job Description: Parent Education Specialist.
Report by Albert Roman, Assistant Superintendent, HR. 2 min. pres.; 5 min. discussion
- 13.7 Report, discussion and possible action to Approve New Job Description: Project Specialist.
Report by Albert Roman, Assistant Superintendent, HR. 2 min. pres.; 5 min. discussion
- 13.8 Report, discussion and possible action to Approve New Job Description: Warehouse Delivery Worker.
Report by Albert Roman, Assistant Superintendent, HR. 2 min. pres.; 5 min. discussion
- 13.9 Report, discussion and possible action to Approve New Job Description: Central Kitchen Manager.
Report by Albert Roman, Assistant Superintendent, HR. 2 min. pres.; 5 min. discussion
- 13.10 Report, discussion and possible action to Approve New Job Description: Mental Health Clinician.
Report by Albert Roman, Assistant Superintendent, HR. 2 min. pres.; 5 min. discussion

14.0 ACTION ON CLOSED SESSION

15.0 GOVERNING BOARD COMMENTS/REPORTS

16.0 UPCOMING BOARD MEETINGS/REMAINING BOARD MEETINGS FOR 2012

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

June	▪ 27	▪ 12-13 Budget Adoption
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July	▪	▪ No Meetings Scheduled
August	▪ 8 ▪ 22	
September	▪ 12 ▪ 26	▪ Unaudited Actuals
October	▪ 10 ▪ 24	
November	▪ 14	▪
December	▪ 5 Annual Organization Mtg.	▪ Approve 1 st Interim Report

17.0 ADJOURNMENT

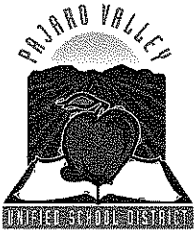
PAJARO VALLEY UNIFIED SCHOOL DISTRICT
CLOSED SESSION AGENDA
June 13, 2012

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

New Hires – Probationary	
2	Behavior Techs
New Substitutes	
	None
New Hires	
	None
Promotions	
	None
Rehires	
	None
Administrative Appointments	
	None
Transfers	
	None
Extra Pay Assignments	
9	Coaches
1	Athletic Director
Extra Period Assignments	
	None
Leaves of Absence	
1	Cafeteria Cook/Baker
1	Cafeteria Assistant
8	Primary Teacher
3	Secondary Teacher
Retirements	
	None
Resignations/Terminations	
1	Assistant Principal
2	Primary Teacher
1	Resource Specialist

Supplemental Service Agreements	
1	Speech and Language Pathologist
1	Nurse
5	Special Education Teacher
1	Teacher Saturday School
1	Teacher Independent Study
2	Guest Teachers
11	RTI/Data Team Training
4	Smart Board Training
35	Child Development Teacher
8	Writing Assessment Scoring
1	SELPA TCI Trainings
1	Professional Development
1	Jump Start Academy
Miscellaneous Actions	
4	Cafeteria Assistant
1	Dispatcher
Separations From Service	
2	Custodian II
1	Instructional Support Clerk
1	Administrative Secretary II
1	Instructional Assistant I
Limited Term – Projects	
1	Behavior Tech
1	Cafeteria Cook Baker
3	Career Development Specialist I
1	Custodian I
1	Instructional Assistant II
4	Instructional Assistant Migrant/Children Center
1	Library Media Tech
1	Office Assistant I
2	Office Assistant III
1	Registrar
1	Translator
Exempt	
1	Babysitter

1	Migrant OWE
21	PUPILS
1	Safety Monitor
2	Spectra Artist
4	Workability I
9	Yard Duty
Provisional	
	None
Limited Term - Substitute	
3	Bus Driver
1	Cafeteria Assistant
2	Campus Safety Coordinator
6	Custodian I



May 23, 2012
REGULAR BOARD MEETING
CLOSED SESSION – 6:00 p.m. – 7:00 p.m.
PUBLIC SESSION – 7:00 p.m.
UNADOPTED MINUTES

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

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

1.1 Call to Order

Vice President Ursino called the meeting of the Board to order 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 Substitutes	
	None
New Hires	
	None
Promotions	
1	Lead Custodian
Rehires	
1	Mild/Moderate Instructor
Administrative Appointments	
1	Principal Interim
Transfers	
	None
Extra Pay Assignments	
11	Coaches
1	Department Chairs
Extra Period Assignments	
	None

Leaves of Absence	
6	Primary Teachers
7	Secondary Teachers
1	Cafeteria Assistant
1	Instructional Assistant – General
1	Instructional Assistant II
1	Office Manager
Retirements	
1	<i>Custodian II</i>
Resignations/Terminations	
2	Primary Teachers
2	Special Education Teacher
1	<i>Primary Teacher</i>
Supplemental Service Agreements	
1	Mesa Day Advisor
1	EL Teaching Support
1	CST Parent Meetings
1	Program Opt Night Parent Meet
10	CST Test/Prep/AR Intervention
3	AR Intervention
20	System ELD Plan/Collaboration
1	Reading Intervention.
35	Child Development Teacher
Miscellaneous Actions	
1	Testing Specialist II
1	Data Entry Specialist
Separations From Service	
	None
Limited Term – Projects	
1	Administrative Secretary II
1	Behavior Technician
2	Campus Safety Coordinators
1	Career Development Specialist I
1	Career Development Specialist II
1	Custodian I
1	Data Entry Specialist

6	Instructional Assistant - General
1	Instructional Assistant II
9	Instructional Assistant – Migrant/Children Center
1	Migrant Outreach Specialist
1	Warehouse Worker I
Exempt	
2	Childcare
3	Student Helper
Provisional	
2	Instructional Assistant I
Rescinds	
1	<i>Secondary Teacher</i>

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 1 Expulsions

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

Vice President Ursino called the meeting of the Board in public to order at 7:03 pm.

3.1 Pledge of Allegiance

Trustee Nichols led the Board in the Pledge of Allegiance.

3.2 Welcome by Board President

Trustees Kim De Serpa, Doug Keegan, Sandra Nichols, Karen Osmundson, Jeff Ursino and Willie Yahiro were present. President Leslie DeRose was absent.

3.3 Superintendent Comments

Superintendent Baker commented on the ceremony to award Seal of Biliteracy to graduating students stating it was an honor and was proud that the number of students earning the seal had doubled from the prior year.

- Ted Altenberg, 2011 Recipient of the California Association of the Gifted (CAG)

Superintendent Baker introduced Lyn Olson, director of GATE, to speak about Ted Altenberg and the award he received.

Ms. Olson commented on the arduous work of Mr. Altenberg as a GATE Teacher on Special Assignment, specifically on his work around the Student to Student annual conference. The award is well-deserved.

Mr. Altenberg commented on the Student to Student conference noting that participation has been increasing year to year. It has become a good opportunity for students to showcase their skills. He thanked the board for the recognition and stated he was honored to have received the award.

- Teri de la Torre, Recipient of the Librarian of the Year from the Santa Cruz County Reading Association

Superintendent Baker introduced Kathy Arola, Bradley principal, to speak about Ms. De la Torre and her award.

Ms. Arola mentioned the great work that Ms. De la Torre has done to improve the reading accomplishments of all students. She added that the Library League is under her direction and they meet often to discuss ways to improve students' reading skills. Ms. Arola thanked her for all of her hard work and dedication.

3.4 Student Recognition

Principals, teachers, and family members gathered to honor the following students:

- Kaitlin Sakae – Bradley Elementary School

- Aliyah McGuire – Linscott Charter School

- Alyssa Gutierrez – Pacific Coast Charter School

Jeanie Johnson presented to each student an additional congratulatory token from the Register Pajaronian.

3.5 Jacob Young Financial - Teacher of the Month Award for May 2012

- Joel Amrani, Renaissance High School

Not present.

4.0 APPROVAL OF THE AGENDA

Trustee Keegan asked to move item #12.3 after item # 8.0. Trustee Yahiro seconded the motion. The motion passed 6/0/1 (DeRose absent).

5.0 APPROVAL OF MINUTES

a) Minutes for May 9, 2012

Trustee Keegan moved to approve the minutes for May 9, 2012. Trustee Nichols seconded the motion. The motion passed 6/0/1 (DeRose absent).

6.0 HIGH SCHOOL STUDENTS BOARD REPRESENTATIVES REPORT

Carly Reilly, Timmy Grieves and Karla Muñoz of Aptos High School commented on a student, Carla Hernandez, who won 1st prize in an art contest and whose art will be hanging in the White House. They offered sports updates, noting that all teams did great, glad testing period is over, graduation is fast approaching and the senior awards night included over ½ million dollars in scholarships. They reported that the prom had been a success with a unique experience: the husband of a 40 year old woman diagnosed with an incurable disease and who had not been able to attend her own prom, asked if they could attend AHS prom. They did and she was crowned Prom Queen; the response by students was amazing and she was grateful. They said that the robotics team had earned the regional championship and would be traveling to Florida for the national competition.

Kimberly Ortiz and Atziri Ortiz of Renaissance High reported that 43 student had graduated this week and looking at 68 more in June. Twenty students have received \$500 scholarships to attend Cabrillo through The

American Dream scholarships. The school held a successful fundraiser for the dance club at Cassidy's pizza. There will be a school-wide assembly to discuss being a safe driver due to the recent tragedies involving a current student and a former student. Sport semi-finals have taken place and RHS is going to the finals in soccer and volleyball.

7.0 PUBLIC HEARING ON DEVELOPER FEES

7.1 Report on Approving Annual Developer Fee Justification Analysis and Adoption of Resolution #11-12-22 for level 1 and Resolution #11-12-30 for Level 2/3 Developer Fees Pursuant to Government Code Sections 65995.5 and 65995.7.

Report by Brett McFadden, CBO.

Brett McFadden reported that the hearing is meant to discuss imposing updated Level 1, 2 and 3 developer fees as authorized by state law. This is a routine action by the Board and there will be a request to approve fees for Levels 1, 2 and 3. The State Allocation Board recommends a Level 1 adjustment to \$3.20 fee per square feet for residential construction and \$.51 for commercial or industrial construction. Level 2 fees may be levied on new residential only in lieu of Level 1 fees. Level 3 would only be charged when state school facilities fund runs out of money. We estimate that the state should run out in 18 – 24 months. Staff will recommend adopting the newly approved Level 1 fees for 2012/13 but to retain 2011/12 fees for Levels 2 and 3 for the 2012/13 year.

7.2 Public Comment

None.

7.3 Board Comments/Questions

Board participated with comments and questions.

8.0 VISITOR NON-AGENDA ITEMS

Abel Mejia, teacher, stated that schools are losing bilingual programs and that the English Learner Master Plan is not being adequately implemented.

Eileen Clark-Nagaoka, teacher, spoke of the importance of bilingual programs at the schools and the need to be consistent in the implementation of the EL Master Plan.

Lucia Villarreal, retired teacher and CABA president for Pajaro Valley, stated that CABA has met with the Director of English Language Learner program twice to bring forth issues regarding the Master Plan (MP). Many believe that the district is dismantling the bilingual program. Pajaro Valley schools seem to have less bilingual programs. The MP is a good plan and the board needs to work with administration to ensure it is working well and being implemented.

Rebecca Garcia, community member, former parent, bilingual teacher and principal, noted that the ELMP is one of the top 3 in the state. She encouraged the board to take steps to ensure that MP is implemented well.

Sarah Henne, teacher, spoke about the importance of ensuring that MP is adequately implemented because languages are powerful and eliminating bilingual programs should not be an option.

Nancy Jackson, teacher, stated that there are more students on the pathway to obtaining their Seal of Biliteracy. The biliteracy program in place is an adequate one, and it was a long and articulated process with much participation from various stakeholders.

Bill Beecher, community member, commented on language and stated that the English Language Department is not succeeding in its charge. He suggested to look at program funds and make the best use of those funds for the benefit of students.

Trustee Nichols asked for an agenda item on how the ELMP is working and to what degrees it is able to be implemented.

12.0 REPORT, DISCUSSION AND POSSIBLE ACTION ITEMS

12.3 Report, discussion and possible action on Draft Scope and Project List for Possible November Proposition 39 School Bond.

Report by Brett McFadden, CBO.

Brett McFadden noted that this was an opportunity to review a draft of projects for a possible school bond. Jared Boigon of TBWB and Dennis Dunsont were present as well as Rick Mullikin, Director of Facilities. Mr. McFadden noted that the district continues to partner with the Monterey Chapter of Green Council to provide assistance to ensure we can work towards sustainable, green buildings.

As an update, Mr. McFadden noted that the staff continues with community outreach efforts. Staff has also analyzed and updated cost estimates and strategies and began the initial development of bond and project wording for the ballot. The backup information included proposed project scopes for each one of the schools.

Public comment:

The following staff, students and community member spoke in favor of a bond to benefit completion of Pajaro Valley High School: Joe Gregorio, coach; Robert Gomez, Athletic Director and Maryann Gomez, community member.

The following spoke in favor of a bond to support Alianza Charter Schools: Catalina Garcia, parent; Jaqueline Banos, parent; Rhonda Johnson; Carol Keeney, teacher; and Veronica Leon, parent.

Board participated with questions and comments.

Trustee Yahiro moved to table this item for the meeting of May 30th. Trustee Keegan seconded the motion.

The Board participated with additional discussion.

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

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

Francisco Rodriguez, PVFT president, stated that there is no doubt that facilities need improvements. The organization will begin the process of endorsing candidates and measures. On May 15 PVFT members met with some district personnel in charge of implementing common core standards and it was a positive conversation. It should be implemented in a way that teachers can teach it. Something may need to come off teachers' plate in order to implement the standards.

10.0 CONSENT AGENDA

Trustee Keegan moved to approve the consent agenda. Trustee Nichols seconded the motion. The motion passed 6/0/1 (DeRose absent).

10.1 Purchase Orders May 3 - 16, 2012

10.2 Warrants May 3 - 16, 2012

10.3 Approve CAHSEE Passage Waiver for Student #11-12-33, English Language Arts, Pajaro Valley High School.

10.4 Approve CAHSEE Passage Waiver for Student # 11-12-34, English Language Arts, Pajaro Valley High School.

10.5 Approve CAHSEE Passage Waiver for Student #11-12-35, English Language Arts, Renaissance High School.

10.6 Approve CAHSEE Passage Waiver for Student #11-12-36, Math, Renaissance High School.

10.7 Approve CAHSEE Passage Waiver for Student #11-12-37, Math, Watsonville High School.

10.8 Approve CAHSEE Passage Waiver for Student #11-12-38, Math, Watsonville High School.

11.0 DEFERRED CONSENT ITEMS

None.

12.0 REPORT, DISCUSSION AND POSSIBLE ACTION ITEMS (continued)

12.1 Report, discussion and possible action to Adopt Resolution #11-12-22 to Index Level 1 Developer Fees Pursuant to State Law.

Report given under item 7.0.

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

12.2 Report, discussion and possible action to Adopt Resolution #11-12-30 to Levy Level 2 and 3 Developer Fees Pursuant to State Law.

Report given under item 7.0.

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

Board participated with comments.

The motion passed 5/1/1 (Nichols dissented; DeRose absent)

13.0 ACTION ON CLOSED SESSION

2.1 Public Employee Appointment/Employment, Government Code Section 54957

a. Certificated Employees

Trustee Nichols moved to approve the certificated employee report with the following additions: 1 Primary Teacher under Resignations; 1 Secondary Teacher under Rescinds. Trustee Keegan seconded the motion. The motion passed 6/0/1 (DeRose absent).

b. Classified Employees

Trustee Nichols moved to approve the classified employee report with the following additions: 1 Custodian II under Retirements. Trustee Keegan seconded the motion. The motion passed 6/0/1 (DeRose absent).

2.8 1 Expulsions

Action on Expulsions:

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

11-12-082

Trustee Keegan seconded the motion. The motion passed 5/1/1 (De Serpa dissented; DeRose absent).

14.0 GOVERNING BOARD COMMENTS/REPORTS

Trustee Nichols noted that she attended the Seal of Biliteracy ceremony and was pleased to see 46 students earning the seal.

Trustee Ursino commented that his son has wanted to be an astronaut until he got to be principal for the day at Rio Del Mar and now he wants to be a principal.

Trustee De Serpa stated that she attended the Queer Youth Leadership Awards at Shoreline Middle School and that there was a lot of representation from students and staff in our district. It was a proud night for PVUSD.

Murry Schekman reminded the Board that on May 30th, parents of 8th graders will be attending a freshman orientation.

16.0 UPCOMING BOARD MEETINGS/REMAINING BOARD MEETINGS FOR 2012

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

May	▪ 30	▪ Approve 3 rd Interim Report
June	▪ 13 ▪ 27	▪ ▪ 10-11 Budget Adoption
July	▪	▪ No Meetings Scheduled
August	▪ 8 ▪ 22	
September	▪ 12 ▪ 26	▪ Unaudited Actuals
October	▪ 10 ▪ 24	
November	▪ 14	▪
December	▪ 5 Annual Organization Mtg.	▪ Approve 1 st Interim Report

17.0 ADJOURNMENT

There being no further business to discuss, the meeting of the Board was adjourned at 10:24 pm.

Dorma Baker, Superintendent



May 30, 2012
REGULAR BOARD MEETING
PUBLIC SESSION – 6:00 p.m.
UNADOPTED MINUTES

DISTRICT OFFICE
HUMAN RESOURCES CONFERENCE ROOM
(MAIN HALLWAY)
294 Green Valley Road, Watsonville, CA 95076

PLEASE NOTE THAT THIS MEETING WILL NOT HAVE ANY CLOSED SESSION ITEMS;
PUBLIC SESSION WILL BEGIN AT 6:00 PM.

1.0 OPENING CEREMONY – MEETING OF THE BOARD IN PUBLIC - 6:00 P.M.

President DeRose called the meeting of the Board in public to order at 6:13 pm at 294 Green Valley Road, Watsonville, CA.

1.1 Pledge of Allegiance

Trustee Ursino led the Board in the Pledge of Allegiance.

1.2 Welcome by Board President

Trustees Doug Keegan, Jeff Ursino, Willie Yahiro and President Leslie DeRose were present. Trustees Kim De Serpa, Sandra Nichols and Karen Osmundson arrived after the meeting started.

1.3 Superintendent Comments

Superintendent Baker commented that she had attended the celebration honoring retirees. She stated that the Human Resources Department did a great job putting the event together.

2.0 APPROVAL OF THE AGENDA

Trustee Keegan moved to approve the agenda moving item #8.2 before item #8.1. Trustee Yahiro seconded the motion. President DeRose noted that a correction to the start time, which state 7 pm instead of 6 pm, needs to be made to the agenda. The motion passed 4/0/3 (Osmundson, Nichols, De Serpa absent).

Trustee Nichols arrived at 6:15 pm.

3.0 HIGH SCHOOL STUDENTS BOARD REPRESENTATIVES REPORT

Aaryn Ashworth and Meghan Morse of Aptos High School commented that the campus is great but there are many improvements that need to be done. The bond would help with changes. Facilities are run-down and it affects the atmosphere at the school.

Trustee De Serpa arrived at 6:18 pm.

Casey O'Brien thanked the students for representing AHS so well at board meetings. He stated that these students had received the principal award for community service and that they have been very active at school.

Trustee Osmundson arrived at 6:20 pm.

4.0 VISITOR NON-AGENDA ITEMS

Jack Carroll, teacher, Adult Education, commented on the graduation event, which had taken place the prior Thursday. Students received their GED, CNA certification or their High School Diploma. The program is fully WASC accredited and it is program that serves the community well.

Kim Tschantz, community member, spoke about his concern for the grading project at Aptos High. He said his property is adjacent to the school but he was not informed of any plans to grade prior to the start of the work. Two concerns he has: night lighting and noise. He was told that an environmental review was not necessary but he disagrees. Asked the Board to do the right thing: follow the law, be a good neighbor and do what is right, get appropriate permits and meet with neighbors to learn of our concerns.

President DeRose asked for an update regarding the grading project at AHS from staff.

Basil Brunner, community member, supports what Mr. Tschantz said. The district is operating in a very irresponsible way. Neighbors should have been informed in a timely manner of the project in that area. If earth was moved, a permit was necessary. He asked to be informed in writing of the process as the project moves forward.

Bill Beecher, community member, spoke about his support for use of technology. He expects technology will give teachers stronger tools to be able to handle larger classroom sizes.

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

Francisco Rodriguez, PVFT, urged the board to have something prepared for the bond as soon as possible as the union and other organizations base their endorsement on what will be on the ballot. Mr. Rodriguez also addressed the issue of technology: some schools in the Aptos area do not have the technology that is needed and hopefully, if there is a bond, improvement should be seen in all those schools.

Terry Eastman, PVAM, principal, took the opportunity to recognize all the teachers and administrators who will be retiring this year. A lot of value of the collective wisdom of those who have been with the district many years will be lost. They will all be missed. She acknowledged key district administrators: Joe Trautwein and his work with Student Services, Barbara Bidlingmaier with her experience in using data to support student achievement, she commended the work of Don Hill in the facilities department, the experience of Dee Teuschel in Special Education and Albert Roman's contributions to the HR department.

Superintendent Baker added that Terry Eastman, also retiring, will be a difficult person to replace due to her experience in many aspects of the district.

6.0 CONSENT AGENDA

Trustee Keegan moved to defer item #6.1. Trustee Yahiro seconded the motion. The motion passed unanimously.

- 6.1 Approve Migrant and Seasonal Head Start End of Year 2011-12 Financial Reports to the Board and Public.**

7.0 DEFERRED CONSENT ITEMS

- 6.1 Approve Migrant and Seasonal Head Start End of Year 2011-12 Financial Reports to the Board and Public.**

Trustee Keegan expressed his concern that the backup documentation did not show educational gains of students.

Staff noted that the report was mainly financial and that a report regarding how well the program does to prepare students for kindergarten would be provided at a future meeting.

Trustee Keegan moved to approve the financial report as requested and asked that MSHS provides the program's academic report. Trustee Osmundson seconded the motion. The motion passed unanimously.

8.0 REPORT, DISCUSSION AND POSSIBLE ACTION ITEMS

- 8.2 Report, discussion and possible action on Proposition 39 project list for possible November Proposition 39 school bond.
Report by Brett McFadden, CBO.**

Brett McFadden noted that the item provides the Board an opportunity to review the project and scope work for a possible school facilities bond for the November 2012 elections. He presented the resolution that orders the election and that would outline the projects. The focus of the projects has been to have safe buildings and to provide students with facilities equipped to help them succeed.

Jared Boigon of TBWB presented the structure of the resolution, which includes the necessary legal language, the reasons for needing a bond for school facilities, and a project list that will drive how funds are spent. It is a necessary resolution to create a Proposition 39 state bond. The resolution includes information on how the board would have annual independent performance audits to ensure proceeds are spent accordingly. The resolution also includes the Board's authorization amount, noted at \$190,000,000 but it is at the board's discretion to finalize. The amount noted is to complete all the projects identified through the needs analysis as well as through the various meetings with key stakeholders. Exhibit A in the resolution is a summary of ballot title and how it will appear in the voter's ballot, including the authorization amount. Exhibit B on the resolution offers the full extent of what is adopted as a project list. The Facilities Master Plan is brought into this section. The district will also have a bond oversight committee whose primary role will be to ensure that money is spent as specified in the bond.

Mr. McFadden noted that based on the team's collective experience, including bond counsel's over 250 of these measures, this is the most exhaustive, detailed and transparent work that we have seen. The size of the bond and overall direction has been set after a lot of analysis and assessments.

Public comment:

The following expressed their support for a bond: Casey O'Brien, Aptos High principal; Brian Saxton, Principal at Aptos Junior High; Martin Cavanaugh, Aptos resident; Kristin Taylor-Lubell, parent; Barrett Vitol, teacher; Eileen Shea, parent; and Trish Morse, parent.

Mary Ann Gomez, community member, supports the bond but urges the Board to ensure that all students have access to equal facilities; she noted that Pajaro Valley High needs much more work to be complete and equal to the other high schools.

Board participated with questions and comments. Staff clarified that the board would not approve the resolution as that would come forth at a future meeting. The Board would be approving the authorization amount as well as the scope of work.

Trustee Keegan moved to approve the bond proposal in the amount of \$190 million with projects scope as included in the material presented. Trustee De Serpa seconded the motion. The motion passed 5/2/0 (Nichols, Ursino dissented).

8.1 Report, discussion and possible action on Third Interim Report.

Report by Brett McFadden, CBO.

Brett McFadden explained that the district has to submit a 3rd interim report to the County Office of Education due to its qualified status. The report reflects major fiscal activity and a multi-year projection (MYP). The MYP assumptions include a set aside for possible failure of the governor's November initiative; an increase in benefits; step and column movement per contractual agreements; current categorical fund shifts; and an updated revenues and expenditures for the current fiscal year. In prior reports, the 2013-14 school year included a negative ending balance. This report includes a positive balance due to an \$8 million dollars one-time change. The variance report explains the reason the budget improved: an increase ADA enrollment, extension of State categorical flexibility, decrease in transportation, legal costs lower than anticipated, along with other factors in expenditures and revenues. Mr. McFadden noted that the next steps include a budget approval for 2012-13 on June 27. It is recommended that the Board stays the course until after the November election. It is a good idea to plan in case there are positive resolutions with the budget but important to stay cautious through the process.

Board participated with comments and questions.

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

9.0 GOVERNING BOARD COMMENTS/REPORTS

President DeRose noted that the art of Mr. Thome, whose murals can be seen around town, has inspired students; one student in particular said that she was so inspired that she would pursue a career in the arts.

Trustee Yahiro commented that graduations would be next week and that he was proud of all of our schools.

10.0 UPCOMING BOARD MEETINGS/REMAINING BOARD MEETINGS FOR 2012

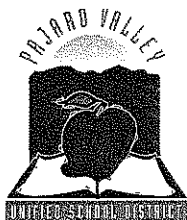
All meetings, unless otherwise noted, take place at the District Office Boardroom, 292 Green Valley Road, Watsonville, CA. Closed Session begins at 6:00 pm; Open Session begins at 7:00 pm.

June	<ul style="list-style-type: none">▪ 13▪ 27	<ul style="list-style-type: none">▪ 10-11 Budget Adoption
July	<ul style="list-style-type: none">▪	<ul style="list-style-type: none">▪ No Meetings Scheduled
August	<ul style="list-style-type: none">▪ 8▪ 22	
September	<ul style="list-style-type: none">▪ 12▪ 26	<ul style="list-style-type: none">▪ Unaudited Actuals
October	<ul style="list-style-type: none">▪ 10▪ 24	
November	<ul style="list-style-type: none">▪ 14	<ul style="list-style-type: none">▪
December	<ul style="list-style-type: none">▪ 5 Annual Organization Mtg.	<ul style="list-style-type: none">▪ Approve 1st Interim Report

11.0 ADJOURNMENT

There being no further business to discuss, the meeting of the Board was adjourned at 9:07 pm.

Dorma Baker, Superintendent



Board Agenda Backup

Item No:

7.1 & 13.1

Date: June 13, 2012

Item: SELPA Annual Service and Budget Plan, 2012-2013

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

Recommendation: Approve

Budget Considerations:


Funding Source:

Budgeted: Yes: ☐

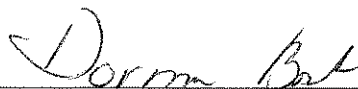
No: ☐

Amount:

Prepared By:


Ray Houser, Director of SELPA

Superintendent's Signature:



CERTIFICATION OF ANNUAL BUDGET PLAN
FISCAL YEAR: 2012-2013

1. Check one, as applicable: <input checked="" type="checkbox"/> Single District <input type="checkbox"/> Multiple District <input type="checkbox"/> District/County		
County-District-School Code/Special Education Local Plan Area (SELPA) Code 4411	SELPA Name Pajaro Valley Unified School District	Application Date June 13, 2013
SELPA Address 294 Green Valley Road	SELPA City Watsonville California	SELPA Zip code 95076
Name SELPA Director (Print) Allen Ray Houser		SELPA Director's Telephone Number (831) 786-2130
2. CERTIFICATION BY AGENCY DESIGNATED AS ADMINISTRATIVE AND FISCAL AGENCY FOR THIS PROGRAM (Responsible Local Agency [RLA] or Administrative Unit [AU])		
RLA/AU Name Pajaro Valley Unified School	Name/Title of RLA Superintendent Dorma Baker	Telephone Number (831) 786-2100
RLA/AU Street Address 294 Green Valley Road	RLA/AU City Watsonville California	RLA/AU Zip code 95076
Date of Governing Board Approval June 13, 2012		

Certification of Approval of Annual Budget Plan Pursuant to California Education Code Section 56205(b)

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

The Annual Budget Plan was presented for public hearing on _____.

Adopted this 13th day of June, 2012.

Signed: Dorma Baker 5-23-12
RLA/AU Superintendent

ANNUAL BUDGET PLAN
FISCAL YEAR: 2012-2013

The Annual Budget Plan shall identify expected expenditures for all items required by this part as listed below. The *Standardized Account Code Structure* (SACS) codes provide source information from the local educational agency (LEA) reporting.

	Reference/Label	Instructions	Estimated Totals
A	Funds received in accordance with Chapter 7.2 (commencing with California <i>Education Code</i> [EC] Section 56836) (Special Education Program Funding)	SACS <i>Resource Code</i> 6500 (State), 3300-3499 (Federal) 6515-6535 (General Fund)	27,672,052
B	Administrative costs of the plan	SACS <i>Goal Code</i> 5001 Function 2100	483,892
C	Special Education services to pupils with: (1) severe disabilities , and (2) low-incidence disabilities	SACS <i>Goal Code</i> 5710	491,360
		SACS <i>Goal Code</i> 5730	1,114,684
		SACS <i>Goal Code</i> 5750	5,963,678
D	Special education services to pupils with non-severe disabilities	SACS <i>Goal Code</i> 5770	19,794,471
E	Supplemental aids and services to meet the individual needs of pupils placed in regular education classrooms and environments	Any SACS <i>Goal Code</i> with SACS <i>Function Code</i> 1130 ¹	4,141,895
F	Regionalized operations and services, and direct instructional support by program specialists in accordance with Article 6 (commencing with Section 56836.23) of Chapter 7.2. (SELPA Program Specialists Funding)	SACS <i>Goal Code</i> 5050	76,718
		SACS <i>Goal Code</i> 5060	326,537
G	The use of property taxes allocated to the special education local plan area pursuant to <i>EC</i> Section 2572.	Statement is included in Local Plan	

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

FOR CALIFORNIA DEPARTMENT OF EDUCATION USE ONLY

Received by the State Superintendent of Public Instruction: Date: _____ By: _____

NOTICE OF PUBLIC HEARING

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

TOPIC OF HEARING:

Final review and adoption of the SELPA-Wide Annual Service Delivery Plan and the SELPA-wide Annual Budget Plan for 2012-2013

Note: The California State Department of Education has recently informed all of the SELPAs in the state that they need to conduct a public hearing on their 2012-2013 Annual Budget and Service Plans, adopt them and submit them to the Department prior to June 13, 2012. This public hearing enables the Pajaro Valley Unified School District SELPA to comply with that instruction.

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

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

DATE: **June 13, 2012**

TIME: **5:30 – 6:30 P.M.**

Location: **Pajaro Valley Unified School District Office
SELPA Conference Room 1
294 Green Valley Road.
Watsonville, CA 95076**

FOR ADDITIONAL INFORMATION CONTACT:

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

AVISO DE UNA AUDIENCIA PÚBLICA

El Distrito Escolar Unificado del Valle de Pájaro SELPA por la presente les da un aviso para una Audiencia Pública la cual se llevara a cabo como procede la siguiente:

TEMA DE LA AUDIENCIA:

Revisión final y adopción del Amplio-Plan Anual de Entrega de Servicios de SELPA y el Amplio-Plan Anual de Presupuesto para el 2012-2013

Nota: El Departamento de Educación del Estado de California recientemente ha informado a todas las oficinas de SELPA en el estado de que ellas necesitan conducir una audiencia pública en sus Presupuestos Anuales 2012-2013 y Planes de Servicios, adoptarlos y someterlos al Departamento antes del 13 de Junio del 2012. Esta audiencia pública permite al Distrito Escolar Unificado del Valle de Pájaro SELPA a cumplir con esa instrucción.

Copias de los planes están disponibles para inspección en el Distrito Escolar Unificado del Valle Pájaro oficina de SELPA.

En la conclusión de la Audiencia Pública, Mesa Directiva del PVUSD adoptarán los planes.

FECHA: 13 de Junio, 2012

HORARIO: 5:30-6:30 P.M.

LOCALIDAD: Oficina del Distrito Escolar Unificado del
Valle de Pájaro
Sala de Conferencia 1 de SELPA
294 Green Valley Road
Watsonville, CA 95076

PARA MÁS INFORMACIÓN COMUNÍQUESE al:

Distrito Escolar Unificado del Valle de Pájaro Oficina de SELPA
(831) 786-2130

CERTIFICATION OF ANNUAL SERVICE PLAN

1. Check one, as applicable:

☒ Single District

☐ Multiple District

☐ District/County

County-District-School Code/Special Education Local Plan Area (SELPA) Code 4411	SELPA Name Pajaro Valley Unified School District	Application Date June 13, 2012
SELPA Address 294 Green Valley Road	SELPA City Watsonville, California	SELPA Zip code 95076
Name SELPA Director (Print) Allen Ray Houser	SELPA Director's Telephone Number (831) 786-2130	

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

RLA/AU Name Pajaro Valley Unified School District	Name/Title of RLA Superintendent (Type) Dorma Baker	Telephone Number (831) 786-2130
RLA/AU Street Address 294 Green Valley Road	RLA/AU City Watsonville, California	RLA/AU Zip code 95076

Date of Governing Board Approval
June 13, 2012

Certification of Approval of Annual Service Plan Pursuant to California Education Code Section 56205(b)

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

The Annual Service Plan was presented for public hearing on _____.

Adopted this 13th day of June, 2012.

Signed: Dorma Baker 5-23-12
RLA/AU Superintendent

FOR CALIFORNIA DEPARTMENT OF EDUCATION USE ONLY

Received by the State Superintendent of Public Instruction: Date: _____ By: _____

Special Education Local Plan Area:

Code	Special Education Service Category Descriptions	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement*)
210	Family training, counseling, and home visits (ages 0–2 only): This service includes: services provided by social workers, psychologists, or other qualified personnel to assist the family in understanding the special needs of the child and enhancing the child's development. Note: Services provided by specialists (such as medical services, nursing services, occupational therapy, and physical therapy) for a specific function should be coded under the appropriate service category, even if the services were delivered in the home.	X			34 Code of Federal Regulations (CFR) sections 300.34 (c)(3), 300.226
220	Medical services (for evaluation only) (ages 0–2 only): Services provided by a licensed physician to determine a child's developmental status and need for early intervention services.	X			34 CFR sections 300.34 (c)(3), 300.226
230	Nutrition services (ages 0–2 only): These services include conducting assessments in: nutritional history and dietary intake; anthropometric, biochemical, and clinical variables; feeding skills and feeding problems; and food habits and food preferences.	X			34 CFR sections 300.34 (c)(3), 300.226
240	Service coordination (ages 0–2 only)	X			34 CFR sections 300.34 (c)(3), 300.226
32	<u>Correctional Institution or Incarcerated Facility</u> The Santa Cruz County Office of Education provides educational programs for individuals who are detained for infractions with the law. Their services include but are not limited to civic, vocational, literacy health, homemaking, technical and general education programs provided through the California Department of Corrections and Rehabilitation Division of Juvenile Justice.	X			W & C 202 et seq., EC 1980 et seq.

Services will be provided in the school of attendance unless otherwise determined by the individualized education program (IEP) team.

Special Education Local Plan Area:

Code	Special Education Service Category Descriptions	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement*)
250	Special instruction (ages 0-2 only): Special instruction includes: the design of learning environments and activities that promote the child's acquisition of skills in a variety of developmental areas, including cognitive processes and social interaction; curriculum planning, including the planned interaction of personnel, materials, and time and space, that leads to achieving the outcomes in the child's individualized family service plan (IFSP); providing families with information, skills, and support related to enhancing the skill development of the child; and working with the child to enhance the child's development.	X			34 <i>CFR</i> sections 300.34 (c)(3), 300.226
260	Special education aide in regular development class, childcare center, or family childcare home (ages 0-2 only)	X			34 <i>CFR</i> sections 300.34 (c)(3), 300.226
270	Respite care services (ages 0-2 only): Through the IFSP process, short-term care given in-home or out-of-home, which temporarily relieves families of the ongoing responsibility for specialized care for child with a disability. (Note: only for infants and toddlers from birth through 2, but under 3.)	X			34 <i>CFR</i> sections 300.34 (c)(3), 300.226
330	Specialized academic instruction: Adapting, as appropriate to the needs of the child with a disability, the content, methodology, or delivery of instruction to ensure access of the child to the general curriculum, so that he or she can meet the educational standards within the jurisdiction of the public agency that apply to all children.	X			34 <i>CFR</i> Section 300.39(b)(3)
340	Intensive individual instruction: IEP Team determination that student requires additional support for all or part of the day to meet his or her IEP goals.	X			30 California <i>Education Code (EC)</i> Section 56364
350	Individual and small group instruction: Instruction delivered one-to-one or in a small group as specified in an IEP enabling the individual(s) to participate effectively in the total school program.	X			5 California <i>Code of Regulations (CCR)</i> Section 3051; 30 <i>EC</i> Section 56441.2

Services will be provided in the school of attendance unless otherwise determined by the individualized education program (IEP) team.

Special Education Local Plan Area:

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

Services will be provided in the school of attendance unless otherwise determined by the individualized education program (IEP) team.

Special Education Local Plan Area:

Code	Special Education Service Category Descriptions	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement*)
436	Health and nursing—other services: This includes services that are provided to individuals with exceptional needs by a qualified individual pursuant to an IEP when a student has health problems which require nursing intervention beyond basic school health services. Services include managing the health problem, consulting with staff, group and individual counseling, making appropriate referrals, and maintaining communication with agencies and health care providers. These services do not include any physician supervised or specialized health care service. IEP required health and nursing services are expected to supplement the regular health services program.	X			5 <i>CCR</i> Section 3051.12; 30 <i>EC</i> Section 56363; 34 <i>CFR</i> Section 300.107
445	Assistive technology services: Any specialized training or technical support for the incorporation of assistive devices, adapted computer technology, or specialized media with the educational programs to improve access for students. The term includes a functional analysis of the student's needs for assistive technology; selecting, designing, fitting, customizing, or repairing appropriate devices; coordinating services with assistive technology devices; training or technical assistance for students with a disability, the student's family, individuals providing education or rehabilitation services, and employers.	X			5 <i>CCR</i> Section 3051.16; 30 <i>EC</i> Section 56363; 34 <i>CFR</i> sections 300.6, 300.105
450	Occupational therapy: Occupational Therapy (OT) includes services to improve student's educational performance, postural stability, self-help abilities, sensory processing and organization, environmental adaptation and use of assistive devices, motor planning and coordination, visual perception and integration, social and play abilities, and fine motor abilities. Both direct and indirect services may be provided within the classroom, other educational settings, or the home, in groups or individually, and may include therapeutic techniques to develop abilities, adaptations to the student's environment or curriculum, and consultation and collaboration with other staff and parents. Services are provided, pursuant to an IEP, by a qualified occupational therapist registered with the American Occupational Therapy Certification Board.	X			5 <i>CCR</i> Section 3051.6; 30 <i>EC</i> Section 56363; 34 <i>CFR</i> Section 300.34 (c)(6)

Services will be provided in the school of attendance unless otherwise determined by the individualized education program (IEP) team.

Special Education Local Plan Area:

Code	Special Education Service Category Descriptions	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement*)
460	Physical therapy: These services are provided, pursuant to an IEP, by a registered physical therapist, or physical therapist assistant, when assessment shows a discrepancy between gross motor performance and other educational skills. Physical therapy includes, but is not limited to, motor control and coordination, posture and balance, self-help, functional mobility, accessibility and use of assistive devices. Services may be provided within the classroom, other educational settings or in the home, and may occur in groups or individually. These services may include adaptations to the student's environment and curriculum, selected therapeutic techniques and activities, and consultation and collaborative interventions with staff and parents.	X			5 CCR Section 3051.6; 30 EC Section 56363; 34 CFR Section 300.34 (c)(9); California <i>Business and Professions Code</i> (B&PC) Chapter 5.7 sections 2600–2696; <i>Government Code (GC)</i> Interagency Agreement Chapter 26.5 Section 7575(a)(2)
510	Individual counseling: One-to-one counseling, provided by a qualified individual pursuant to an IEP. Counseling may focus on such student aspects as education, career, personal, or be with parents or staff members on learning problems or guidance programs for students. Individual counseling is expected to supplement the regular guidance and counseling program.	X			5 CCR Section 3051.9; 34 CFR Section 300.34(c)(2)
515	Counseling and guidance: Counseling in a group setting, provided by a qualified individual pursuant to an IEP. Group counseling is typically social skills development, but may focus on such student aspects as education, career, personal, or be with parents or staff members on learning problems or guidance programs for students. IEP required group counseling is expected to supplement the regular guidance and counseling program. Guidance services include interpersonal, intrapersonal, or family interventions, performed in an individual or group setting by a qualified individual pursuant to an IEP. Specific programs include social skills development, self-esteem building, parent training, and assistance to special education students supervised by staff credentialed to serve special education students. These services are expected to supplement the regular guidance and counseling program.	X			34 CFR sections 300.24.(b)(2), 300.306; 5 CCR Section 3051.9

Services will be provided in the school of attendance unless otherwise determined by the individualized education program (IEP) team.

Special Education Local Plan Area:

Code	Special Education Service Category Descriptions	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement*)
520	Parent counseling: Individual or group counseling provided by a qualified individual pursuant to an IEP to assist the parent(s) of special education students in better understanding and meeting their child's needs and may include parenting skills or other pertinent issues. IEP required parent counseling is expected to supplement the regular guidance and counseling program.	X			5 CCR Section 3051.11; 34 CFR Section 300.34(c)(8)
525	Social work services: Social work services, provided by a qualified individual pursuant to an IEP, include, but are not limited to, preparing a social or developmental history of a child with a disability, group and individual counseling with the child and family, working with those problems in a child's living situation (home, school, and community) that affect the child's adjustment in school, and mobilizing school and community resources to enable the child to learn as effectively as possible in his or her educational program. Social work services are expected to supplement the regular guidance and counseling program.	X			5 CCR Section 3051.13; 34 CFR Section 300.34(c)(14)
530	Psychological services: These services, provided by a credentialed or licensed psychologist pursuant to an IEP, include interpreting assessment results for parents and staff in implementing the IEP, obtaining and interpreting information about child behavior and conditions related to learning, and planning programs of individual and group counseling and guidance services for children and parents. These services may include consulting with other staff in planning school programs to meet the special needs of children as indicated in the IEP. IEP required psychological services are expected to supplement the regular guidance and counseling program.	X			5 CCR Section 3051.10; 34 CFR Section 300.34 (c)(10)
535	Behavior intervention services: A systematic implementation of procedures designed to promote lasting, positive changes in the student's behavior resulting in greater access to a variety of community settings, social contacts, public events, and placement in the least restrictive environment.	X			5 CCR Section 3001(d); 34 CFR Section 300.34 (c)(10)

Services will be provided in the school of attendance unless otherwise determined by the individualized education program (IEP) team.

Special Education Local Plan Area:

Code	Special Education Service Category Descriptions	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement*)
540	Day treatment services: Structured education, training, and support services to address the student's mental health needs.	X			Health & Safety Code, Div.2, Chap.3, Article 1, Section 1502(a)
545	Residential treatment services: A 24-hour, out-of-home placement that provides intensive therapeutic services to support the educational program.	X			Welfare and Institutions Code, Part 2, Chapter 2.5, Art. 1, Section 5671
610	Specialized services for low incidence disabilities: Low incidence services are defined as those provided to the student population who have orthopedic impairment (OI), visual impairment (VI), who are deaf, hard of hearing (HH), or deaf-blind (DB). Typically, services are provided in education settings by an itinerant teacher or an itinerant teacher/specialist. Consultation is provided to the teacher, staff, and parents as needed. These services must be clearly written in the student's IEP, including frequency and duration of the services to the student.	X			5 CCR sections 3051.16, 3051.18; 34 CFR Section 300.34
710	Specialized deaf and hard of hearing services: These services include speech therapy, speech reading, auditory training, and/or instruction in the student's mode of communication. Rehabilitative and educational services; adapting curricula, methods, and the learning environment; and special consultation to students, parents, teachers, and other school personnel.	X			5 CCR sections 3051.16, 3051.18; 34 CFR Section 300.34
715	Interpreter services: Sign language interpretation of spoken language to individuals, whose communication is normally sign language, by a qualified sign language interpreter. This includes conveying information through the sign system of the student or consumer and tutoring students regarding class content through the sign system of the student.	X			5 CCR Section 3051.16; 34 CFR Section 300.34 (c)(4)
720	Audiological services: These services include measurements of acuity, monitoring amplification, and frequency modulation system use. Consultation services with teachers, parents, or speech pathologists must be identified in the IEP as to reason, frequency, and duration of contact; infrequent contact is considered assistance and would not be included.	X			5 CCR Section 3051.2; 34 CFR Section 300.34 (c)(1)

Services will be provided in the school of attendance unless otherwise determined by the individualized education program (IEP) team.

Special Education Local Plan Area:

Code	Special Education Service Category Descriptions	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement*)
725	Specialized vision services: This is a broad category of services provided to students with visual impairments. It includes assessment of functional vision; curriculum modifications necessary to meet the student's educational needs including Braille, large type, and aural media; instruction in areas of need; concept development and academic skills; communication skills including alternative modes of reading and writing; and social, emotional, career, vocational, and independent living skills. It may include coordination of other personnel providing services to the students such as transcribers, readers, counselors, orientation and mobility specialists, career/vocational staff, and others, and collaboration with the student's classroom teacher.	X			5 CCR Section 3030(d); 30 EC Section 56364.1
730	Orientation and mobility: Students with identified visual impairments are trained in body awareness and to understand how to move. Students are trained to develop skills to enable them to travel safely and independently around the school and in the community. It may include consultation services to parents regarding their children requiring such services according to an IEP.	X			5 CCR Section 3051.3; 30 EC Section 56363; 34 CFR Section 300.34 (c)(7)
735	Braille transcription: Any transcription services to convert materials from print to Braille. It may include textbooks, tests, worksheets, or anything necessary for instruction. The transcriber should be qualified in English Braille as well as Nemeth Code (mathematics) and be certified by appropriate agency.	X			5 CCR Section 3051.16; 30 EC Section 56363; 34 CFR Section 300.8 (c)(13)
740	Specialized orthopedic services: Specially designed instruction related to the unique needs of students with orthopedic disabilities, including specialized materials and equipment.	X			5 CCR sections 3030(e), 3051.16; 30 EC Section 56363; 34 CFR Section 300.8 (c)(8)
745	Reading services	X			5 CCR Section 3051.16

Services will be provided in the school of attendance unless otherwise determined by the individualized education program (IEP) team.

Special Education Local Plan Area:

Code	Special Education Service Category Descriptions	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement*)
750	Note taking services: Any specialized assistance given to the student for the purpose of taking notes when the student is unable to do so independently. This may include, but is not limited to, copies of notes taken by another student or transcription of tape-recorded information from a class or aide designated to take notes. This does not include instruction in the process of learning how to take notes.	X			5 CCR Section 3051.16
755	Transcription services: Any transcription service to convert materials from print to a mode of communication suitable for the student. This may also include dictation services as it may pertain to textbooks, tests, worksheets, or anything necessary for instruction.	X			5 CCR Section 3051.16
760	Recreation services, includes therapeutic recreation: Therapeutic recreation and specialized instructional programs designed to assist pupils to become as independent as possible in leisure activities, and when possible and appropriate, facilitate the pupil's integration into general recreation programs.	X			5 CCR Section 3051.15; 34 CFR Section 300.34 (c)(11)
820	College awareness: College awareness is the result of acts that promote and increase student learning about higher education opportunities, information, and options that are available including, but not limited to, career planning, course prerequisites, admission eligibility, and financial aid.	X			34 CFR sections 300.39 (b)(5), 300.43
830	Vocational assessment, counseling, guidance, and career assessment: Organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment, and may include provision for work experience, job coaching, development and/or placement, and situational assessment. This includes career counseling to assist a student in assessing his/her aptitudes, abilities, and interests in order to make realistic career decisions.	X			5 CCR Section 3051.14; 34 CFR sections 300.39 (b)(5), 300.43

Services will be provided in the school of attendance unless otherwise determined by the individualized education program (IEP) team.

Special Education Local Plan Area:

Code	Special Education Service Category Descriptions	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement*)
840	Career awareness: Transition services include a provision for self-advocacy, career planning, and career guidance. This also emphasizes the need for coordination between these provisions and the Perkins Act to ensure that students with disabilities in middle schools will be able to access vocational education funds.	X			5 CCR Section 3051.14; 34 CFR sections 300.39 (b)(5), 300.43
850	Work experience education: Work experience education means organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career requiring other than a baccalaureate or advanced degree.	X			5 CCR Section 3051.14; 34 CFR sections 300.39 (b)(5), 300.43
855	Job Coaching: Job coaching is a service that provides assistance and guidance to an employee who may be experiencing difficulty with one or more aspects of the daily job tasks and functions. The service is provided by a job coach who is highly successful, skilled and trained on the job who can determine how the employee that is experiencing difficulty learns best and formulate a training plan to improve job performance.	X			5 CCR Section 3051.14; 34 CFR sections 300.39 (b)(5), 300.43
860	Mentoring: Mentoring is a sustained coaching relationship between a student and teacher through ongoing involvement. The mentor offers support, guidance, encouragement and assistance as the learner encounters challenges with respect to a particular area such as acquisition of job skills. Mentoring can be either formal, as in planned, structured instruction, or informal that occurs naturally through friendship, counseling, and collegiality in a casual, unplanned way.	X			5 CCR Section 3051.14; 34 CFR sections 300.39 (b)(5), 300.43
865	Agency linkages (referral and placement): Service coordination and case management that facilitates the linkage of individualized education programs under this part and individualized family service plans under part C with individualized service plans under multiple Federal and State programs, such as title I of the Rehabilitation Act of 1973 (vocational rehabilitation), title XIX of the Social Security Act (Medicaid), and title XVI of the Social Security Act (supplemental security income).	X			30 EC Section 56341.5 (f); 34 CFR Section 300.344 (3)(b)

Services will be provided in the school of attendance unless otherwise determined by the individualized education program (IEP) team.

Special Education Local Plan Area:

Code	Special Education Service Category Descriptions	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement*)
870	Travel training (includes mobility training)	X			5 CCR Section 3051.3; 34 CFR sections 300.39 (c)(7)
890	Other transition services: These services may include program coordination, case management and meetings, and crafting linkages between schools and between schools and postsecondary agencies.	X			
900	Other special education/related services: Any other specialized service required for a student with a disability to receive educational benefit.	X			
* B&PC–Business and Professional Codes CCR–California Code of Regulations CFR–Code of Federal Regulations EC–Education Code GC–Government Code					

Services will be provided in the school of attendance unless otherwise determined by the individualized education program (IEP) team.

Special Education Local Plan Area:

Local Educational Agency:

ANNUAL SERVICE PLAN (001)
SELPA/Pajaro Valley Unified School District 2012-2013

Location											
A. The services listed in the boxes to the right (→) are provided at all schools in the LEA.	330	340	350	415	425	435	436	445	450	460	510
	515	520	530	535	710	715	720	725	730	740	760
B. List all physical locations where services are provided in the LEA. Also, list any other services that are provided and not listed in box A above.	<p style="text-align: center;">Nature of Service</p> <p>List the California Special Education Management Information System (CASEMIS) code associated with each service that is provided at the location listed in the left-hand column.</p>										
1. Amesti											
2. Ann Soldo											
3. Bradley											
4. Calabasas											
5. Freedom											
6. Hall District											
7. HA Hyde											
8. Landmark											
9. MacQuiddy											
10. Mar Vista											
11. Mintie White											
12. Ohlone											
13. Radcliff											
14. Rio del Mar											
15. Starlight											
16. Valencia											
17. Aptos Jr. High	830										
18. Cesar Chavez Middle	830										
19. E.A. Hall Middle	830										
19. Lakeview	830										
20. Pajaro Middle	830										
21. Rolling Hills	830										
22. Aptos High	830										
23. Pajaro Valley High	830										
24. Watsonville High	830										

26. Renaissance High	830										
27. New School	830										
28. Aptos Post Secondary	830										
29. Watsonville Post Secondary	830										
30. Alianza School	830										

Please ensure that the following are included on this form:

10–Public Day School	11–Public Residential School
15–Special Education Center/Facility	19–Other Public School/Facilities
20–Continuation School	22–Alternative Work Education Center/Work Study Program
24–Independent Study	31–Community School
55–Charter School (operated by an LEA/District/County Office of Education)	56–Charter School (operated as an LEA)

Special Education Local Plan Area:

Local Educational Agency:

Other Facilities (002)
SELPA/Pajaro Valley Unified School District 2012-2013

List the site name and type of facility providing services to students enrolled in the LEA		Services Provided at this Location							
Site Name	Type of Facility (see below)	List the California Special Education Information System (CASEMIS) code associated with each service that is provided at the location listed in the left-hand column							
1.Amesti	10	330	340	350	415	425	435	436	445
		450	460	510	515	520	530	535	710
		715	720	725	730	740	760		
2.Ann Soldo	10	330	340	350	415	425	435	436	445
		450	460	510	515	520	530	535	710
		715	720	725	730	740	760		
3. Bradley	10	330	340	350	415	425	435	436	445
		450	460	510	515	520	530	535	710
		715	720	725	730	740	760		
4. Calabasas	10	330	340	350	415	425	435	436	445
		450	460	510	515	520	530	535	710
		715	720	725	730	740	760		
5.Freedom	10	330	340	350	415	425	435	436	445
		450	460	510	515	520	530	535	710
		715	720	725	730	740	760		
6.Hall District	10	330	340	350	415	425	435	436	445
		450	460	510	515	520	530	535	710
		715	720	725	730	740	760		
7. HA Hyde	10	330	340	350	415	425	435	436	445
		450	460	510	515	520	530	535	710
		715	720	725	730	740	760		
8. Landmark	10	330	340	350	415	425	435	436	445
		450	460	510	515	520	530	535	710
		715	720	725	730	740	760		
9. MacQuiddy	10	330	340	350	415	425	435	436	445
		450	460	510	515	520	530	535	710
		715	720	725	730	740	760		
10. Mar Vista	10	330	340	350	415	425	435	436	445
		450	460	510	515	520	530	535	710
		715	720	725	730	740	760		
11. Mintie White	10	330	340	350	415	425	435	436	445
		450	460	510	515	520	530	535	710
		715	720	725	730	740	760		

12. Ohlone	10	330 450 715	340 460 720	350 510 725	415 515 730	425 520 740	435 530 760	436 535	445 710
13. Radcliff	10	330 450 715	340 460 720	350 510 725	415 515 730	425 520 740	435 530 760	436 535	445 710
14. Rio del Mar	10	330 450 715	340 460 720	350 510 725	415 515 730	425 520 740	435 530 760	436 535	445 710
15. Starlight	10	330 450 715	340 460 720	350 510 725	415 515 730	425 520 740	435 530 760	436 535	445 710
16. Valencia	10	330 450 715	340 460 720	350 510 725	415 515 730	425 520 740	435 530 760	436 535	445 710
17. Aptos Jr. High	10	330 450 715	340 460 720	350 510 725	415 515 730	425 520 740	435 530 760	436 535	445 710
18. Cesar Chavez Middle	10	330 450 715	340 460 720	350 510 725	415 515 730	425 520 740	435 530 760	436 535	445 710
19. E.A. Hall	10	330 450 715	340 460 720	350 510 725	415 515 730	425 520 740	435 530 760	436 535	445 710
20. Lakeview Middle	10	330 450 715	340 460 720	350 510 725	415 515 730	425 520 740	435 530 760	436 535	445 710
21. Pajaro Middle	10	330 450 715	340 460 720	350 510 725	415 515 730	425 520 740	435 530 760	436 535	445 710
22. Rolling Hills Middle	10	330 450 715	340 460 720	350 510 725	415 515 730	425 520 740	435 530 760	436 535	445 710
23. Aptos High	10	330 450 715	340 460 720	350 510 725	415 515 730	425 520 740	435 530 760	436 535	445 710
24. Pajaro Valley High	10	330 450 715	340 460 720	350 510 725	415 515 730	425 520 740	435 530 760	436 535	445 710
25. Watsonville High	10	330 450 715	340 460 720	350 510 725	415 515 730	425 520 740	435 530 760	436 535	445 710
26. Renaissance High	20	330 450 715	340 460 720	350 510 725	415 515 730	425 520 740	435 530 760	436 535	445 710
27. Community Day Schools (COE, New School)	31	330 450	340 460	350 510	415 515	425 520	435 530	436 535	445 710

		715	720	725	730	740	760		
28. Aptos Post Secondary	15	330 450 715	340 460 720	350 510 725	415 515 730	425 520 740	435 530 760	436 535	445 710
29. Watsonville Post Secondary	15	330 450 715	340 460 720	350 510 725	415 515 730	425 520 740	435 530 760	436 535	445 710
30. Alianza	55	330 450 715	340 460 720	350 510 725	415 515 730	425 520 740	435 530 760	436 535	445 710
31. AVCI Charter	55	330 450 715	340 460 720	350 510 725	415 515 730	425 520 740	435 530 760	436 535	445 710
32. Linscott Charter	55	330 450 715	340 460 720	350 510 725	415 515 730	425 520 740	435 530 760	436 535	445 710
33. Pacific Coast Charter	24/55	330 450 715	340 460 720	350 510 725	415 515 730	425 520 740	435 530 760	436 535	445 710
34. Watsonville Charter School of the Arts	55	330 450 715	340 460 720	350 510 725	415 515 730	425 520 740	435 530 760	436 535	445 710
35. CEIBA Charter School	55	330 450 715	340 460 720	350 510 725	415 515 730	425 520 740	435 530 760	436 535	445 710
36. Nonpublic Schools	70	330	460	510	515	520	530	535	
37. Nonpublic Schools	79	330	535						
38. Home Instruction	40	330							
39. CCS-MTU	19	450	460						

Use these codes to identify the type of facility providing services to students ages 6–22:

30–Juvenile Court School	32–Correctional Institution or Incarceration Facility	40–Home Instruction
45–Hospital Facility	50–Community College	51–Adult Education Program
70–Nonpublic Day School	71/72–Nonpublic Residential School	79–Nonpublic Agency

Special Education Local Plan Area:

Local Educational Agency:

Pre-School Services (004)
SELPA/Pajaro Valley Unified School District 2012-2013

List the site name and type of facility providing services to students enrolled in the LEA		Services Provided at this Location							
Site Name	Type of Facility	List the California Special Education Management Information System (CASEMIS) code associated with each service that is provided at the location listed in the left-hand column							
Duncan Holbert	15	330	340	350	415	425	435	436	445
		450	520	530	535	710	715	720	725
		730	740						
Head Start	61	330	340	350	415	425	445	450	530
		535	710	715	720	725	730	730	
Child Development Centers	62	330							
State Preschools	63	330							
Private Preschools	64	330							
CCS-MTU	19	460							

Use these numbers to identify the type of facility where Pre-School Services (ages 3–5) are provided:

40–Home Instruction	45–Hospital Facility
61–Head Start Program	62–Child Development or Child Care Facility
63–State Preschool Program	64–Private Preschool
65–Extended Day Care Program	

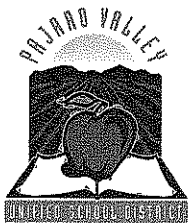
CUSTOMIZED SERVICE DESCRIPTIONS

Special Education Local Plan Area:

CASEMIS Code	Special Education Service Category Descriptions Birth–21 Years	Compliance Standard (Legal Requirement)	For CDE USE ONLY			
			Compliance Test	Meets Compliance Test		Findings/ Comments
				Yes	No	
			Has the Special Education Local Plan Area (SELPA) included: - Name of service? - Description of service? - How service provided?			



PAJARO VALLEY UNIFIED SCHOOL DISTRICT



Board Agenda Backup

Item No: 8.0

Date: June 13, 2012

Item: PUBLIC HEARING: 2012-13 Categorical Program Flexibility Transfers

Overview: Education Code Section 42605 allows school districts to transfer specified categorical program funds from restricted to unrestricted fund purposes. This is commonly referred to as "Tier Three" categorical flexibility. This statute went into effect in 2008-09 as a means of providing school districts fiscal and program flexibility in the face of significant state budget reductions to revenue limit and categorical funding. The statute was recently extended two years and is in effect until 2014-15.

The law requires school districts to hold a public hearing on the approved categorical program transfers included in their budgets. The hearing must be held annually during a regularly scheduled board meeting. The transfers must be listed separately indicating specific amounts, as well as where and for what purpose they were transferred.

Last year, the Legislature approved AB 189 requiring school districts to hold the public hearing prior to and independent of a meeting where the governing board adopts its annual budget. The bill requires the governing board to identify the program or programs to be closed before the public hearing.

Current fund transfers have been approved by the board via previous fiscal stabilization actions and are a significant component to maintaining the district's ongoing fiscal viability. Staff recommends the board adopt the same fund transfers approved last year for the 2012-13 July Budget. Staff continues to recommend a "status quo" budget for 2012-13 until the outcome of the two statewide tax measures on the November ballot is known.

- Attached is a spreadsheet describing the categorical program transfers to be approved in the district's 2012-13 July Budget.
- Staff notes that no action or recommendation has been made to eliminate, reduce, or close any district program in fiscal year 2012-13.

Recommendation: Hold a public hearing for purposes of taking public comment on the categorical program fund transfers to be included in the district's 2012-13 board-adopted July Budget.

Prepared By: Brett W. McFadden, Chief Business Officer and Helen Bellonzi, Director of Fiscal Services

Superintendent's Signature:

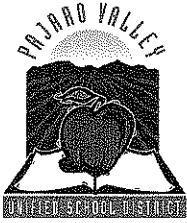
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Pajaro Valley Unified School District
Flexible Transfers per Education Code 42605
FY 2012-2013

Program	Amount Available	Amount of Transfer	Proposed Use
Cal-SAFE	342,893.00	-	No Transfer
Deferred Maintenance Apportionment	647,751.00	647,751.00	General Fund-Fiscal Stability
Advanced Placement	8,631.00	-	No Transfer
Physical Education Teacher Incentive Grants-6258	293,600.00	293,600.00	General Fund-Fiscal Stability
National Board Certification Teacher Incentive	6,712.00	6,712.00	General Fund-Fiscal Stability
Community Based English Tutoring	230,704.00	-	Adult Ed Fund
Adult Education	2,288,884.00	1,650,000.00	General Fund-Fiscal Stability
School Safety & Violence Prevention, Grades 8-12 -6405	114,184.00	-	No Transfer
Arts and Music Block Grant-6760	267,668.00	267,668.00	General Fund-Fiscal Stability
California High School Exit Exam (CAHSEE) Intensive Instruction and Services-7055	306,584.00	306,584.00	General Fund-Fiscal Stability
Supplemental School Counseling Program-7080	499,358.00	499,358.00	General Fund-Fiscal Stability
Gifted & Talented Education	114,827.00	-	No Transfer
Instructional Materials Realignment, IMFRP (AB 1781)-7156	998,177.00	500,000.00	General Fund-Fiscal Stability
California Peer Assistance & Review Program for Teachers (PAR)-7271	64,067.00	64,067.00	General Fund-Fiscal Stability
Certificated Staff Mentoring Program-7276	147,832.00	147,832.00	General Fund-Fiscal Stability
Staff Development: Mathematics and Reading (SB 472)-7294	70,168.00	70,168.00	General Fund-Fiscal Stability
Staff Development: Mathematics and Reading EL's (SB 472)-7296	47,111.00	47,111.00	General Fund-Fiscal Stability
Pupil Retention Block Grant-7390	188,801.00	188,801.00	General Fund-Fiscal Stability
Professional Development Block Grant	1,105,473.00	1,105,473.00	General Fund-Fiscal Stability
Targeted Instructional Improvement Block Grant -7394	961,717.00	961,717.00	General Fund-Fiscal Stability
School and Library Improvement Block Grant-7395	1,517,870.00	1,517,870.00	General Fund-Fiscal Stability
Class Size Reduction, Grade 9	364,851.00	364,851.00	General Fund-Fiscal Stability
Oral Health Assessments	10,531.00	-	General Fund-Fiscal Stability
Community Day School, Additional Funding	357,690.00	101,247.00	General Fund-Fiscal Stability
	#####	8,740,810.00	



PAJARO VALLEY UNIFIED SCHOOL DISTRICT



Board Agenda Backup

Item No: 9.0 & 13.3

Date: June 13, 2012

Item: Pajaro Valley Unified School District (PVUSD), Sunshine Proposal for 2012-2013, 2013-2014, 2014-2105 school years, to California School Employees Association, Chapter 132, for Public Hearing

Overview: Public Hearing for the 2012-2013, 2013-2014, 2014-2105 school years initial PVUSD Sunshine Proposal.

Government Code Section 3547, the Rodda Act, requires initial bargaining proposals to be presented for public comment. This public hearing provides the opportunity for public comment related to the initial bargaining proposal from PVUSD to CSEA.

Based on the State's ongoing reduction to K-12 education funding, increases in operating costs, health benefits and lack of one-time revenue sources, the District may be faced with a significant structural budget deficit in the 2013-2014 school year. The District believes there is a mutual interest to maintain classified staff, retain and recruit quality staff, and maintain fiscal solvency.

The District recognizes it must change how we do business and must reduce cost wherever possible. In addition, the District acknowledges the need to revise contract language in order to meet the needs of our employees and the District.

Therefore, the District proposes to work collaboratively with CSEA to insure we maintain quality classified staff and fiscal solvency. Our collective bargaining agreement expires at the end of the 2012-13 school year, as such, the District has prepared a list of Proposals attached herein that the District would like to address to meet the aforementioned interests.

Recommendation: The Board accepts public comment and accepts PVUSD's proposal to CSEA.

Prepared By: Dr. Albert J Roman, HR Assistant Superintendent

**Superintendent's
Signature:**

Dr. Albert J Roman

**PAJARO VALLEY UNIFIED SCHOOL DISTRICT'S (PVUSD) INITIAL SUNSHINE PROPOSAL
FOR NEGOTIATIONS**

2012-13, 2013-14 & 2014-15 SCHOOL YEARS

TO

CSEA (CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION) CHAPTER 132

JUNE 13, 2012

**THE PAJARO VALLEY UNIFIED SCHOOL DISTRICT IS INTERESTED IN SUNSHING THE
FOLLOWING:**

- Article VIII: Hours and Overtime
- Article IX: Leaves
- Article X: Transfers
- Article XII: Vacations
- Article XIV: Health and Welfare Benefits
- Article XV: Pay and Allowances
- Article XXII: Layoff and Re-Employment
- Article XXIX: Designation of Multilingual Classification
- Article XXX: Drug and Alcohol Testing/Transportation Employees

The Proposals/Options delineated above are examples of options to be considered. To restate, the District is committed to working collaboratively with CSEA to maintain a high quality, fiscally solvent District that is committed to students, staff and our community.



PAJARO VALLEY UNIFIED SCHOOL DISTRICT



Board Agenda Backup

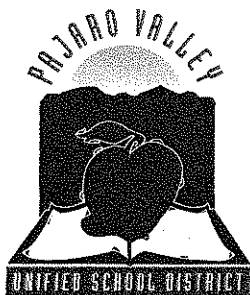
Item No: 11.3

Date:	June 13, 2012
Item:	Accept with Gratitude Donation of 18 Laptops to Watsonville High School from Mr. Richard Grotegut
Overview:	The Board acknowledges and recognizes the generosity of community members and businesses. Their commitment to education is evident through their contribution.
Recommendation:	Accept with gratitude.

Prepared By: Dorma Baker, Superintendent

Superintendent's Signature:

Dorma Baker



Pajaro Valley Unified School District

Technology Services

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

Richard Grotegut
43600 Mission Blvd.
Freemont, CA 94539

Friday, May 18, 2012

Dear Mr. Richard Grotegut:

Thank you for your generous donation of 18 laptops with 15" LCD screens.

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

Your gift is tax-deductible as a charitable contribution to an educational organization, as defined by the Internal Revenue Code, Section 170(a) and (b)(1)(A)(ii). You have valued your donation at a total of \$6,300

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

Sincerely,

Timothy Landeck
Director, Technology Services



Board Agenda Backup

Item No: 11.4

Date: May 30, 2012

Item: CAHSEE Passage Waiver
Math (PVHS 11-12-39)

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

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

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

Recommendation: Approve

Budget Considerations: None

Funding Source:

Budgeted: Yes: ☐ No: ☐

Amount: \$

Prepared By: Dee Teutschel, Program Director Special Services

Superintendent's Signature: Dawn Bell

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Date: 05-01-12

To The Parent/Guardian of: _____

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: 5/15/12

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

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

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

Signature of Parent: _____

Date: 5-16-12

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.

Student ID#:

1a.

Student has a specific learning disability impacting his visual-motor integration skills which impedes his performance in completing math computation and written assignments.

1b.

Student has the use of a calculator on math tests.

Questions were read aloud to the student in administering the CAHSEE math test.

1c.

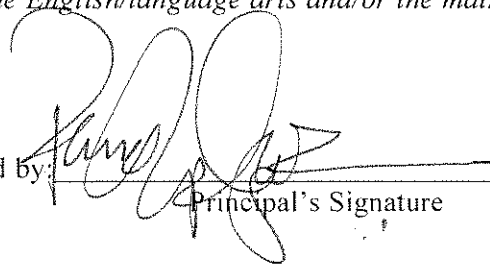
Student delays in visual-motor integration which makes it especially challenging for him to both process and accurately respond to the items on a math test.

1d.

Teachers have been provided with copies of student's IEP goals and recommended accommodations or modifications. Student has the use of a calculator as permitted on a regular basis in all classes, both on regular assignments as well as on tests.

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:

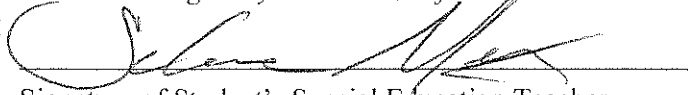


Principal's Signature

5/17/12

Date

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



Signature of Student's Special Education Teacher

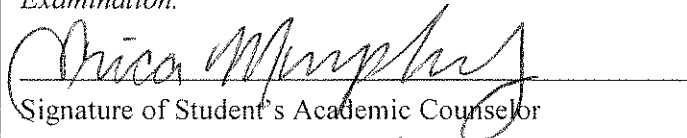
05-01-12

Date

Selene M. Casas

Print Name of Student's Special Education Teacher

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



Signature of Student's Academic Counselor

5/18/12

Date

Erica Murphy

Printed Name of Student's Academic Counselor



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

Student _____

Date of Birth _____

IEP Meeting Date 09/28/11

SUPPLEMENTARY/SPECIALIZED SUPPORT

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

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

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

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

PARTICIPATION IN STATE AND DISTRICT-WIDE STANDARDIZED TESTING AND ASSESSMENT

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

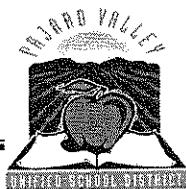
- ☐ School Readiness (Preschool Only)
☐ DRDP-R ☐ DRDP Access Adaptations/Accommodations (specify) _____
- ☒ Language Arts: (Gr. 2-11) ☐ Grade Exempt ☐ CST **OR** ☒ CMA (Criteria Met) (Gr. 3-11)
☐ No accommodations or modifications ☒ Accommodations (specify below) ☐ Modifications (specify below)
Accommodations: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

PROMOTION STANDARDS

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

CALIFORNIA HIGH SCHOOL EXIT EXAMINATION (CAHSEE)

- ☐ No accommodations or modifications ☐ Exempt due to eligibility for participation in CAPA
☒ Modifications (specify) Use of a calculator, Questions read aloud ☐ Grade Exempt (below grade 10)
☒ Accommodations (specify) Flexible 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 09/28/11

INSTRUCTIONAL ACCOMMODATIONS

Area of Difficulty	Accommodation	Responsible Agency/Personnel	Start Date
Auditory Memory	Extra Time: Assignments/Tests (1.5), Frequent Breaks, Preferential Seating, Provide with Notes, Shortened Assignments, Take Tests in Alternate Setting, Tests in Short Segments, Visual Models	District of Service/ Gen. Ed. Teacher, Assistant, RS	08/17/2011
Processing Speed	Calculator, Directions Read Aloud, Extra Time: Assignments/Tests (1.5), Preferential Seating, Provide with Notes, Shortened Assignments, Take Tests in Alternate Setting, Tests in Short Segments, Visual Models	District of Service/ Gen. Ed. Teacher, Assistant, RS	08/17/2011
Other: Language Development	Dictate Written Work, Dictionary, Directions Read Aloud, Extra Time: Assignments/Tests (1.5), Frequent Breaks, Preferential Seating, Provide with Notes, Shortened Assignments, Study Buddy, Take Tests in Alternate Setting, Tests in Short Segments, Visual Models	District of Service/ Gen. Ed. Teacher, Assistant, RS	08/17/2011

Pajaro Valley Unified School District

Date: 8/23/2010

ated:

Of: 2014

School Name/Address

Pajaro Valley High School
500 Harkins Slough
Watsonville, CA 95076

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

Counselor: Murphy, E

SSID:

CrsID	Course Title	Mark	Credit	Credit Summary - High School				CrsID	Course Title	Mark	Credit
Pajaro Valley High School Grd 09 12/2010				Subject Area	Req	Cmp	Def				
2413	P Algebra 1A/B (Support9T RD		0.000	A English	40.00	5.00	35.00				
9270	Directed Study	C+	5.000	B Math	20.00	10.00	10.00				
1037	ELD 3	F	0.000	C Biological Science	10.00	5.00	5.00				
1037	ELD 3	C	5.000	D Physical Science	10.00	0.00	10.00				
3610	P Integrated Science I	F	0.000	E Health	5.00	0.00	5.00				
2976	Math B (9th)	RF	5.000	F Fine Arts / Foreign L	10.00	0.00	10.00				
Crs Att: 30.000 Cmp: 15.000 Total GPA: 1.000				G Physical Education	20.00	5.00	15.00				
				H Applied Arts	10.00	5.00	5.00				
Pajaro Valley High School Grd 09 6/2011				I World Civilization	10.00	5.00	5.00				
2413	P Algebra 1A/B (Support9T I		0.000	J US History	10.00	0.00	10.00				
9270	Directed Study	B+	5.000	K Federal Government	5.00	0.00	5.00				
1037	ELD 3	D-	5.000	L Economics	5.00	0.00	5.00				
1037	ELD 3	C-	5.000	M Electives	45.00	25.00	20.00				
3610	P Integrated Science I	F	0.000	N Algebra	10.00	5.00	5.00				
2976	Math B (9th)	F	0.000	O Science	10.00	0.00	10.00				
Crs Att: 30.000 Cmp: 15.000				-----							
				---Total Credits---				220.00	65.00	155.00	
After School Pajaro Valley High Grd 09 6/2011				GPA Summary							
AS2410	ALGEBRA 1 - 1st Sem.	C-	5.000								
Crs Att: 5.000 Cmp: 5.000 Total GPA: 1.333				Academic GPA: 1.875 Rank 0 out of							
				Total GPA: 1.875 Rank 6 out of							
				CSU GPA: 1.000							
				Cal Grant GPA: 3.000							
Pajaro Valley High School Grd 10 12/2011				Testing Information							
4610	N Adv PE	C	5.000	CAHSEE_ELA-1-1							
8120	English 2 (I)	B	5.000	CA HSEE ELA F 2/7/2012							
8345	Integrated Science 2 (I A		5.000	CAHSEE_Math-1-1							
5051	Intro Computers	D-	5.000	CA HSEE Math F 2/8/2012							
8220	Math 2 (I)	A	5.000								
8250	World Civilization (IEP A		5.000								
Crs Att: 30.000 Cmp: 30.000 Total GPA: 3.000											
Work In Progress											
4610	N Adv PE		0.000								
8120	English 2 (I)		0.000								
3910	Health		0.000								
8345	Integrated Science 2 (I		0.000								
8220	Math 2 (I)		0.000								
8250	World Civilization (IEP		0.000								

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

Polio	6/22/1995	8/22/1995	10/17/1995	3/28/2002
DTB	6/22/1995	8/22/1995	10/17/1995	9/3/1997 9/26/2002
MMR	9/3/1997	2/5/2003		
HEP B	9/3/1997	12/4/1997	3/28/2002	
Varicella	3/28/2002			

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

Date: 5/18/2012



10 Selpa 71172
California High School Exit Exam

See back for details

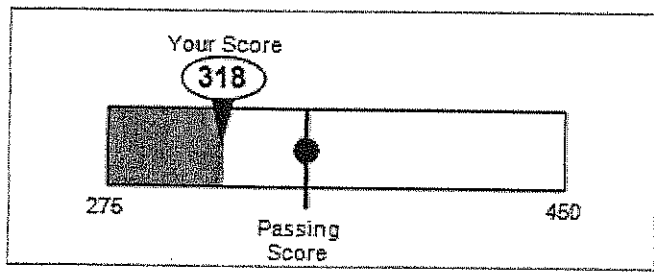
Student and Parent Report

English-Language Arts

Test Date: 02/07/2012

Your Total Score	Score Required to Pass	Status
318	350	NOT PASSED

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



Strands for English-Language Arts

READING	Number of Questions	Number Correct
Word Analysis	7	2
Reading Comprehension	18	8
Literary Response & Analysis	20	8
WRITING		
Writing Strategies	12	5
Writing Conventions	15	6

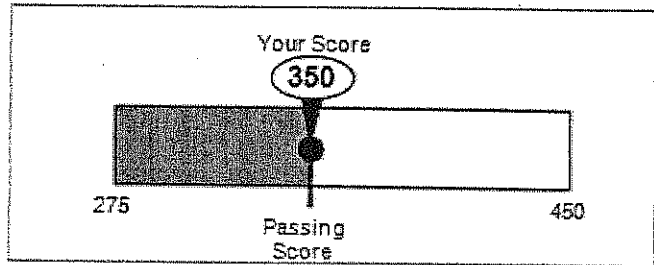
Writing Applications	Your Score
Essay	2.0

Mathematics

Test Date: 02/08/2012

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.



Strands for Mathematics

	Number of Questions	Number Correct
Probability & Statistics	13	5
Number Sense	17	11
Algebra & Functions	20	8
Measurement & Geometry	18	13
Algebra I	12	6

* Each student essay receives two scores that range from 1 (lowest) to 4 (highest) or non-scorable (NS). The average of these two scores is listed above under the heading "Your Score". The Writing Applications score counts as 20% of the total English-Language Arts score.
A student must only retake the subject area examination (English-Language Arts and/or Mathematics) that was not passed.



Board Agenda Backup

Item No: 11.5

Date: June 13, 2012

Item: Project Acceptance / Notice of Completion
Rio Del Mar Elementary – New Concrete Stairs with Railings

Overview: On March 14, 2012 the Board awarded a contract to Nor-Cal Contractor, the apparent low bidder and entered into contract in the amount of \$25,055.00. The project had no change orders and the work under that contract is now complete.

Recommendation: It is recommended that the Board accept the Notice of Completion for this project and authorize the Director of Maintenance, Operations and Facilities to execute the Notice of Completion (attached) and file it with the County of Santa Cruz.


Budget Considerations:

Funding Source: Deferred Maintenance Funds

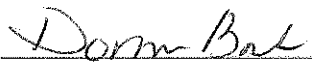
Budgeted: Yes: ☒ No: ☐

Amount: \$25,055.00

Prepared By:


Richard Mullikin, Director of Maintenance, Operations & Facilities

Superintendent's Signature:


Dorma Baker

RECORDING REQUESTED BY

[PAJARO VALLEY UNIFIED SCHOOL DISTRICT]

AND WHEN RECORDED MAIL TO:

PAJARO VALLEY UNIFIED SCHOOL DISTRICT
MAINTENANCE, OPERATIONS & FACILITIES DEPARTMENT
294 GREEN VALLEY ROAD
WATSONVILLE, CALIFORNIA 95076

Complimentary Recording, Pursuant to Government Code 27383

SPACE ABOVE THIS LINE FOR RECORDERS USE

NOTICE of COMPLETION

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

1. The undersigned is owner or corporate officer of the owner of the interest or state stated below in the property hereinafter described:

2. The full name of the owner is: Pajaro Valley Unified School District

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

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

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

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

NAMES:

ADDRESSES:

N/A

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

NAMES:

ADDRESSES:

N/A

6. A work of improvement on the property hereinafter described was completed on: May 31, 2012.

The work done was: Replacement of existing stairs with new concrete stairs and metal handrail

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

8. The property on which said work of improvements was completed is in the City of: Watsonville, County of: Santa Cruz, State of: California, and is described as follows: Rio Del Mar Elementary School

9. The Street address of said property is: 819 Pinehurst Drive, Aptos, CA 95003 APN#: 053-011-12

(IF NO STREET ADDRESS HAS BEEN OFFICIALLY ASSIGNED, INSERT "NONE")

Dated: June 13, 2012

X Richard Mullikin,

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

VERIFICATION

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

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

Executed on June 13, 2012 at Watsonville, CA 95076
(CITY) (STATE) (ZIP)

DSA#: 01-112261
File#: 44-37

X

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



PAJARO VALLEY UNIFIED SCHOOL DISTRICT

Board Agenda Backup

Item No: 11.6

Date: June 13, 2012

Item: New Course Proposals – Watsonville High School – Advanced Placement World Civilization

Overview: Each year the high schools may propose new courses. Proposed courses go through a process which includes approval by the administration and the principal's leadership group. New courses at WHS go through the site's leadership team – Cabinet. Cabinet is comprised of Department Chairs, Smaller Learning Community representatives and the site administrators. The course being submitted for review and approval is: Advanced Placement World Civilizations

Rationale: Currently, Watsonville High School offers AP European History for 10th grade students wishing to enroll in an AP course to replace their 10th grade Social Studies A-G requirement. AP World Civilizations would replace this course. AP World Civilizations would offer students an academically rigorous course from a truly global perspective, better preparing students to function in a global economy. The content of AP World is also more closely aligned with the general ed. class, thus offering more continuity between AP and non-AP. Because of this continuity, and considering the future of Common Core Standards, the proposing instructor endeavors to create a curriculum modeled after the AP World course that can then be taught to general World Civ students, and shared throughout the department—thus creating an opportunity for all WHS 10th grade World Civ students to complete AP level course work.

Board approval also affords our other high schools the opportunity to offer AP World Civilizations.

Recommendation: This is the first reading of these four new courses. It will be the recommendation that the board approve this course at the next board meeting so it can be included on the list of course offerings for WHS.

Budget Considerations: **General Fund.** This course will be part of the staffing at WHS and the others schools. It will not be an additional cost to the district.

Funding Source:

Budgeted: Yes: ☒ No: ☐

Amount: \$

Prepared By: Murry Schekman

Superintendent's Signature:

Dormant

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

Division of Secondary Education

NEW COURSE PROPOSAL—HIGH SCHOOL

From Watsonville High School

School: Watsonville High School

Date: 3/20/12

Proposer: Ryan Jones

Department: Social Sciences

Title of Proposed Course: AP World Civilizations

I. Statement of Need

Currently, Watsonville High School offers AP European History for 10th grade students wishing to enroll in an AP course to replace their 10th grade Social Studies A-G requirement. AP World Civilizations would replace this course. AP World Civilizations would offer students an academically rigorous course from a truly global perspective, better preparing students to function in a global economy. The content of AP World is also more closely aligned with the general ed. class, thus offering more continuity between AP and non-AP. Because of this continuity, and considering the future of Common Core Standards, the proposing instructor endeavors to create a curriculum modeled after the AP World course that can then be taught to general World Civ students, and shared throughout the department—thus creating an opportunity for all WHS 10th grade World Civ students to complete AP level course work.

II. Students Involved

Eligible incoming 10th grade students wishing to enroll in AP World Civilizations instead of the required 10th grade general ed. course in Social Studies (World Civilizations).

III. Prerequisites

1. Students must complete an AP World Civilizations application and contract.
2. Students must compose a typed essay expressing their interest in AP World Civilizations and outline their academic goals.
3. Students must receive a recommendation from their Freshmen level ELA course instructor.

IV. Staff Required

This course would replace an already existing course (AP European History). The district funding for the existing course would be used for this course.

V. Program Length and Credit

- A. One academic year in length
- B. 10 credits per year
- C. Will satisfy the A—G Social Studies requirements for 10th grade.

VI. Objectives

A. General:

AP World Civilizations examines the evolution of global processes and contacts, including interactions over time, in order to find patterns in the causes and consequences of significant changes in various regions around the world from 8000 B.C.E. to present.

B. Behavioral:

- Construct meaningful interpretations through sophisticated analysis of relevant historical evidence; and evaluate and synthesize conflicting historical evidence to construct persuasive historical arguments.
- Analyze such features of historical evidence as audience, purpose, point of view, format, argument, limitations, and context in order to make supportable inferences and draw appropriate conclusions thus placing evidence in its context.
- Distinguish among coincidence, causation, and correlations in relations to historical events, as well as critiquing standard interpretations of causes and effect.
- Analyze and evaluate historical patterns of continuity and change over time, thus making connections to course themes, global processes, and current events.
- Analyze and assess competing models of periodization, and construct plausible alternate examples of periodization.
- Compare related historical developments and processes across place, time and/or different societies (or within one society), explaining and evaluating multiple and differing perspectives on a given historical phenomenon or event.
- Evaluate ways in which historical phenomena or processes relate to broader regional, national, or global processes.
- Critique diverse historical interpretations, recognizing the constructed nature of historical interpretation, how the historians' point of view influences their interpretations, and how models of historical interpretation change over time.
- Demonstrate an understanding of the past by applying several of the historical thinking skills, and drawing appropriately on ideas from different fields of inquiry or disciplines when presented in the form of data and arguments.

C. Framework:

- i. Examine archeological evidence from Paleolithic era to determine migration patterns of early hominids from East Africa to Eurasia, Australia, and the Americas with particular attention to developing uses of tools and technology and impacts on culture and climate.
- ii. Examine the causes and effects of the Neolithic Revolution and the development of new and more complex economic and social systems including pastoralism in Afro-Eurasia, Mediterranean, Mesopotamia, Papua New Guinea, Mesoamerica, and the Andes.
- iii. Codifications and further developments of existing religious traditions and the effect on cultural traditions, laws and governance, social organization, art, and architecture.
- iii. The rise and decline of growing states and empires such as the Persian Empires of Southwest Asia, the Qin and Han Empire of East Asia, the Maurya and Gupta Empires of South Asia, the Greek city-states and colonies and Roman Empires of the Mediterranean, Teotihuacan and Maya city-states of Mesoamerica, and the Moche of South America—as well as their effects on political administration, diplomacy, military action, social structure and cultural traditions, and climate.

- iv. Examine trans-regional trade and communication methods and effects including: Eurasian Silk Roads, Trans-Saharan caravan routes, Indian Ocean sea lanes, Mediterranean sea lanes; and their impact in the trade of goods, exchange of people, technology, religious and cultural beliefs, agriculture, and disease pathogens.
- v. Examine the effects of improved transportation technologies as well as commercial practices that led to an increased volume of trade, and expanded geographical range of existing and newly active trade networks within China, the Byzantine Empire, the Caliphates, and the Mongols.
- vi. Describe the causes and consequences of the rapid decline of empires.
- vii. Examine innovations in agriculture and industrial production and their effects on urbanization, trade networks, labor management, religious and cultural institutions, gender roles, and family life.
- viii. Examine the technological innovations in transportation that brought about a global circulation of goods, such as the Columbian Exchange, and its effects on language, religion, culture and social structure, pathogens, and agriculture and pastoralism.
- ix. Examine forms of social organization and modes of production in relation to peasant farming and African slave labor.
- x. Examine the causes of industrialization as well as its effects on how goods were produced, urbanization, agricultural production, transportation, accumulation of capital, social class, labor management, economies, and political and social institutions.
- xi. Examine the effects and motivations for imperialism and nation-state formation including rising nationalism, revolution and political reform.
- xii. Examine global migrations patterns and the effects on agriculture, transportation, and labor.
- xiii. Examine accelerating global changes and realignments in relations to science developments, communication and access to information, climate, shifts in political and economic capital and influence, and causes and consequences of a century of unprecedented military and political conflicts on a global scale.
- xiv. Challenges and conceptualizations of a global economy, society, and culture.

VII. Course Outline

A. Major Concepts (Themes of AP World Civilizations):

- i. Interaction Between Humans and the Environment:** Demography and disease, migration patterns, patterns of settlement, and technology
- ii. Development and Interaction of Cultures:** religions, belief systems, philosophies and ideologies, science and technology, the arts and architecture.
- iii. State-Building, Expansion, and Conflict:** Political structures and forms of governance, empires, nations and nationalism, revolts and revolutions, regional, trans-regional, and global structures and organizations.
- iv. Creation, Expansion, and Interaction of Economic Systems:** Agricultural and pastoral production, trade and commerce, labor systems, industrialization, capitalism and socialism.
- v. Development and Transformation of Social Structures:** Gender roles and relations, family and kinship, racial and ethnic constructions, social and economic classes.

B. Activities:

- Opportunities for students to identify and analyze patterns of change and continuity and change over time and across geographical regions.
- Opportunities for students to apply multiple historical thinking skills to examine a particular historical problem or question.
- Students research current political events in the world and connect insights from a historical context to the present.
- Through writing, students examine cause and effect, and relationships between events and form arguments supported with written documents, maps, images, quantitative data, works of art, and other types of historical sources.
- Students are taught to discourse with their peers regarding historical insights and context.
- Students practice skills to prepare them to become self-learners.

VIII. Teaching Methods Involved

Instructor will use a variety of teaching methods to engage students in course content and increase academic literacy. These methods include lecture, structured academic discourse, primary and secondary source analysis, document based questions, free response questions, group and individual course work, etc. Appropriate strategies for ELLs will also be in place to scaffold content and literacy skills.

IX. Instructional Materials and Equipment

The following materials will be used in the course:

1. Textbook: World Civilizations: The Global Experience, 5th Edition, *AP Edition* by: Sterns, Adas, Schwartz, and Gilbert. ISBN: 0-13-220699-4
2. AP World Exam prep book
3. A variety of primary and secondary documents

X. Evaluation

All students will participate in the end of the year AP exam. The exam is 3 hours and 5 minutes long and includes both a 55-minute multiple-choice section and a 130 minute free-response section. The multiple-choice section of the examination accounts for half of the student's exam grade, and the free-response section for the other half. Section I consists of 70 multiple-choice questions designed to measure the student's knowledge of world history from Period 1 to the present. In Section II, the free-response section of the exam, Part A begins with a mandatory 10-minute reading period for the document-based question. Students should answer the document-based question in approximately 40 minutes. In Part B students are asked to answer a question that deals with continuity and change over time (covering at least one of the periods in the concept outline). Students will have 40 minutes to answer this question, 5 minutes of which should be spent planning and/or outlining the answer. In Part C students are asked to answer a comparative question that will focus on broad issues or themes in world history and deal with at least two societies. Students will have 40 minutes to answer this question, 5 minutes of which should be spent planning and/or outlining the answer.

In addition to the AP Exam, instructor will use formative and summative assessments to measure both content and academic literacy skills to inform instruction and evaluate student progress. Some of these assessments include multiple-choice exams and quizzes, open-ended response, timed essays, and formal typed (untimed) essays.

PAJARO VALLEY UNIFIED SCHOOL DISTRICT



Board Agenda Backup

Item No: 11.7

Date: June 13, 2012

Item: Approve Resolution #11-12-32, Calling for Consolidation of Elections with the November 6, 2012 General Elections for Santa Cruz County

Overview: Attached is the resolution ordering elections, requesting County elections to conduct the election, requesting consolidation of the election, and specification of the election order for Trustee Areas II, III and VI in the Santa Cruz County to be held on November 6, 2012.

Recommendation: Approve.

Budget Considerations:

Funding Source: General Fund

Budgeted: Yes: ☒ No: ☐

Amount: Between \$35,000 and \$40,000

Prepared By: Dorma Baker, Superintendent

Superintendent's Signature:

Dorma Baker

RESOLUTION NO. 11-12-32

June 13, 2012

RESOLUTION ORDERING ELECTION, REQUESTING COUNTY ELECTIONS TO CONDUCT THE ELECTION, REQUESTING CONSOLIDATION OF THE ELECTION, AND SPECIFICATIONS OF THE ELECTION ORDER

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

WHEREAS, pursuant to Education Code Section 5322, whenever a school district election is ordered, the governing board of the district or the board or officer authorized to make such designations shall, concurrently with or after the order of election, but not less than 123 days prior to the date set for the election in the case of an election for governing board members, or at least 88 days prior to the date of the election in the case of an election on a measure, including a bond measure, by resolution delivered to the county superintendent of schools and the officer conducting the election specify the date of the election and the purpose of the election;

WHEREAS, pursuant to Education Code Section 10002, the governing body of any city or district may by resolution request the Board of Supervisors of the county to permit the county elections official to render specified services to the city or district relating to the conduct of an election;

WHEREAS, the resolution of the governing body of the city or district shall specify the services requested; and

WHEREAS, pursuant to Elections Code Section 10400, whenever two or more elections, including bond elections, of any legislative or congressional district, public district, city, county, or other political subdivision are called to be held on the same day, in the same territory, or in territory that is in part the same, they may be consolidated upon the order of the governing body or bodies or officer or officers calling the elections; and

WHEREAS, pursuant to Elections Code Section 10403, whenever an election called by a district, city or other political subdivision for the submission of any questions, proposition, or office to be filled is to be consolidated with a statewide election, and the question, proposition, or office to be filled is to appear upon the same ballot as that provided for that statewide election, the district, city or other political subdivision shall, at least 88 days prior to the date of the election, file with the board of supervisors, and a copy with the elections official, a resolution of its governing board requesting the consolidation, and setting forth the exact form of any question, proposition, or office to be voted upon at the election, as it is to appear on the ballot. Upon such request, the Board of Supervisors may order the consolidation; and

WHEREAS, the resolution requesting the consolidation shall be adopted and filed at the same time as the adoption of the ordinance, resolution, or order calling the election; and

WHEREAS, pursuant to Education Code Section 5342 and Elections Code Section 10400, such election for school districts may be either completely or partially consolidated;

WHEREAS, various district, county, and statewide and other political subdivision elections have been or may be called to be held on November 6, 2012;

NOW, THEREFORE, BE IT RESOLVED AND ORDERED that the Governing Board/Board of Trustees of the Pajaro Valle Unified School District hereby orders an election to be called and consolidated with any and all elections also called to be held on November 6, 2012 insofar as said elections are to be held in the same territory or in territory that is in part the same as the territory of the School District request to the Board of Supervisors of the County of Santa Cruz to order such consolidation under Elections Code Section 10400; and

BE IT FURTHER RESOLVED AND ORDERED that said School Board hereby requests the Board of Supervisors to permit the Santa Cruz County Elections Department to provide any and all services necessary for conducting the election; and

BE IT FURTHER RESOLVED AND ORDERED that pursuant to Education Code Section 5322, the authority for the specifications of the election order, the governing body of the Pajaro Valley Unified School District hereby orders an election to be held with the following specification:

The election shall be held on Tuesday, November 6, 2012;

BE IT FURTHER RESOLVED AND ORDERED that the Santa Cruz County Elections Department conduct the election for the following OFFICES on the November 6, 2012 ballot:

SEATS OPEN	OFFICE	TERM	DISTRICT
1	Board Member	4 Years	Trustee Area II
1	Board Member	4 Years	Trustee Area III
1	Board Member	4 Years	Trustee Area VI

The qualifications of a nominee of an elective officer of the school district are as follows:

- Any person is eligible to be a Governing Board member, without further qualification if he/she is 18 years of age or older, a citizen in the state, a resident of the trustee area, a registered voter and not legally disqualified from holding office (pursuant to Education Code 35107).
- A district employee elected to the Board shall resign his/her position before being sworn in or shall have his/her employment automatically terminated upon being sworn into office (pursuant to Education Code 35107)

The Candidate's statement of Qualifications shall be limited to **200 words** and will be paid for by the candidate.

BE IT FURTHER RESOLVED AND ORDERED that the Santa Cruz County Elections Department is ordered that in the event of a tie vote, the candidate will be selected by:

- ☐ Run-off election
☒ By lot

PASSED AND ADOPTED by the Pajaro Valley Unified School District, County of Santa Cruz, State of California, this 13th day of June 2012, by the following vote:

AYES: _____ **NOES:** _____ **ABSTENTIONS:** _____ **ABSENT:** _____

CHAIRPERSON OF PAJARO VALLEY UNIFIED SCHOOL DISTRICT BOARD:

Leslie L. DeRose, President

Attested: _____
Dorma Baker, Secretary



PAJARO VALLEY UNIFIED SCHOOL DISTRICT



Board Agenda Backup

Item No: 11.8

Date:	June 13, 2012
Item:	Approve Resolution #11-12-33, Calling for Consolidation of Elections with the November 6, 2012 General Elections for Monterey County
Overview:	Attached is the resolution ordering elections, requesting County elections to conduct the election, requesting consolidation of the election, and specification of the election order for Trustee Area III in the Monterey County to be held on November 6, 2012.
Recommendation:	Approve.

Budget Considerations:

Funding Source: General Fund

Budgeted: Yes: ☒ No: ☐

Amount: Between \$10,000 and \$15,000

Prepared By: Dorma Baker, Superintendent

Superintendent's Signature: Dorma Baker

RESOLUTION NO. 11-12-33

JUNE 13, 2012

RESOLUTION ORDERING ELECTION, REQUESTING COUNTY ELECTIONS TO CONDUCT THE ELECTION, REQUESTING CONSOLIDATION OF THE ELECTION, AND SPECIFICATIONS OF THE ELECTION ORDER

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

WHEREAS, Section 5000 Education Code calls for a regular biennial Election for the purpose of electing members of this Governing Board to be held on November 6, 2012; and

WHEREAS, Section 5322 Education Code requires this Governing Board to order elections held in this district, and;

WHEREAS, There will be a total of one (1) offices within this district in the Monterey County to be filled at said Election said offices will now filled by the following Board Member: Trustee Area III, Karen Osmudson, Four Year Term;

WHEREAS, Section 13307 Election Code requires this Governing Board to fix and determine the number of words that a candidate may submit on his/her candidate's statement and to determine if the District or the Candidate will pay the cost of the Statement; and

WHEREAS, Section 5342 Education Code authorizes the consolidation of School District Election with other Elections held on the same day whose boundaries may totally or partially be coterminous within the District.

WHEREAS, Section 5016 of the California Education Code requires the District to decide in advance the method to be used in determining the winner when the final vote is tied between two or more candidates.

NOW, THEREFORE, BE IT RESOLVED AND ORDERED

1. That this Governing Board hereby orders that an Election be held on November 6, 2012 for the purpose of electing **one (1) Member to this Governing Board**.
2. That this Governing Board resolves the number of words for Candidate Statements be fixed at up to **200 words** (1/4 page or 4 candidate statements per page.
That all costs of the Candidate Statements be paid by **the candidate**.
3. This Governing Board further resolves that the candidate shall submit payment to the Elections Department upon submission of the candidate's statement.

4. This Governing Board further resolves that the County Superintendent of Schools be authorized and requested to effect a consolidation of our Elections with any other Election to be held on the same day whose boundaries are totally or partially contained within this District for the ease and convenience to our voters in casting their ballot and the possible election cost reduction to this District.
5. Tie votes shall be determined by drawing lots as specified in Section 5016 Education Code.

PASSED AND ADOPTED by the Governing Board of the Pajaro Valley Unified School District on June 13, 2012 by the following vote:

AYES: _____ **NOES:** _____ **ABSTENTIONS:** _____ **ABSENT:** _____

CHAIRPERSON OF SAID SCHOOL DISTRICT BOARD: _____
President Leslie L. DeRose

Attested: _____
Dorma Baker, Secretary of the Board



PAJARO VALLEY UNIFIED SCHOOL DISTRICT

Board Agenda Backup

Item No: 11.9

Date: June 13, 2012

Item: 2011 - 2012 Consolidated Application for funding Federal and State Programs.

Overview: The Consolidated Application is submitted in three parts to the California Department of Education. The CARS (Consolidated Application Reporting System) Winter 2011 Data Collection was due May 25, 2012 and was submitted to the State. After acquiring the PVUSD Board approval, any changes or revisions may be submitted to the state.

The contents of this document include:

- Total allocation of Federal and State program funds to the District
- District allocations of Federal and State program funds to school sites
- School Student Counts
- Expenditure Reports
- Proposed 2011- 2012 District budgets

Rationale:

Approval by the PVUSD Governing Board will allow the Consolidated Application to be reviewed by the Department of Education. Approval by the State Board of Education will authorize the District to utilize over \$12 million in entitlements for the following programs.

- Economic Impact Aid/Limited English Proficient
- Title I, Part A, Basic and Neglected
- Title II, Part A, Improving Teacher Quality
- Title III, Limited English Proficient

Recommendation: Approve the 2011-2012 Consolidated Application for Funding Federal and State Programs.

Prepared By: Jessica Costa, Accountant – Federal and State Programs Department
Ylda Nogueda, Assistant Superintendent of Elementary Schools and Support Services

**Assistant
Superintendent's
Signature:**

Dom Bor

2011-12 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at <http://www.cde.ca.gov/fg/fo/r5/ca11assurances.asp>.

CDE Program Contact:

Anne Daniels, Education Data Office, adaniels@cde.ca.gov, 916-319-0640

LEA Plan

An LEA that receives Title III funds or any LEA that receives Title I funds and is in Program Improvement Corrective Action, must certify that its LEA Plan including any Addenda to the Plan, is current and provide the local online Web address for their LEA Plan.

State Board of Education approval date	7/11/2003
LEA Plan Web Site	

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to have the use of these funds reviewed and/or audited according to the standards and criteria set forth in the California Department of Education's Categorical Program Monitoring (CPM) Manual. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this page are on file.

Authorized Representative's Full Name	Dorma Baker
Authorized Representative's Title	Superintendent
Authorized Representative Signature Date	06/22/2011

2011-12 Protected Prayer Certification

ESEA Title I, Section 9524(b) specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Franco Rozic, Title I Monitoring & Support, frozic@cde.ca.gov, 916-319-0269
Mary Payne, District Improvement Office, MPayne@cde.ca.gov, 916-319-0379

Protected Prayer Certification Statement

The LEA hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Dorma Baker
Authorized Representative Title	Superintendent
Authorized Representative Signature Date	05/25/2012
Comment If the LEA is not able to certify at this time an explanation must be provided in the Comment field.	

2011-12 Economic Impact Aid Advisory Committee Approvals

If the LEA is operating a State Compensatory Education program, various committee approvals are required based on California Education Code, sections 35147 (c), 52176 (b) and (c), 62002.5, and 64001 (a).

CDE Program Contact:

Geoffrey Ndirangu, EIA / LEP, gndirang@cde.ca.gov, 916-323-5831

Don Taylor, State Compensatory Education (SCE), dtaylor@cde.ca.gov, 916-319-0296

District Advisory Committee (DAC) Approval

The undersigned certify that the DAC have been given the opportunity to advise on the portions of this application related to compensatory education programs for educationally disadvantaged youths (EDY).

DAC Representative's Full Name	
DAC Approval Date	
DAC Comment If an advisory committee refused to sign the application or if a DAC signature is not applicable, enter a comment:	

District English Language Advisory Committee (DELAC) Approval

The undersigned certify that the DELAC have been given the opportunity to advise on the portions of this application related to compensatory education programs for English learners. This approval is required if the LEA has 51 or more identified English learners.

DELAC Representative's Full Name	Leonel Morales
DELAC Approval Date	06/30/2011
DELAC Comment If an advisory committee refused to sign the application or if a DELAC signature is not applicable, enter a comment:	

2011-12 Economic Impact Aid LEA Allocations

The purpose of this data collection is to make allowable reservations at the LEA level and to determine the amount available for school-level allocations.

CDE Program Contact:

Geoffrey Ndirangu, EIA / LEP, gndirang@cde.ca.gov, 916-323-5831

Don Taylor, State Compensatory Education (SCE), dtaylor@cde.ca.gov, 916-319-0296

2011-12 Economic Impact Aid Entitlement	\$4,427,228
Transferred in	
Transferred in comment	
2010-11 Carryover	\$3,063,289
Repayment of funds	
Repayment of funds comment	
2011-12 Economic Impact Aid allocation	\$7,490,517
Indirect cost reserves (Amount cannot exceed 3% of the EIA allocation.)	\$218,170
Administrative evaluation (Amount cannot exceed 10% of the EIA allocation.)	\$680,956
LEA activities reservation (Amount cannot exceed 2% of the EIA allocation.)	\$146,873
Security reservation (Amount may not exceed \$0.32 per student.)	
Alternative reservation (Reservation is only valid if SCE allocations will be made. Amount cannot exceed 25% of the EIA allocation.)	
Economic Impact Aid adjusted allocation	\$6,444,518

2011-12 Title I, Part A LEA Allocation

The purpose of this data collection is to calculate the full Title I Part A allocation available to the LEA.

CDE Program Contact:

Monique Moton, Title I Monitoring & Support, mmoton@cde.ca.gov, 916-319-0733

Lorene Euerle, Title I Monitoring & Support, leuerle@cde.ca.gov, 916-319-0728

2011-12 Title I Part A Entitlement	\$5,033,761
Transferred in amount	\$0
Title I Part A entitlement after transfers	\$5,033,761
2010-11 Carryover	\$565,945
Repayment of funds	
2011-12 Total allocation	\$5,599,706
Indirect cost reservation	\$137,925
Administrative reservation	\$565,753
2011-12 Title I, Part A adjusted allocation	\$4,896,028

2011-12 Title I, Part A Reservations, Required

To report LEA required reservations before distributing funds to schools, and to calculate and report nonprofit private school set-aside values.

CDE Program Contact:

Don Taylor, State Compensatory Education (SCE), dtaylor@cde.ca.gov, 916-319-0296
Kim Edwards, Title I Monitoring & Support, KEdwards@cde.ca.gov, 916-319-0248

Nonprofit Private School Equitable Services Percentage Calculation

Total participating nonprofit school low income students	0
Total participating attendance area low income students	12,231
Percent of nonprofit private school low income students for equitable service calculations	0.00%

Required Reservations

Title I Part A adjusted allocation	\$4,896,028
Parent Involvement	
Parent involvement (Minimum 1% of the entitlement plus transfers in.)	\$50,338
Nonprofit private school parent involvement set-aside	\$0
Amount remaining	\$50,338
Public school parent involvement (Minimum of 95% of the amount remaining.)	\$50,338
Balance available for LEA parent involvement activities	\$0
Direct and Indirect Services	
Direct or indirect services to homeless children , regardless of their school of attendance	\$88,091
Homeless services provided	<p>We provide health, dental, and mental health counseling referrals. We also facilitate comprehensive CHDP appointments as necessary. Registration specialists assist homeless families with insurance registration programs. At our School Based Resource Centers, we also facilitate access to community and county services such as transitional housing, shelter, and food bank outlets. Title I funds also help fund the purchase of school uniforms, bus passes, school supplies, and other critical needs of homeless students.</p>

2011-12 Title I, Part A Reservations, Required

To report LEA required reservations before distributing funds to schools, and to calculate and report nonprofit private school set-aside values.

CDE Program Contact:

Don Taylor, State Compensatory Education (SCE), dtaylor@cde.ca.gov, 916-319-0296
Kim Edwards, Title I Monitoring & Support, KEdwards@cde.ca.gov, 916-319-0248

Local neglected institutions	No
Does the LEA have local institutions for neglected children or children currently classified as neglected?	
Direct or indirect services in local institutions for neglected children	
Local delinquent institutions	No
Does the LEA have local institutions for delinquent children?	
Other neglected or delinquent services	
Program Improvement (PI)	
The following reservations are required if the LEA is in Program Improvement, or has one or more schools in Program Improvement.	
Public school choice transportation (Choice)	\$251,688
Supplemental educational services (SES)	\$755,065
Parent outreach and assistance	
Professional development funds	No
Will the LEA use PI school-level professional development funds to help meet the LEA 10% minimum professional development requirement?	
PI professional development (Minimum 10% of the entitlement plus transfers in.)	\$503,377
2010-11 PI professional development carryover	
Total PI professional development	\$503,377

2011-12 Title I, Part A Reservations, Allowed

To report LEA allowable reservations before distributing funds to schools, and to calculate and report nonprofit private school set-aside values.

CDE Program Contact:

Don Taylor, State Compensatory Education (SCE), dtaylor@cde.ca.gov, 916-319-0296
Kim Edwards, Title I Monitoring & Support, KEdwards@cde.ca.gov, 916-319-0248

Allowed Reservations

Professional Development for Highly Qualified Teachers and Paraprofessionals	
Professional development for highly qualified teachers and paraprofessionals	
Nonprofit private school equitable services	\$0
Professional development reserved for public schools	\$0
Assistance to School	
Assistance to schools	
Nonprofit private school equitable services	\$0
Assistance to schools reserved for public schools	\$0
Other School Programs	
Other school programs	
Including summer school or intersession programs or before and after school programs.	
Nonprofit private school equitable services	\$0
Other school programs reserved for public schools	\$0
Other Allowable Reservations	
Salary differentials	
Preschool programs	\$25,005
Capital expenses for nonprofit private schools	
Program Improvement Activities	
Teacher incentives and rewards (Maximum 5% of entitlement after transfers.)	
Professional development of highly qualified teachers	
Assistance to schools	
Summer school, intersession programs or before and after school programs	

2011-12 Title I, Part A Reservations, Allowed

To report LEA allowable reservations before distributing funds to schools, and to calculate and report nonprofit private school set-aside values.

CDE Program Contact:

Don Taylor, State Compensatory Education (SCE), dtaylor@cde.ca.gov, 916-319-0296
Kim Edwards, Title I Monitoring & Support, KEdwards@cde.ca.gov, 916-319-0248

Reservation Summary

Adjusted Allocation	\$4,896,028
Total required reservations	\$1,598,221
Total allowed reservations	\$25,005
Allocations after reservations	\$3,272,802
Total nonprofit private school set aside	\$0
Private Non Profit School Parent Involvement Amount	\$0
Public school parent involvement	\$50,338
Amount available for Title I, Part A school allocations	\$3,222,464

2011-12 Title I, Part A Program Improvement Activity and Expenditure Report

If one or more schools is in Program Improvement, the LEA is required to provide a mid-year status of activities related to Choice and or SES services.

CDE Program Contact:

Monique Moton, Title I Monitoring & Support, mmoton@cde.ca.gov, 916-319-0733

Lorene Euerle, Title I Monitoring & Support, leuerle@cde.ca.gov, 916-319-0728

Activities	
Number of students applying for Choice	67
Number of students who transferred to attend a non-PI school under ESEA	56
Number of students who transferred to attend a non-PI school under a local or state school choice program	114
Number of students who applied for SES	1,099
Number of students who received SES	941
Activities comment An explanation must be provided if all activities are zero.	
Expenditures and Encumbrances	
Due to a federal audit comment received, LEAs are required to provide biannual year-to-date PI expenditures and encumbrance in support of Choice and SES activities.	
Choice transportation using Title I Part A funds	\$251,688
Choice transportation using non-Title I Part A funds	\$26,562
SES using Title I Part A funds	\$1,142,221
SES using non-Title I Part A funds	
Parent outreach using Title I Part A funds	\$18,510
Parent outreach using non-Title I Part A funds	
Total expenditures and encumbrance using Title I Part A funds	\$1,412,419
Total expenditures and encumbrance using non-Title I Part A funds	\$26,562
Expenditure comment An explanation is required if no program improvement expenditures or encumbrances have occurred.	

2011-12 Title II, Part A LEA Allocations and Reservations

The purpose of this data collection is to calculate the total allocation amount available to the LEA for Title II Part A Teacher & Principal Training & Recruiting, and to report required reservations.

CDE Program Contact:

Jackie Rose, Title II Leadership, jrose@cde.ca.gov, 916-322-9503

Juan J. Sanchez, Title II Leadership, jsanchez@cde.ca.gov, 916-323-5264

2011-12 Title II Part A entitlement	\$865,555
Total funds transferred into Title II, Part A	\$0
Total funds transferred out of Title II, Part A	\$0
Total entitlement after transfers	\$865,555
2010-11 Carryover (as of 06/30/11)	\$233,342
Repayment of funds	
Repayment comment	
Provide an explanation of why repayment dollars were added back to the allocation	
2011-12 Allocation	\$1,098,897
Administrative and indirect costs	\$150,535
Title II Part A adjusted allocation	\$948,362

ESEA Section 2141 Reservations

By completing the following reservations, the LEA certifies it will comply with the agreement of Section 2141.

Professional Development	
Professional development for teachers	\$374,150
Professional development for administrators	\$10,000
Subject matter project	
Exams and Test Preparation	
Exam fees, reimbursement	
Test preparation training and or materials	
Recruitment, Training, and Retaining	
Recruitment activities	
Hiring incentive and or relocation allotment	
National Board Certification and or stipend	
Verification process for special settings (VPSS)	
University course work	
Total budgeted	\$384,150

2011-12 Title III, Part A LEP LEA Allocations

The purpose of this data collection is to calculate the total allocation amount available to the LEA for Title III Part A LEP, and to report required reservations.

CDE Program Contact:

Patty Stevens, Language Policy & Leadership Office, pstevens@cde.ca.gov, 916-323-5838

Michele Anberg-Espinosa, Language Policy & Leadership Office, MANbergespinoza@cde.ca.gov, 916-323-4872

2011-12 Title III, Part A LEP entitlement	\$998,683
2010-11 Carryover	\$494,608
Repayment of funds	
2011-12 Allocation	\$1,493,291
Administrative and indirect costs	\$29,280
2011-12 Adjusted allocation	\$1,464,011

California Department of Education

Pajaro Valley Unified (44 69799 0000000)

Consolidated ApplicationStatus: Certified
Saved by: Jessica Costa
Date: 5/23/2012 4:42 PM**2011-12 Title III, Part A LEP YTD Obligations Report, 6 Months**

A report of year-to-date obligations by activity.

CDE Program Contact:Patty Stevens, Language Policy & Leadership Office, pstevens@cde.ca.gov, 916-323-5838Michele Anberg-Espinosa, Language Policy & Leadership Office, MANbergespino@cde.ca.gov, 916-323-4872

2011-12 Title III Part A LEP Entitlement	\$998,683
Object Code - Activity	
1000-1999 Certificated personnel salaries	\$19,240
2000-2999 Classified Personnel Salaries	\$0
3000-3999 Employee Benefits	\$8,776
4000-4999 Books And Supplies	\$500
5000-5999 Services and other operating expenditures	\$0
Administrative And Indirect Costs	\$570
Total year-to-date obligations	\$29,086

California Department of Education

Pajaro Valley Unified (44 69799 0000000)

Consolidated ApplicationStatus: Certified
Saved by: Jessica Costa
Date: 5/23/2012 4:42 PM**2011-12 Consolidation of Administrative Funds**

A request by the LEA to consolidate administrative funds for specific programs.

CDE Program Contact:Julie Brucklacher, Financial Accountability & Info Srv, jbruckla@cde.ca.gov, 916-327-0858

Title I, Part A, ARRA Title I, Part A (Basic) SACS Code 3010 and 3011	No
Title I, Part C (Migrant Education) SACS Code 3060	No
Title I, Part D ARRA Title I, Part D (Delinquent) SACS Code 3025 and 3026	No
Title II, Part A (Teacher Quality) SACS Code 4035	No
Title II, Part A (Administrator Training) SACS Code 4036	No
Title II, Part D, ARRA Title II, Part D (Enhancing Education Through Technology) SACS Code 4045 and 4047	No
Title III (Immigrant Students) SACS Code 4201	No
Title III (LEP Students) - 2% maximum SACS Code 4203	No
Title IV, Part A (SDFSC) - 2% maximum SACS Code 3710	No
Title IV, Part B (21st Century Community Learning Centers) SACS Code 4124	No

2011-12 Other ESEA Nonprofit Private School Participation

The LEA must provide equitable services that address the needs of nonprofit private school students and staff under the programs listed below.

CDE Program Contact:

Laura Nelson, Title II Leadership, lnelson@cde.ca.gov, 916-319-0229

Patty Stevens, Language Policy & Leadership Office, pstevens@cde.ca.gov, 916-323-5838

Note: The programs displayed below may vary based on Application for Funding selections.

School Name	School Code	Enrollment	Title II Part A	Title II Part D	Title III Part A LEP
Green Valley Christian School	6988026	262	N	N	N
Monte Vista Christian	6940779	808	Y	N	N
Monterey Bay Academy	6940787	211	N	N	N
Moreland Notre Dame	6980064	214	Y	N	N
Mount Madonna School	6911812	197	Y	N	N
Potters House Community Christian School	6132070	28	N	N	N
Salesian Elementary and Jr. High	6902456	157	Y	N	N
St. Francis Central Coast Catholic High	6980072	220	Y	N	N
The Aptos Academy	7096902	93	Y	N	N

California Department of Education

Pajaro Valley Unified (44 69799 0000000)

Consolidated Application

Status: Certified

Saved by: Jessica Costa

Date: 5/23/2012 4:21 PM

2011-12 Title I, Part A Nonprofit Private School Participation**CDE Program Contact:**Jyoti Singh, Title I Policy & Program Guidance, jysingh@cde.ca.gov, 916-319-0372Laura Nelson, Title II Leadership, lnelson@cde.ca.gov, 916-319-0229**Note:**

The LEA of residence is responsible for providing Title I Part A services to all eligible students who reside in the LEA's Title I attendance area but attend a private non-profit school. This includes students would attend nonprofit private schools outside the LEA's boundaries. The school list below includes all nonprofit private schools within the LEA's attendance area, to add a nonprofit private school outside of the LEA's boundaries, click on Add a School below.

School Name	School Code	Enrollment	Participating	Affirmation On File	Low Income Student Count	Direct Services	Contract Services	School Added
Green Valley Christian School	6988026	262	N	Y		N	N	N
Monte Vista Christian	6940779	808	N	Y		N	N	N
Monterey Bay Academy	6940787	211	N	N		N	N	N
Moreland Notre Dame	6980064	214	N	Y		N	N	N
Mount Madonna School	6911812	197	N	Y		N	N	N
Potters House Community Christian School	6132070	28	N	N		N	N	N
Salesian Elementary and Jr. High	6902456	157	N	N		N	N	N
St. Francis Central Coast Catholic High	6980072	220	N	Y		N	N	N
The Aptos Academy	7096902	93	N	Y		N	N	N

2011-12 Economic Impact Aid School Allocation Plan

CDE Program Contact:

Geoffrey Ndirangu, EIA / LEP, gndirang@cde.ca.gov, 916-323-5831
Don Taylor, State Compensatory Education (SCE), dtaylor@cde.ca.gov, 916-319-0296

Group Schools By Grade Span

No

Funding Method

SCE/LEP

NOTE: If the LEA has selected to fund LEP Only, no additional action or data entry is required for the EIA School Allocation Plan. The Plan should be saved in order to certify the data collection.

SCE Ranking Method

Count

School Name	School Code	Grade Span Group	Projected Enrollment	Projected Low Income Students	Low Income %	Projected LEP Students	LEP %	Projected EDY Students	EDY %	Projected SCE Students	SCE %	Ranking	SCE Eligible	SCE Fund
Amesti Elementary	6049639	1	606	563	92.90	436	71.95	436	71.95	1435	236.80	7	Y	Y
Ann Soldo Elementary	6117253	1	694	606	87.32	465	67.00	465	67.00	1536	221.33	4	Y	Y
Aptos High	4430518	3	1383	338	24.44	94	6.80	94	6.80	526	38.03	25	N	N
Aptos Junior High	6049647	2	737	222	30.12	68	9.23	68	9.23	358	48.58	22	Y	Y
Bradley Elementary	6049662	1	538	227	42.19	143	26.58	143	26.58	513	95.35	20	Y	Y
Calabasas Elementary	6049670	1	643	595	92.53	448	69.67	448	69.67	1491	231.88	5	Y	Y
Cesar E. Chavez Middle	0109595	2	611	520	85.11	270	44.19	270	44.19	1060	173.49	17	Y	Y
E. A. Hall Middle	6049688	2	579	489	84.46	295	50.95	295	50.95	1079	186.36	16	Y	Y
Freedom Elementary	6049696	1	612	569	92.97	438	71.57	438	71.57	1445	236.11	6	Y	Y
H. A. Hyde Elementary	6049704	1	593	507	85.50	453	76.39	453	76.39	1413	238.28	8	Y	Y
Hall District Elementary	6049712	1	543	508	93.55	449	82.69	449	82.69	1406	258.93	9	Y	Y
Lakeview Middle	6112841	2	622	504	81.03	254	40.84	254	40.84	1012	162.70	18	Y	Y
Landmark Elementary	0102673	1	612	517	84.48	404	66.01	404	66.01	1325	216.50	12	Y	Y
Mar Vista Elementary	6049738	1	432	102	23.61	43	9.95	43	9.95	188	43.52	26	N	N
Mintie White Elementary	6049746	1	620	522	84.19	423	68.23	423	68.23	1368	220.65	11	Y	Y
New School Community Day	4430203	3	40	33	82.50	40	100.00	40	100.00	113	282.50	24	Y	N

2011-12 Economic Impact Aid School Allocation Plan

School Name	School Code	Grade Span Group	Projected Enrollment	Projected Low Income Students	Low Income %	Projected LEP Students	LEP %	Projected EDY Students	EDY %	Projected SCE Students	SCE %	Ranking	SCE Eligible	SCE Fund
Ohlone Elementary	6108138	1	488	449	92.01	396	81.15	396	81.15	1241	254.30	13	Y	Y
Pajaro Middle	6049753	2	423	368	87.00	236	55.79	236	55.79	840	198.58	19	Y	Y
Pajaro Valley High	0105858	3	1434	1125	78.45	504	35.15	504	35.15	2133	148.74	2	Y	Y
Radcliff Elementary	0102665	1	487	447	91.79	358	73.51	358	73.51	1163	238.81	14	Y	Y
Renaissance High Continuation	4437794	3	197	148	75.13	106	53.81	106	53.81	360	182.74	21	Y	Y
Rio del Mar Elementary	6049779	1	614	62	10.10	23	3.75	23	3.75	108	17.59	27	N	N
Rolling Hills Middle	6049787	2	571	480	84.06	309	54.12	309	54.12	1098	192.29	15	Y	Y
Starlight Elementary	6108146	1	596	539	90.44	425	71.31	425	71.31	1389	233.05	10	Y	Y
T. S. MacQuiddy Elementary	6049803	1	670	591	88.21	473	70.60	473	70.60	1537	229.40	3	Y	Y
Valencia Elementary	6049811	1	543	164	30.20	92	16.94	92	16.94	348	64.09	23	Y	Y
Watsonville High	4437901	3	2085	1607	77.07	698	33.48	698	33.48	3003	144.03	1	Y	Y

California Department of Education

Pajaro Valley Unified (44 69799 0000000)

Consolidated Application

Status: Certified

Saved by: Jessica Costa

Date: 5/29/2012 12:11 PM

Title I, Part A Notification of Authorization of School Wide Program

This report provides notification to CDE of a school's eligibility and local board approval to operate under and report as Schoolwide Program

CDE Program Contact:

Franco Rozic, Title I Monitoring & Support, frozic@cde.ca.gov, 916-319-0269

Note:

In order for CDE program staff to have visibility to all SWP authorized schools, it is important to have an Authorized Representative certify this Notification of Authorization data collection after a change is made.

School Name	School Code	Authorized	Local Board Approval Date	SIG Approval Date	Poverty Level %
Academic/Vocational Charter Institute	4430245	N			
Alianza Charter	6049829	Y	08/08/1996		88
Amesti Elementary	6049639	Y	03/14/1998		65
Ann Soldo Elementary	6117253	Y	01/31/2002		84
Aptos High	4430518	N			
Aptos Junior High	6049647	N			
Bradley Elementary	6049662	N			
Calabasas Elementary	6049670	Y	08/21/1997		81
Cesar E. Chavez Middle	0109595	Y	01/27/2010		86
E. A. Hall Middle	6049688	Y	06/16/2004		69
Freedom Elementary	6049696	Y	08/08/1996		79
H. A. Hyde Elementary	6049704	Y	08/08/1996		82
Hall District Elementary	6049712	Y	08/08/1996		90
Lakeview Middle	6112841	Y	01/31/2002		65

Title I, Part A Notification of Authorization of School Wide Program

This report provides notification to CDE of a school's eligibility and local board approval to operate under and report as Schoolwide Program

School Name	School Code	Authorized	Local Board Approval Date	SIG Approval Date	Poverty Level %
Landmark Elementary	0102673	Y	06/15/2005		80
Linscott Charter	6049720	N			
Mar Vista Elementary	6049738	N			
Mintie White Elementary	6049746	Y	08/08/1996		91
New School Community Day	4430203	N			
Ohlone Elementary	6108138	Y	08/08/1996		93
Pacific Coast Charter	4430229	N			
Pajaro Middle	6049753	Y	08/08/1996		84
Pajaro Valley High	0105858	Y	06/29/2005		69
Radcliff Elementary	0102665	Y	06/29/2005		93
Renaissance High Continuation	4437794	Y	01/31/2002		79
Rio del Mar Elementary	6049779	N			
Rolling Hills Middle	6049787	Y	01/31/2002		81
Starlight Elementary	6108146	Y	08/08/1996		86
T. S. MacQuiddy Elementary	6049803	Y	08/08/1996		79
Valencia Elementary	6049811	N			
Watsonville Charter School of the Arts	6119077	N			
Watsonville High	4437901	Y	06/29/2005		65

California Department of Education

Pajaro Valley Unified (44 69799 0000000)

Consolidated Application

Status: Certified

Saved by: Jessica Costa

Date: 5/29/2012 12:10 PM

2011-12 Economic Impact Aid School Allocations

This reports identifies the schools funded with LEP, and if applicable, SCE allocations.

CDE Program Contact:Geoffrey Ndirangu, EIA / LEP, gndirang@cde.ca.gov, 916-323-5831Don Taylor, State Compensatory Education (SCE), dtaylor@cde.ca.gov, 916-319-0296

Funding Method

Total EIA allocation

Allocation method

Standard per student LEP rate

Total LEP allocation

LEP Only

\$6,444,518

Manually entered dollar value

\$772

\$6,444,518

School Name	School Code	Grade Span Group	LEP Student Count	LEP Allocation
Amesti Elementary	6049639	1	436	336592
Ann Soldo Elementary	6117253	1	465	358980
Aptos High	4430518	3	94	72568
Aptos Junior High	6049647	2	68	52496
Bradley Elementary	6049662	1	143	110396
Calabasas Elementary	6049670	1	448	345856
Cesar E. Chavez Middle	0109595	2	270	208440
E. A. Hall Middle	6049688	2	295	227740
Freedom Elementary	6049696	1	438	338136
H. A. Hyde Elementary	6049704	1	453	349716
Hall District Elementary	6049712	1	449	346628
Lakeview Middle	6112841	2	254	196088

Report Date: 6/4/2012

Page 1 of 2

California Department of Education

Pajaro Valley Unified (44 69799 0000000)

Consolidated Application

Status: Certified

Saved by: Jessica Costa

Date: 5/29/2012 12:10 PM

2011-12 Economic Impact Aid School Allocations

This reports identifies the schools funded with LEP, and if applicable, SCE allocations.

School Name	School Code	Grade Span Group	LEP Student Count	LEP Allocation
Landmark Elementary	0102673	1	404	311888
Mar Vista Elementary	6049738	1	43	33196
Mintie White Elementary	6049746	1	423	326556
New School Community Day	4430203	3	40	30880
Ohlone Elementary	6108138	1	396	305712
Pajaro Middle	6049753	2	236	182192
Pajaro Valley High	0105858	3	504	389088
Radcliff Elementary	0102665	1	358	276376
Renaissance High Continuation	4437794	3	106	81832
Rio del Mar Elementary	6049779	1	23	17756
Rolling Hills Middle	6049787	2	309	242270
Starlight Elementary	6108146	1	425	328100
T. S. MacQuiddy Elementary	6049803	1	473	365156
Valencia Elementary	6049811	1	92	71024
Watsonville High	4437901	3	698	538856

2011-12 Title I, Part A School Allocations

This identifies the amount of Title I, Part A funds to allocated to eligible public schools and equitable services to students in nonprofit private schools.

CDE Program Contact:

Larry Boese, Title I Monitoring & Support, lboese@cde.ca.gov, 916-319-0257
Monique Moton, Title I Monitoring & Support, mmoton@cde.ca.gov, 916-319-0733

If an exception to funding is needed, enter an Exception Reason. Use lower case only.

Allowable Exception Reasons

- a - Meets 35% Low Income Requirement
- b - Magnet School
- c - Funded by Other Allowable Sources
- d - Desegregation Waiver on File
- e - Grandfather Provision
- f - Feeder Pattern

Group Schools by Grade Span

No

District-wide Low Income %

70.11%

Available Title I, Part A school allocation

\$3,222,464

Available public school parent involvement reservation

\$50,338

Available nonprofit private school set-asides

\$0

Available nonprofit private school parent involvement reservation

\$0

Unallocated school amount

\$0.80

School Name	School Code	Grade Span Group	Low Income Students	Low Income Student %	Eligible	\$ Per Low Income Student (0.00)	Carryover	Public School Parent Involvement	Nonprofit Private Parent Involvement	Nonprofit Private Set Aside	Total School Allocation	Exception Reason	EIA Funded	Other Program Funds	Exception Comment
Hall District Elementary	6049712	1	508	93.55	Y	217.20	23510	2091			135938.60		N	N	
Freedom Elementary	6049696	1	569	92.97	Y	217.20	26333	2342			152261.80		N	N	
Amesti Elementary	6049639	1	563	92.90	Y	217.20	26056	2317			150656.60		N	N	
Calabasas Elementary	6049670	1	595	92.53	Y	217.20	27531	2449			159214.00		N	N	
Ohlone Elementary	6108138	1	449	92.01	Y	217.20	20775	1848			120145.80		N	N	
Radcliff Elementary	0102665	1	447	91.79	Y	217.20	20683	1840			119611.40		N	N	
Starlight Elementary	6108146	1	539	90.44	Y	217.20	24940	2218			144228.80		N	N	

2011-12 Title I, Part A School Allocations

This identifies the amount of Title I, Part A funds to allocated to eligible public schools and equitable services to students in nonprofit private schools.

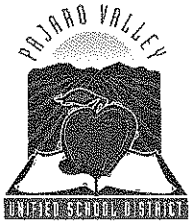
School Name	School Code	Grade Span Group	Low Income Students	Low Income Student %	Eligible	\$ Per Low Income Student (0.00)	Carryover	Public School Parent Involvement	Nonprofit Private Parent Involvement	Nonprofit Private Set Aside	Total School Allocation	Exception Reason	EIA Funded	Other Program Funds	Exception Comment
T. S. MacQuiddy Elementary	6049803	1	591	88.21	Y	217.20	27346	2342			158053.20		N	N	
Ann Soldo Elementary	6117253	1	606	87.32	Y	217.20	28040	2494			162157.20		N	N	
Pajaro Middle	6049753	2	368	87.00	Y	217.20	17027	1515			98471.60		N	N	
H. A. Hyde Elementary	6049704	1	507	85.50	Y	217.20	23459	2087			135666.40		N	N	
Cesar E. Chavez Middle	0109595	2	520	85.11	Y	217.20	24060	2140			139144.00		N	N	
Landmark Elementary	0102673	1	517	84.48	Y	217.20	23922	2128			138342.40		N	N	
E. A. Hall Middle	6049688	2	489	84.46	Y	217.20	22626	2013			130849.80		N	N	
Mintie White Elementary	6049746	1	522	84.19	Y	217.20	24153	2148			139679.40		N	N	
Rolling Hills Middle	6049787	2	480	84.06	Y	217.20	22153	1975			128384.00		N	N	
New School Community Day	4430203	3	33	82.50	Y	217.20	1527	136			8830.60		N	N	
Academic/Vocational Charter Institute	4430245	3	43	81.13	Y	217.20	1990	177			11506.60		N	N	
Lakeview Middle	6112841	2	504	81.03	Y	217.20	23320	2074			134862.80		N	N	
Alianza Charter	6049829	1	501	80.81	Y	217.20	23181	2062			134060.20		N	N	
Pajaro Valley High	0105858	3	1125	78.45	Y	217.20	52054	4630			301034.00		N	N	
Watsonville High	4437901	3	1607	77.07	Y	217.20	74356	6614			430010.40		N	N	
Renaissance High Continuation	4437794	3	148	75.13	Y	217.20	6848	698			39691.60		N	N	
Bradley Elementary	6049662	1	227	42.19	N	0.00					0.00		N	N	
Watsonville Charter School of the Arts	6119077	1	110	40.15	N	0.00					0.00		N	N	
Linscott Charter	6049720	1	86	33.73	N	0.00					0.00		N	N	
Pacific Coast Charter	4430229	3	77	30.80	N	0.00					0.00		N	N	
Valencia Elementary	6049811	1	164	30.20	N	0.00					0.00		N	N	
Aptos Junior High	6049647	2	222	30.12	N	0.00					0.00		N	N	

2011-12 Title I, Part A School Allocations

This identifies the amount of Title I, Part A funds to allocated to eligible public schools and equitable services to students in nonprofit private schools.

School Name	School Code	Grade Span Group	Low Income Students	Low Income Student %	Eligible	\$ Per Low Income Student (0.00)	Carryover	Public School Parent Involvement	Nonprofit Private Parent Involvement	Nonprofit Private Set Aside	Total School Allocation	Exception Reason	EIA Funded	Other Program Funds	Exception Comment
Aptos High	4430518	3	338	24.44	N	0.00					0.00		N	N	
Mar Vista Elementary	6049738	1	102	23.61	N	0.00					0.00		N	N	
Rio del Mar Elementary	6049779	1	62	10.10	N	0.00					0.00		N	N	

PAJARO VALLEY UNIFIED SCHOOL DISTRICT



Board Agenda Backup

Item No: 11.10

Date: June 13, 2012

Item: Carl Perkins Grant Application 2012-13

Overview: It is time to submit our district's annual Carl Perkins Grant application for 2012-13. The grant provides direct funding for Career Technical classrooms at four of our schools – Aptos High, PVHS, Watsonville High, and AVCI. One of the findings from the CPM included the need to organize our own district CTE Advisory Panel. The panel has met all year long and visited every Perkins funded CTE class in the district. This year's grant totals \$170,163.00 and includes pathways from AHS, WHS and AVCI. PVHS is not participating for one year allowing the school a whole year of planning time to develop CTE sequences.

Recommendation: It is recommended that that the Board of Trustees approves the completed application for Carl Perkins funding.

Budget Considerations:

Funding Source:

Budgeted: Yes: ☐ No: ☐

Amount: \$170,163.00

Prepared By: Murry Schekman, Assistant Superintendent

Superintendent's Signature: Dom B...

Section V - Sequence of Courses to Be Funded

This section is used to budget expenditures for each Pathway in an Industry Sector.

Add Program

Only those Pathways identified in an LEA's approved Local CTE Plan, or submitted in a revision to the Local Plan may be supported by Perkins IV funds.

Program Detail

Site Name	Industry Sector	Career Pathway	Budget Amount
Academic/Vocational Charter Institute	Arts, Media & Entertainment	Media and Design Arts	\$3,806.00
Academic/Vocational Charter Institute	Engineering & Design	Engineering Design	\$12,243.00
Academic/Vocational Charter Institute	Finance & Business	Banking and Related Services	\$8,300.00
Across All Sites *	Across Multiple Sectors	Across	\$4,032.00
Aptos High	Arts, Media & Entertainment	Media and Design Arts	\$60,000.00
Aptos High	Arts, Media & Entertainment	Performing Arts	\$0.00
Aptos High	Building Trades & Construction	Cabinetmaking and Wood Products	\$0.00
Aptos High	Manufacturing & Product Development	Graphic Arts Technology	\$0.00
Watsonville High	Agriculture & Natural Resources	AgriScience	\$7,098.00
Watsonville High	Arts, Media & Entertainment	Media and Design Arts	\$14,300.00
Watsonville High	Health Science & Medical Technology	Diagnostic Services	\$4,742.00
Watsonville High	Hospitality, Tourism & Recreation	Food Science, Dietetics, and Nutrition	\$6,342.00
Watsonville High	Marketing, Sales & Service	International Trade	\$52,300.00
Total			\$173,163.00

* Indirect Cost

Section V - CDE Review and Sign-off Section

☐ Section V - Section Approval



Perkins Grant Management System (PGMS)

Pajaro Valley Unified (131 - Secondary)

2012-13 Application

Section VI - Budget and Expenditure Schedule

Object Code	At Least 85% of the grant must be spent in these areas						Not to exceed 10% of total expenditure	Not to exceed 5% of total expenditure	Total
	(A) Instruction (Including Career Technical Student Organizations)	(B) Professional Development	(C) Curriculum Development	(D) Transportation and Child Care for Economically Disadvantaged Participants	(E) Special Populations Services	(F) Research Evaluation and Data Development	(G) Career and Academic Guidance and Counseling for Students Participating in CTE Programs	(H) Administration or Indirect Costs	
1000 Certificated Salaries	\$700.00	\$600.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,300.00
2000 Classified Salaries	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3000 Employee Benefits	\$98.00	\$84.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$182.00
4000 Books/Supplies	\$148,306.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$148,306.00
5000 Services/ Operating Expenses	\$4,100.00	\$3,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$7,100.00
6000 Capital Outlay	\$12,243.00	N/A	N/A	N/A	N/A	N/A	N/A	N/A	\$12,243.00
7000 Indirect Costs	N/A	N/A	N/A	N/A	N/A	N/A	N/A	\$4,032.00	\$4,032.00
Total	\$165,447.00	\$3,684.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$4,032.00	\$173,163.00

PAJARO VALLEY UNIFIED SCHOOL DISTRICT



Board Agenda Backup

Item No: 13.2

Date:	June 13, 2012
Item:	Approval of Resolution # 11-12-34: Public Notice of 2012-13 Categorical Program "Tier III" Fund Transfers
Overview:	<p>This matter was described in Item 8.0 - Public Hearing. The categorical fund transfers listed in the public hearing are necessary for the district to balance its budget in light of recent budget reductions. These fund transfers are the similar to the board-approved fund transfers in 2011-12. New legislation (AB 189) requires that this matter be approved by the board separate from the district's 2012-13 July Budget.</p> <p>Staff recommends approval of the attached resolution.</p>
Recommendation:	Approve Resolution # 11-12-34 regarding notification of 2012-13 categorical program fund transfers

Prepared By: Brett W. McFadden, Chief Business Officer and Helen Bellonzi, Director of Fiscal Services

Superintendent's Signature: Dom Bahr

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

Board Resolution # 11-12-34

Tier III Categorical Flexibility

WHEREAS, the students in the Pajaro Valley Unified School District deserve the highest quality education; and

WHEREAS, the Legislature and Governor have imposed statewide education budget reductions commencing in fiscal year 2008-09, resulting in significant reduction of essential programs and services to students that are integral to their success; and

WHEREAS, these statewide budget reductions have resulted in serious cuts in programs and services in the Pajaro Valley Unified School District; and

WHEREAS, as added and amended by SBX3 4, ABX4 2, and SB 70, Education Code 42605 grants districts flexibility in "Tier III" categorical programs and authorizes districts to use these funds for "any educational purpose, to the extent permitted by federal law." For fiscal year 2008-09 through fiscal year 2014-15, local educational agencies that use the flexibility provision of this section shall be deemed to be in compliance with the program and funding requirements contained in statutory, regulatory, and provisional language; and

WHEREAS, as a conditional of receipt of the funds, the governing board is required, at a regularly scheduled open public hearing, to take testimony from the public, discuss, and approve or disapprove the proposed use of funding and to make explicit the purposes for which the funding will be used; and

WHEREAS, Assembly Bill (AB) 189, became effective January 1, 2012, and requires the Tier III public hearing to be held prior to and independent of a meeting at which the budget is adopted. AB 189 also requires a governing board to identify in the notice of the public hearing, any Tier III program that is proposed to be closed; and

NOW, THEREFORE, BE IT RESOLVED, that, following a public hearing in which public testimony was taken, discussion regarding the proposed uses of the funds took place, and programs proposed to be closed were identified, the Pajaro Valley Unified School District agrees to accept state categorical funds and will utilize the flexibility provided through Educational Code 42605 to transfer funds in Tier III categorical programs for any educational purpose.

REGULARLY passed and adopted this 13th day of June, 2012

Ayes:

Noes:

Abstain:

Absent:

President/Governing Board

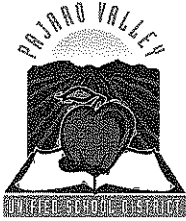
Secretary/Governing Board

Date

Date



PAJARO VALLEY UNIFIED SCHOOL DISTRICT



Board Agenda Backup

Item No: 13.4

Date: June 13, 2012

Item: Adoption of Resolution #11-12-31 Ordering a Proposition 39 School Bond Measure for the November 2012 Election, and Establishing Specification of the Election

Overview: Staff requests the board's final approval of Resolution #11-12-31 and project scope for a Proposition 39 school facilities bond for the November 2012 election. At its May 30 meeting, the board instructed staff to develop final bond language and documentation necessary for the board's final consideration for placement of a school bond measure on the November 2012 election ballot.

Attached is final bond language incorporating the board's comments and direction from May 30th. The language outlines the bond's purpose, size, and scope.

Recommendation: Adoption of Resolution #11-12-31 ordering a school bond election for the November 2012 election according to specifications outlined. .

Prepared By: Brett W. McFadden, CBO
Richard Mullikin, Director of M/O/F

Superintendent's Signature: Dom But

RESOLUTION NO. 11-12-31

RESOLUTION OF THE BOARD OF TRUSTEES PAJARO
VALLEY UNIFIED SCHOOL DISTRICT ORDERING AN
ELECTION, AND ESTABLISHING SPECIFICATIONS OF THE
ELECTION ORDER

WHEREAS, the Board of Trustees (the "Board") is committed to safe schools with upgraded classrooms for math, science, reading and writing, and technology systems to keep pace with 21st century learning standards; and

WHEREAS, while some of the District's schools have been modernized, others which were built as long as 50 years ago are in need of repair and updating; and

WHEREAS, the desire of the Board is to have all students have access to comparable academic, athletic and extracurricular facilities, and therefore older schools must be upgraded to 21st century learning standards; and

WHEREAS, the District wishes to increase post-secondary opportunities for both college preparation and career education and technical job training programs to ensure that local students have the opportunity to learn valuable job skills and provide more students with rewarding, high paying jobs; and

WHEREAS, the Board has determined that neighborhood schools within the Pajaro Valley Unified School District (the "District") need to be upgraded, repaired, improved and better equipped to enable the District to maintain and enhance the education of all students in the District; and

WHEREAS, the Board believes it is in the best interest of the District to (i) continue to address facility improvements now before they become more pressing and more costly, and (ii) take advantage of current lower interest rates and construction costs; and

WHEREAS, this measure will free up funding that can be used to reduce class sizes, attract and retain teachers, support student learning, and restore or prevent cuts to other vital programs; and

WHEREAS, it is the intent of the District to utilize local businesses and labor from the central coast region when implementing bond related projects; and

WHEREAS, the State of California (the "State") is unable to provide the District with enough money for the District to adequately maintain its educational facilities notwithstanding ongoing efforts to obtain such monies; and

WHEREAS, ongoing state budget cuts threaten the quality of local schools and the District's only remedy is securing local funding that the State cannot take away; and

WHEREAS, this measure will help provide funds that cannot be taken away by the State to upgrade aging schools, protect student safety, offset state budget cuts through increased efficiency and enable the District to qualify for State matching funds; and

WHEREAS, this measure includes mandatory taxpayer protections, including an independent citizens' oversight committee and mandatory audits to ensure funds are spent as promised; and

WHEREAS, in the considered judgment of the Board, mindful of the unparalleled opportunity that currently low construction costs and historically low interest rates afford, it is in the best interests of the District residents to provide additional facility and site improvement funding to meet such needs now by means of a general obligation bond, for the evidence gathered indicates that if these needs are not addressed now, they will only become more pressing and more costly; and

WHEREAS, Proposition 46, approved by the voters of the State on June 3, 1986 ("Proposition 46"), amended Section 1(b) of Article XIII A of the California Constitution by adding a provision that exempts from the 1% of full cash value limitation, those *ad valorem* taxes used to pay for debt service of any bonded indebtedness for the acquisition or improvement of real property approved on or after July 1, 1978, by two-thirds of the votes cast by voters voting on the proposition; and

WHEREAS, on November 7, 2000, the voters of California approved the Smaller Classes, Safer Schools and Financial Accountability Act ("Proposition 39") which reduced the voter threshold for *ad valorem* tax levies used to pay for debt service or bonded indebtedness to 55% of the votes cast on a school district general obligation bond; and

WHEREAS, concurrent with the passage of Proposition 39, Chapter 1.5, Part 10, Division 1, Title 1 (commencing with Section 15264) of the Education Code (the "Act") became operative and established requirements associated with the implementation of Proposition 39; and

WHEREAS, the Board desires to make certain findings herein to be applicable to this election order and to establish certain performance audits, standards of financial accountability and citizen oversight that are contained in Proposition 39 and the Act; and

WHEREAS, the Board desires to authorize the submission of a proposition to the District's voters at an election to authorize the issuance of bonds to pay for certain necessary improvements and enhancements to District educational facilities; and

WHEREAS, the Board hereby determines that, in accordance with Opinion No. 04-110 of the Attorney General of the State of California, the restrictions in Proposition 39 which prohibit any bond money from being wasted or used for inappropriate administrative salaries or other operating expenses of the District shall be enforced strictly by the District's Citizens' Oversight Committee; and

WHEREAS, pursuant to Education Code Section 15270, based upon a projection of assessed property valuation, the Board has determined that, if approved by voters, the tax rate levied to meet the debt service requirements of the bonds proposed to be issued will not exceed the Proposition 39 limits per year per \$100,000 of assessed valuation of taxable property; and

WHEREAS, Section 9400 *et seq.* of the Elections Code of the State of California (the "Elections Code") requires that a tax rate statement be contained in all official materials relating to the election, including any ballot pamphlet prepared, sponsored, or distributed by the District; and

WHEREAS, the Board desires to authorize the filing of a ballot argument in favor of the proposition to be submitted to the voters at the election; and

WHEREAS, pursuant to the California Elections Code, it is appropriate for the Board to request consolidation of the election with any and all other elections to be held on Tuesday, November 6, 2012, and to request each of the Santa Cruz County Registrar of Voters and the Monterey County Registrar of Voters to perform certain election services for the District;

NOW THEREFORE, THE BOARD OF TRUSTEES OF THE PAJARO VALLEY UNIFIED SCHOOL DISTRICT DOES HEREBY RESOLVE, DETERMINE AND ORDER AS FOLLOWS:

Section 1. That the Board, pursuant to Education Code Sections 15100 *et seq.*, 15264 *et seq.*, and Government Code Section 53506, hereby requests the Santa Cruz County Registrar of Voters and the Monterey County Registrar of Voters to conduct an election under the provisions of Proposition 39 and the Act and submit to the electors of the District the question of whether bonds of the District in the aggregate principal amount of \$190,000,000 (the "Bonds") shall be issued and sold for the purpose of raising money for the projects described in Exhibits "A" and "B" hereto. Both exhibits are directed to be printed in the voter pamphlet.

Section 2. That the date of the election shall be November 6, 2012.

Section 3. That the purpose of the election shall be for the voters in the District to vote on a proposition, a copy of which is attached hereto and marked Exhibit "A," incorporated by reference herein, and containing the question of whether the District shall issue the Bonds to pay for improvements to the extent permitted by such proposition. In compliance with Proposition 39 and the Act, the ballot propositions in Exhibits "A" and "B" are subject to the following requirements and determinations:

(a) the proceeds of the sale of the Bonds shall be used only for the purposes set forth in the ballot measure and not for any other purpose, including teacher or administrator salaries or other school operating expenses;

(b) that the Board, in establishing the projects set forth in Exhibit "B," evaluated the safety, class size reduction, classroom, educational, and information technology needs of the District as well as the importance of the projects to student achievement and high quality instruction;

(c) that the Board shall cause an annual, independent performance audit to be conducted to ensure that the Bond monies get spent only for the projects identified in Exhibit "B" hereto;

(d) that the Board shall cause an annual, independent financial audit of the proceeds from the sale of Bonds to be conducted until all of the Bond proceeds have been expended;

(e) that the Board shall appoint a Citizens' Oversight Committee in compliance with Education Code Section 15278 no later than 60 days after the Board enters the election results in its minutes pursuant to Education Code Section 15274; and

(f) that the tax levy authorized to secure the Bonds of this election shall not exceed the Proposition 39 limits per \$100,000 of taxable property in the District when assessed valuation is projected by the District to increase in accordance with Article XIII A of the California Constitution.

Section 4. That the authority for ordering the election is contained in Education Code Sections 15100 *et seq.*, 15264 *et seq.*, and Government Code Section 53506.

Section 5. That the authority for the specifications of this election order is contained in Sections 5322 of the Education Code.

Section 6. That each of the Santa Cruz County Registrar of Voters, the Monterey County Registrar of Voters, the Santa Cruz County Board of Supervisors and the Monterey County Board of Supervisors are hereby requested to consolidate the election ordered hereby with any and all other elections to be held on November 6, 2012 within the District.

Section 7. That the Secretary of the Board is hereby directed to deliver a certified copy of this Resolution to each of the Santa Cruz County Registrar of Voters and the Monterey County Registrar of Voters no later than August 10, 2012.

Section 8. That any Bonds issued pursuant to Section 15264 *et seq.* of the Education Code hereto shall have a maturity not exceeding twenty-five (25) years, and Bonds issued pursuant to Section 53506 of the Government Code shall have a maturity not exceeding forty (40) years. The maximum rate of interest on any Bond shall not exceed the maximum rate allowed by Education Code Sections 15140 to 15143, as modified by Government Code Section 53531.

Section 9. That the Board requests the governing body of any such other political subdivision, or any officer otherwise authorized by law, to partially or completely consolidate such election and to further provide that the canvass of the returns of the election be made by any body or official authorized by law to canvass such returns, and that the Board consents to such consolidation.

Section 10. Pursuant to Section 5303 of the Education Code and Section 10002 of the Elections Code, the Boards of Supervisors of each of Santa Cruz County and Monterey County is requested to permit their respective Registrars of Voters to render all services specified by Section 10418 of the Elections Code relating to the election, for which services the District agrees to reimburse each of Santa Cruz County and Monterey County, such services to include the publication of a Formal Notice of School Bond Election and the mailing of the sample ballot and tax rate statement (described in Section 9401 of the Elections Code) pursuant to the terms of Section 5363 of the Education Code and Section 12112 of the Elections Code.

ADOPTED, SIGNED AND APPROVED this 13th day of June, 2012.

BOARD OF TRUSTEES OF THE PAJARO
VALLEY UNIFIED SCHOOL DISTRICT

By _____
President

Attest:

Secretary

[illegible]

I, _____, do hereby certify that the foregoing is a true and correct copy of Resolution No. _____, which was duly adopted by the Board of Trustees the Pajaro Valley Unified School District at the meeting thereof held on the 13th day of June, 2012, and that it was so adopted by the following vote:

AYES:

NOES:

ABSENT:

ABSTENTIONS:

By _____
Secretary

EXHIBIT A

“To repair aging schools, which support quality education in the Aptos and Watsonville areas, with funding that cannot be taken by the State, shall Pajaro Valley Unified School District upgrade classrooms in all schools, repair leaking roofs and aging schools, upgrade computers and instructional technology in all schools, and construct, repair and acquire classrooms, sites and equipment, by issuing \$190,000,000 in bonds at legal rates, with independent citizens’ oversight, no money for administrators, independent audits, all funds staying local?”

Bonds – Yes

Bonds – No

EXHIBIT B

FULL TEXT BALLOT PROPOSITION
OF THE PAJARO VALLEY UNIFIED SCHOOL DISTRICT
BOND MEASURE ELECTION NOVEMBER 6, 2012

The following is the full proposition presented to the voters by the Pajaro Valley Unified School District.

“To repair aging schools, which support quality education in the Watsonville and Aptos areas, with funding that cannot be taken by the State, shall Pajaro Valley Unified School District upgrade classrooms in all schools, repair leaking roofs and aging schools, upgrade computers and instructional technology in all schools, and construct, repair and acquire classrooms, sites and equipment, by issuing \$190,000,000 in bonds at legal rates, with independent citizens’ oversight, no money for administrators, independent audits, all funds staying local?”

PROJECT LIST

The Board of Education of the Pajaro Valley Unified School District is committed to safe and comparable schools throughout the District with upgraded classrooms, libraries, science labs and technology systems to keep pace with 21st century learning standards. The Board evaluated the District’s urgent and critical facility needs, including safety issues, class size, computer and information technology, enrollment trends and prepared a Facilities Master Plan 2012-22 approved by the Board on February 22, 2012 and incorporated herein, in developing the scope of projects to be funded. The District conducted a facilities evaluation and received public input in developing this Project List. Teachers, staff, community members and the Board have prioritized the key health and safety needs so that the most critical facility needs are addressed. The Board concluded that if these needs are not addressed now, the problems will only become more pressing and expensive to address. **Therefore, in approving this Project List, the Board of Trustees determines that the District should:**

- (i) **retain all bond money to be used exclusively in our local community and not be taken away by the State or used for salaries or pensions; and**
- (ii) **improve academic instruction in core subjects like reading, writing, math, science and technology; and**
- (iii) **upgrade classrooms, libraries, science labs and computer systems to attract qualified teachers and keep pace with technology for 21st century skills; and**
- (iv) **modernize school facilities and remove hazardous mold and asbestos from classrooms; and**
- (v) **improve lighting, fencing, fire-detection, alarms, emergency communication and security systems, and electrical systems to provide a safe learning environment for our students;**
- (vi) **upgrade old, leaky roofs, heating, and ventilation and air conditioning systems to improve energy efficiency and save money which can be invested in classroom instruction;**

- (vii) ensure that all students have access to comparable academic and extracurricular facilities; and
- (viii) provide facilities for vocational and job training programs.

The Project List includes upgrades and improvements throughout the District, as needed, so that schools throughout the District are comparable and provide similar access to a quality education.

School Renovation, Repair and Upgrade Projects

Goal and Purpose: Since improving quality education in local schools by emphasizing science, math, reading and writing requires renovating, repairing and upgrading outdated school buildings, bathrooms, science labs, classrooms, computers, technology, school libraries, and equipment to give all children access to the resources they need to learn and stay up-to-date with the latest advances in technology and education, local schools will benefit from projects including:

- Repair, upgrade worn-out, leaky roofs.
- Replace older heating, ventilation, air conditioning and lighting systems with building code compliant, energy efficient systems which will save money on operating costs.
- Upgrade classrooms, science labs and walkways so that they comply with current standards and **are accessible for disabled or handicapped students and teachers.**
- Add electrical service capacity to relieve overloaded electrical systems so that it can handle modern instructional technology.
- Upgrade aging school restrooms.
- Provide improved, up-to-date computers and computer labs.
- **Upgrade classrooms, libraries science labs and technology to keep pace with the 21st century learning standards.**
- Upgrade and equip classrooms, multipurpose rooms, physical education facilities, kitchens, auditoriums, libraries, arts and music rooms, and educational support spaces.
- Replace old, portable classrooms with new classrooms and facilities.
- Repair aging schools.

School Health and Safety and Energy Efficiency School Projects

Goal and Purpose: Since good, safe and up-to-date schools help protect and improve local property values and reduce maintenance and operating costs, returning more money to the classroom, schools and school sites will benefit from a variety of health and safety projects, such as:

Student Safety

- Replace aging, outdated portables with modern classrooms that meet 21st century health, safety and academic standards.
- **Remove mold and asbestos from classrooms.**
- Upgrade fire alarm systems to meet current codes, repair fire safety equipment, add sprinklers and fire safety doors to make students safe in the event of an emergency.
- Upgrade schools to meet handicap accessibility requirements.
- **Upgrade and install new security systems, such as outdoor lighting, fencing, gates and classroom door locks.**
- Upgrade emergency communication systems to improve student safety.
- Strengthen and repair schools and classrooms vulnerable to serious damage in a major earthquake, or required by State law.

Energy Efficiency – Returning Savings to the Classroom

- Replace old and inefficient windows, lighting, irrigation, heating and ventilation systems which waste money and use the savings to prevent cuts to teacher and instructional programs.
- **Install energy efficient systems to save money and return the savings to the classroom.**

District-Wide Instructional Technology and Wiring Projects To Maintain A High Standard of Achievement

Goal and Purpose: To upgrade classroom computers and computer technology to allow our teachers and students to use up-to-date teaching methods and enhance instruction in core academic subjects like reading, writing, math, science and technology and be better prepared for college or future careers:

- Provide and maintain up-to-date technology, data and communication equipment.
- Upgrade and expand wireless systems, telecommunications, Internet and network connections.
- Upgrade and replace computers, hardware and software systems, classroom and library technology and teaching equipment to enhance instruction.
- Establish a classroom technology fund to keep our technology up-to-date and allow our students to learn the skills necessary for a 21st century economy.

In addition to the projects described above which will be undertaken throughout the District, the Project List also includes the following upgrades at each of the District's schools:

District Elementary Schools

Amesti Elementary School

Student Health and Safety Projects

- Upgrades to meet current earthquake and safety standards
- Upgrade handicap accessibility to sites, restrooms and other facilities so all students can reach their full potential
- Upgrade fire alarm systems and emergency communication systems and bell/clock systems
- Improve campus safety by upgrading parking, driving areas and exterior lighting and pathways
- Replace aging, unsafe playground equipment and upgrade playfields

Essential School Repair Projects

- Install an energy management system, new windows, siding and doors to reduce utility bills; exterior painting
- Replace carpet and flooring in all classrooms
- Remodel and upgrade kitchen, replace/remodel portables
- Install new heating, ventilation and air-conditioning system

Technology Upgrade Projects to Provide 21st Century Education

- Upgrade classrooms to Intelligent Classrooms

Ann Soldo Elementary School

Student Health and Safety Projects

- Upgrades to meet current earthquake and safety standards
- Upgrade handicap accessibility to sites, restrooms and other facilities so all students can reach their full potential
- Upgrade fire alarm systems and emergency communication systems and bell/clock systems
- Improve campus safety by upgrading parking, driving areas and exterior lighting and pathways
- Replace aging, unsafe playground equipment and upgrade playfields
- Upgrade and/or replace restrooms

Essential School Repair Projects

- Upgrade or replace heating, ventilation and air-conditioning systems and controls, as required
- Upgrade and/or install energy management systems
- Upgrade and remodel interior classrooms and buildings
- Upgrade lighting systems; utilize green and sustainable building strategies
- Upgrade / replace portable classrooms
- Upgrade kitchen to improve nutritional options
- Paint and repair exterior surfaces of buildings

Technology Upgrade Projects to Provide 21st Century Education

- Upgrade classrooms to Intelligent Classrooms

Bradley Elementary School

Student Health and Safety Projects

- Upgrades to meet current earthquake and safety standards
- Upgrade handicap accessibility to sites, restrooms and other facilities so all students can reach their full potential
- Upgrade fire alarm systems and emergency communication systems and bell/clock systems
- Improve campus safety by upgrading parking, driving areas and exterior lighting and pathways
- Replace aging, unsafe playground equipment and upgrade playfields

Essential School Repair Projects

- Replace aging, leaky roofing systems, gutters, downspouts, drainage
- Upgrade or replace heating, ventilation and air-conditioning systems and controls, as required
- Upgrade and remodel interior classrooms and buildings
- Upgrade and/or install energy management systems
- Upgrade lighting systems; utilize green and sustainable building strategies
- Upgrade / replace portable classrooms
- Upgrade kitchen to improve nutritional options
- Paint and repair exterior surfaces of buildings

Technology Upgrade Projects to Provide 21st Century Education

- Upgrade classrooms to Intelligent Classrooms
- Make necessary technology upgrades to Aptos area schools to bring them up to equitable standards
- Upgrade network equipment, wiring, data systems, replace aging computers

- Install Voice over Internet Protocol (VoIP) telephone systems

Calabasas Elementary School

Student Health and Safety Projects

- Upgrades to meet current earthquake and safety standards
- Upgrade handicap accessibility to sites, restrooms and other facilities so all students can reach their full potential
- Upgrade fire alarm systems and emergency communication systems and bell/clock systems
- Improve campus safety by upgrading parking, driving areas and exterior lighting and pathways
- Replace aging, unsafe playground equipment and upgrade playfields

Essential School Repair Projects

- Replace aging, leaky roofing systems, gutters, downspouts, drainage
- Upgrade or replace heating, ventilation and air-conditioning systems and controls, as required
- Upgrade and/or install energy management systems
- Upgrade and remodel interiors of classrooms and buildings
- Upgrade lighting systems; utilize green and sustainable building strategies
- Upgrade / replace portable classrooms
- Upgrade kitchen to improve nutritional options
- Paint and repair exterior surfaces of buildings

Technology Upgrade Projects to Provide 21st Century Education

- Upgrade classrooms to Intelligent Classrooms
- Upgrade network equipment, wiring, data systems
- Install Voice over Internet Protocol (VoIP) telephone systems

Freedom Elementary School

Student Health and Safety Projects

- Upgrades to meet current earthquake and safety standards
- Upgrade handicap accessibility to sites, restrooms and other facilities so all students can reach their full potential
- Upgrade fire alarm systems and emergency communication systems and bell/clock systems
- Improve campus safety by upgrading parking, driving areas and exterior lighting and pathways

- Replace aging playground equipment and upgrade playfields, hardcourts

Essential School Repair Projects

- Replace aging roofing systems, gutters, downspouts, drainage
- Upgrade or replace heating, ventilation and air-conditioning systems and controls, as required
- Upgrade and remodel interiors of classrooms and buildings
- Upgrade and/or install energy management systems
- Upgrade lighting systems; utilize green and sustainable building strategies
- Upgrade / replace portable classrooms
- Upgrade kitchen to improve nutritional options
- Paint and repair exterior surfaces of buildings
- Upgrade site and building utilities

Technology Upgrade Projects to Provide 21st Century Education

- Upgrade classrooms to Intelligent Classrooms

H.A. Hyde Elementary School

Student Health and Safety Projects

- Upgrades to meet current earthquake and safety standards
- Upgrade handicap accessibility to sites, restrooms and other facilities so all students can reach their full potential
- Upgrade fire alarm systems and emergency communication systems and bell/clock systems
- Improve campus safety by upgrading parking, driving areas and exterior lighting and pathways
- Replace aging, unsafe playground equipment and upgrade playfields

Essential School Repair Projects

- Replace aging roofing systems, gutters, downspouts, drainage
- Upgrade or replace heating, ventilation and air-conditioning systems and controls, as required
- Upgrade and remodel interiors of classrooms and buildings
- Upgrade lighting systems; utilize green and sustainable building strategies
- Upgrade / replace portable classrooms
- Upgrade kitchen to improve nutritional options
- Improve handicap accessibility
- Upgrade and/or install energy management systems
- Paint and repair exterior surfaces of buildings

- Upgrade site and building utilities

Technology Upgrade Projects to Provide 21st Century Education

- Upgrade classrooms to Intelligent Classrooms

Hall District Elementary School

Student Health and Safety Projects

- Upgrades to meet current earthquake and safety standards
- Upgrade handicap accessibility to sites, restrooms and other facilities so all students can reach their full potential
- Upgrade fire alarm systems and emergency communication systems and bell/clock systems
- Improve campus safety by upgrading parking, driving areas and exterior lighting and pathways
- Replace aging playground equipment, upgrade playfields, fencing

Essential School Repair Projects

- Replace aging roofing systems, gutters, downspouts, drainage
- Upgrade or replace heating, ventilation and air-conditioning systems and controls, as required
- Upgrade and remodel interiors of classrooms and buildings
- Upgrade lighting systems; utilize green and sustainable building strategies
- Upgrade / replace portable classrooms
- Upgrade kitchen to improve nutritional options
- Upgrade and/or install energy management systems
- Paint and repair exterior surfaces of buildings
- Replace windows
- Upgrade site and building utilities

Technology Upgrade Projects to Provide 21st Century Education

- Upgrade classrooms to Intelligent Classrooms

Landmark Elementary School

Student Health and Safety Projects

- Upgrade handicapped accessibility to sites, restrooms and other facilities
- Upgrade fire alarm systems, emergency communication and bells/clock systems
- Upgrade playfields, parking, driveways , pathways, walkways to improve student safety

Essential School Repair Projects

- Replace roofing systems
- Upgrade and/or install energy management systems
- Upgrade kitchen to improve nutritional options
- Paint and repair exterior surfaces of buildings

Technology Upgrade Projects to Provide 21st Century Education

- Upgrade classrooms to Intelligent Classrooms

MacQuiddy Elementary School

Student Health and Safety Projects

- Upgrades to meet current earthquake and safety standards
- Upgrade handicap accessibility to sites, restrooms and other facilities so all students can reach their full potential
- Upgrade fire alarm systems and emergency communication systems and bell/clock systems
- Improve campus safety by upgrading parking, driving areas and exterior lighting and pathways
- Replace unsafe, aging playground equipment and upgrade playfields

Essential School Repair Projects

- Replace aging roofing systems, gutters, downspouts, drainage
- Upgrade or replace heating, ventilation and air-conditioning systems and controls, as required
- Upgrade and remodel interiors of classrooms and buildings
- Upgrade and/or install energy management systems
- Upgrade lighting systems; utilize green and sustainable building strategies
- Upgrade / replace portable classrooms, replace windows
- Upgrade kitchen to improve nutritional options
- Paint and repair exterior surfaces of buildings
- Upgrade site utilities

Technology Upgrade Projects to Provide 21st Century Education

- Upgrade classrooms to Intelligent Classrooms

Mar Vista Elementary School

Student Health and Safety Projects

- Upgrades to meet current earthquake and safety standards
- Upgrade handicap accessibility to sites, restrooms and other facilities so all students can reach their full potential
- Upgrade fire alarm systems and emergency communication systems and bell/clock systems
- Address structural deficiencies
- Upgrade and/or replace aging restrooms

Essential School Repair Projects

- Replace aging roofing systems, gutters, downspouts, drainage
- Upgrade or replace heating, ventilation and air-conditioning systems and controls, as required
- Upgrade and remodel interiors of classrooms and buildings
- Upgrade lighting systems; utilize green and sustainable building strategies
- Upgrade and/or install energy management systems
- Upgrade / replace portable classrooms
- Upgrade kitchens to improve nutritional options
- Paint and repair exterior surfaces of buildings

Technology Upgrade Projects to Provide 21st Century Education

- Upgrade classrooms to Intelligent Classrooms
- Upgrade network equipment, wiring, data systems
- Make necessary technology upgrades to Aptos area schools to bring them up to equitable standards
- Install Voice over Internet Protocol (VoIP) telephone systems

New Construction Project

- Build new multi-purpose room and expand the library

Mintie White Elementary School

Student Health and Safety Projects

- Upgrades to meet current earthquake and safety standards
- Upgrade handicap accessibility to sites, restrooms and other facilities so all students can reach their full potential
- Upgrade fire alarm systems and emergency communication systems and bell/clock systems
- Improve campus safety by upgrading parking, driving areas and exterior lighting and pathways

- Replace aging playground equipment and upgrade playfields

Essential School Repair Projects

- Replace aging roofing systems, gutters, downspouts, drainage
- Upgrade or replace heating, ventilation and air-conditioning systems and controls, as required
- Upgrade and remodel interiors of classrooms and buildings
- Upgrade lighting systems; utilize green and sustainable building strategies
- Upgrade and/or install energy management systems
- Upgrade / replace portable classrooms
- Upgrade kitchen to improve nutritional options
- Paint and repair exterior surfaces of buildings
- Upgrade irrigation systems and landscaping

Technology Upgrade Projects to Provide 21st Century Education

- Upgrade classrooms to Intelligent Classrooms
- Upgrade network equipment, wiring, data systems

Ohlone Elementary School

Student Health and Safety Projects

- Upgrades to meet current earthquake and safety standards
- Upgrade handicap accessibility to sites, restrooms and other facilities so all students can reach their full potential
- Upgrade fire alarm systems and emergency communication systems and bell/clock systems
- Improve campus safety by upgrading parking, driving areas and exterior lighting and pathways
- Replace aging playground equipment and upgrade playfields
- Address structural deficiencies
- Upgrade and/or replace aging restrooms
- Replace or upgrade unsafe playground equipment

Essential School Repair Projects

- Replace roofing systems, gutters, downspouts, drainage
- Upgrade or replace heating, ventilation and air-conditioning systems and controls, as required
- Upgrade and remodel interiors of classrooms and buildings
- Upgrade lighting systems; utilize green and sustainable building strategies
- Upgrade and/or install energy management systems

- Upgrade / replace portable classrooms
- Upgrade kitchen to improve nutritional options
- Paint and repair exterior surfaces of buildings
- Site improvement, irrigation system upgrades for safety

Technology Upgrade Projects to Provide 21st Century Education

- Upgrade classrooms to Intelligent Classrooms

Radcliff Elementary School

Student Health and Safety Projects

- Upgrades to meet current earthquake and safety standards
- Upgrade handicap accessibility to sites, restrooms and other facilities so all students can reach their full potential
- Upgrade fire alarm systems and emergency communication systems and bell/clock systems
- Improve campus safety by upgrading parking, driving areas and exterior lighting and pathways
- Replace aging playground equipment and upgrade playfields
- Upgrade and/or replace restrooms

Essential School Repair Projects

- Replace aging roofing systems, gutters, downspouts, drainage
- Upgrade or replace heating, ventilation and air-conditioning systems and controls, as required
- Upgrade and remodel interiors of classrooms and buildings
- Upgrade lighting systems; utilize green and sustainable building strategies
- Upgrade and/or install energy management systems
- Repair or replace windows
- Upgrade / replace portable classrooms
- Upgrade kitchen to improve nutritional options
- Paint and repair exterior surfaces of buildings
- Add playground equipment

Technology Upgrade Projects to Provide 21st Century Education

- Upgrade classrooms to Intelligent Classrooms

Rio Del Mar Elementary School

Student Health and Safety Projects

- Upgrades to meet current earthquake and safety standards
- Upgrade handicap accessibility to sites, restrooms and other facilities so all students can reach their full potential
- Upgrade fire alarm systems and emergency communication systems and bell/clock systems
- Improve campus safety by upgrading parking, driving areas and exterior lighting and pathways
- Replace aging playground equipment and upgrade playfields and hardcourts
- Address structural deficiencies
- Upgrade and/or replace aging restrooms
- Upgrade track, repair and improve playfields and equipment

Essential School Repair Projects

- Replace aging roofing systems, gutters, downspouts, drainage
- Upgrade or replace heating, ventilation and air-conditioning systems and controls, as required
- Upgrade and remodel interiors of classrooms and buildings
- Upgrade and/or install energy management systems
- Upgrade lighting systems; utilize green and sustainable building strategies
- Upgrade / replace portable classrooms
- Upgrade kitchen to improve nutritional options
- Paint and repair exterior surfaces of buildings

Technology Upgrade Projects to Provide 21st Century Education

- Upgrade classrooms to Intelligent Classrooms
- Upgrade network equipment, wiring, data systems
- Upgrade technology to Aptos area schools to bring them up to equitable standards
- Upgrade phone and communication system

Starlight Elementary School

Student Health and Safety Projects

- Upgrades to meet current earthquake and safety standards
- Upgrade handicap accessibility to sites, restrooms and other facilities so all students can reach their full potential
- Upgrade fire alarm systems and emergency communication systems and bell/clock systems

- Improve campus safety by upgrading parking, driving areas and exterior lighting and pathways
- Upgrade or replace unsafe playground equipment
- Upgrade playfields; add turf, irrigation systems and landscape
- Upgrade perimeter fencing

Essential School Repair Projects

- Replace aging roofing systems, gutters, downspouts, drainage
- Upgrade or replace heating, ventilation and air-conditioning systems and controls, as required
- Upgrade and remodel interiors of classrooms and buildings
- Upgrade and/or install energy management systems
- Upgrade lighting systems; utilize green and sustainable building strategies
- Upgrade / replace portable classrooms
- Upgrade kitchen to improve nutritional options
- Paint and repair exterior surfaces of buildings

Technology Upgrade Projects to Provide 21st Century Education

- Upgrade classrooms to Intelligent Classrooms

Valencia Elementary School

Student Health and Safety Projects

- Upgrades to meet current earthquake and safety standards
- Upgrade handicap accessibility to sites, restrooms and other facilities so all students can reach their full potential
- Upgrade fire alarm systems and emergency communication systems and bell/clock systems
- Improve campus safety by upgrading parking, driving areas and exterior lighting and pathways
- Replace aging playground equipment and upgrade playfields
- Address structural deficiencies
- Upgrade and/or replace restrooms
- Upgrade perimeter fencing

Essential School Repair Projects

- Replace aging roofing systems, gutters, downspouts, drainage
- Upgrade or replace heating, ventilation and air-conditioning systems and controls, as required
- Upgrade and remodel interiors of classrooms and buildings
- Upgrade lighting systems; utilize green and sustainable building strategies

- Upgrade and/or install energy management systems
- Upgrade / replace portable classrooms
- Upgrade kitchen to improve nutritional options
- Paint and repair exterior surfaces of buildings
- Replace windows with energy efficient window systems
- Upgrade site utilities

Technology Upgrade Projects to Provide 21st Century Education

- Upgrade classrooms to Intelligent Classrooms
- Upgrade network equipment, wiring, data systems
- Upgrade technology to Aptos area schools to bring them up to equitable standards
- Install Voice over Internet Protocol (VoIP) telephone systems

District Middle Schools

Aptos Junior High School

Student Health and Safety Projects

- Upgrades to meet current earthquake and safety standards
- Upgrade handicap accessibility to sites, restrooms and other facilities so all students can reach their full potential
- Upgrade fire alarm systems and emergency communication systems and bell/clock systems
- Improve campus safety by upgrading parking, driving areas and exterior lighting and pathways
- Replace aging playground equipment and upgrade playfields
- Address structural deficiencies
- Upgrade and/or replace aging restrooms

Essential School Repair Projects

- Replace aging roofing systems, gutters, downspouts, drainage
- Upgrade or replace heating, ventilation and air-conditioning systems and controls, as required
- Upgrade and remodel interiors of classrooms and buildings
- Upgrade and/or install energy management systems
- Upgrade lighting systems; utilize green and sustainable building strategies
- Upgrade / replace portable classrooms
- Upgrade and expand kitchen to improve nutritional options
- Paint and repair exterior surfaces of buildings

- Upgrade field and track
- Make upgrades to utility systems

Technology Upgrade Projects to Provide 21st Century Education

- Upgrade classrooms to Intelligent Classrooms
- Upgrade network equipment, wiring, data systems
- Upgrade technology to Aptos area schools to bring them up equitable standards
- Install Voice over Internet Protocol (VoIP) telephone systems

New Construction Project

- Build new gymnasium, remodel existing gym to multipurpose, upgrade kitchen area

Cesar Chavez Middle School

Student Health and Safety Projects

- Upgrades to meet current earthquake and safety standards
- Upgrade handicap accessibility to sites, restrooms and other facilities so all students can reach their full potential
- Upgrade fire alarm systems and emergency communication systems and bell/clock systems
- Improve campus safety by upgrading parking, driving areas and exterior lighting and pathways
- Replace aging playground equipment and upgrade playfields
- Address structural deficiencies
- Upgrade and/or replace aging restrooms
- Improve parking, driveways, walkway areas; repair paving
- Upgrade perimeter fencing for safety

Essential School Repair Projects

- Replace aging roofing systems, gutters, downspouts, drainage
- Upgrade or replace heating, ventilation and air-conditioning systems and controls, as required
- Upgrade and remodel interiors of classrooms and buildings
- Upgrade and/or install energy management systems
- Upgrade lighting systems; utilize green and sustainable building strategies
- Upgrade / replace portable classrooms
- Upgrade kitchen to improve nutritional options
- Paint and repair exterior surfaces of buildings
- Improve irrigation systems, hard courts, play areas

Technology Upgrade Projects to Provide 21st Century Education

- Upgrade classrooms to Intelligent Classrooms

E.A. Hall Middle School

Student Health and Safety Projects

- Upgrades to meet current earthquake and safety standards
- Upgrade handicap accessibility to sites, restrooms and other facilities so all students can reach their full potential
- Upgrade fire alarm systems and emergency communication systems and bell/clock systems
- Improve campus safety by upgrading parking, driving areas and exterior lighting and pathways
- Replace aging playground equipment and upgrade playfields
- Address structural deficiencies
- Upgrade and/or replace restrooms
- Install new track, upgrade fields and play areas
- Improve parking, driveways, walkway areas; repair exterior paving
- Upgrade perimeter fencing

Essential School Repair Projects

- Replace aging, leaky roofing systems, gutters, downspouts, drainage
- Upgrade or replace heating, ventilation and air-conditioning systems and controls, as required
- Upgrade and remodel interiors of classrooms and buildings
- Upgrade and/or install energy management systems
- Upgrade lighting systems; utilize green and sustainable building strategies
- Upgrade / replace portable classrooms
- Upgrade kitchen to improve nutritional options
- Paint and repair exterior surfaces of buildings

Technology Upgrade Projects to Provide 21st Century Education

- Upgrade classrooms to Intelligent Classrooms
- Upgrade network equipment, wiring, data systems

Lakeview Middle School

Student Health and Safety Projects

- Upgrade handicap accessibility to sites, restrooms and other facilities
- Upgrade fire alarm systems, bell, clock systems
- Upgrade restrooms
- Improve parking, driveways, walkway areas; exterior paving
- Improve track and playfields

Essential School Repair Projects

- Upgrade or replace heating, ventilation and air-conditioning systems and controls, as required
- Upgrade and/or install energy management systems
- Upgrade and remodel interiors of classrooms and buildings
- Upgrade lighting systems; utilize green and sustainable building strategies
- Upgrade / replace portable classrooms
- Upgrade kitchen to improve nutritional options
- Paint and repair exterior surfaces of buildings

Technology Upgrade Projects to Provide 21st Century Education

- Upgrade classrooms to Intelligent Classrooms

Pajaro Middle School

Student Health and Safety Projects

- Upgrades to meet current earthquake and safety standards
- Upgrade handicap accessibility to sites, restrooms and other facilities so all students can reach their full potential
- Upgrade fire alarm systems and emergency communication systems and bell/clock systems
- Improve campus safety by upgrading parking, driving areas and exterior lighting and pathways
- Replace aging playground equipment and upgrade playfields
- Upgrade and/or replace aging restrooms
- Upgrade utilities
- Improve parking, driveways, walkway areas; repair exterior paving
- Upgrade track and field areas
- Upgrade perimeter fencing for safety

Essential School Repair Projects

- Replace roofing systems, gutters, downspouts, drainage
- Upgrade or replace heating, ventilation and air-conditioning systems and controls, as required
- Upgrade and remodel interiors of classrooms and buildings
- Upgrade and/or install energy management systems
- Upgrade lighting systems; utilize green and sustainable building strategies
- Upgrade / replace portable classrooms
- Upgrade kitchen to improve nutritional options
- Paint and repair exterior surfaces of buildings

Technology Upgrade Projects to Provide 21st Century Education

- Upgrade classrooms to Intelligent Classrooms

Rolling Hills Middle School

Student Health and Safety Projects

- Upgrades to meet current earthquake and safety standards
- Upgrade handicap accessibility to sites, restrooms and other facilities so all students can reach their full potential
- Upgrade fire alarm systems and emergency communication systems and bell/clock systems
- Improve campus safety by upgrading parking, driving areas and exterior lighting and pathways
- Replace aging playground equipment and upgrade playfields
- Address structural deficiencies
- Upgrade and/or replace restrooms
- Improve parking, driveways, walkway areas; repair exterior paving
- Improve drainage, turf and irrigation systems
- Upgrade track and field areas

Essential School Repair Projects

- Replace aging, leaky roofing systems, gutters, downspouts, drainage
- Upgrade or replace heating, ventilation and air-conditioning systems and controls, as required
- Upgrade and remodel interiors of classrooms and buildings
- Upgrade and/or install energy management systems
- Upgrade lighting systems; utilize green and sustainable building strategies
- Upgrade / replace portable classrooms

- Upgrade kitchen to improve nutritional options
- Paint and repair exterior surfaces of buildings

Technology Upgrade Projects to Provide 21st Century Education

- Upgrade classrooms to Intelligent Classrooms
- Upgrade network equipment, wiring, data systems

High Schools

Aptos High School

Student Health and Safety Projects

- Upgrades to meet current earthquake and safety standards
- Upgrade handicap accessibility to sites, restrooms and other facilities so all students can reach their full potential
- Upgrade fire alarm systems and emergency communication systems and bell/clock systems
- Improve campus safety by upgrading parking, driving areas and exterior lighting and pathways
- Replace aging playground equipment and upgrade playfields
- Address structural deficiencies
- Upgrade and/or replace aging restrooms
- Resurface Mariner Way, landscape entrance to school, resurface/install new parking
- Upgrade physical education facilities and fields
- Improve parking, driveways and walkway areas

Essential School Repair Projects

- Replace aging, leaky roofing systems, gutters, downspouts, drainage
- Upgrade or replace heating, ventilation and air-conditioning systems and controls, as required
- Upgrade and remodel interiors of classrooms and buildings
- Upgrade and/or install energy management systems
- Upgrade lighting systems; utilize green and sustainable building strategies
- Upgrade / replace portable classrooms
- Upgrade and expand kitchen to improve nutritional options
- Paint and repair exterior surfaces of buildings

Technology Upgrade Projects to Provide 21st Century Education

- Upgrade classrooms to Intelligent Classrooms
- Upgrade network equipment, wiring, data systems

- Upgrade technology to Aptos area schools to bring them up equitable standards
- Install Voice over Internet Protocol (VoIP) telephone systems

Pajaro Valley High School

Student Health and Safety Projects

- Upgrades to meet current earthquake and safety standards
- Upgrade handicap accessibility to sites, restrooms and other facilities so all students can reach their full potential
- Upgrade fire alarm systems and emergency communication systems and bell/clock systems
- Replace aging playground equipment and upgrade playfields
- Upgrade utility and plumbing systems
- Improve playfields; add field house, restroom, equipment storage and drinking fountain; site improvements
- Improve vehicular access, parking areas and walkways

Essential School Repair Projects

- Replace aging, leaky roofing systems, gutters, downspouts, drainage
- Upgrade or replace heating, ventilation and air-conditioning systems and controls, as required
- Upgrade and/or install energy management systems
- Upgrade / replace portable classrooms
- Improve arts and physical education facilities to offer comparable learning opportunities to students at PVHS as students at the other comprehensive high schools in the District.
- Upgrade kitchen to improve nutritional options
- Paint and repair exterior surfaces of buildings

Technology Upgrade Projects to Provide 21st Century Education

- Upgrade classrooms to Intelligent Classrooms

New Construction Project

- Build new student auditorium with modern amenities and flexibility for multiple types of use to improve student access to arts, drama, and music comparable to other high schools

Watsonville High School

Student Health and Safety Projects

- Upgrades to meet current earthquake and safety standards
- Upgrade handicap accessibility to sites, restrooms and other facilities so all students can reach their full potential
- Upgrade fire alarm systems and emergency communication systems and bell/clock systems
- Improve campus safety by upgrading parking, driving areas and exterior lighting and pathways
- Replace aging playground equipment and upgrade playfields
- Address structural deficiencies
- Upgrade and/or replace restrooms

Essential School Repair Projects

- Replace aging, leaky roofing systems, gutters, downspouts, drainage
- Upgrade or replace heating, ventilation and air-conditioning systems and controls, as required
- Upgrade and remodel interiors of classrooms and buildings
- Upgrade and/or install energy management systems
- Upgrade lighting systems; utilize green and sustainable building strategies
- Upgrade / replace portable classrooms
- Upgrade kitchens to improve nutritional options
- Paint and repair exterior surfaces of buildings
- Improve irrigation systems throughout campus
- Improve utility systems

Technology Upgrade Projects to Provide 21st Century Education

- Upgrade classrooms to Intelligent Classrooms
- Upgrade network equipment, wiring, data systems

Renaissance High School

Student Health and Safety Projects

- Upgrades to meet current earthquake and safety standards
- Upgrade handicap accessibility to sites, restrooms and other facilities so all students can reach their full potential
- Upgrade fire alarm systems and emergency communication systems and bell/clock systems
- Improve campus safety by upgrading parking, driving areas and exterior lighting and pathways

- Replace aging playground equipment and upgrade playfields
- Upgrade and/or replace restrooms
- Improve parking, driveways, walkway areas; repair unsafe paving

Essential School Repair Projects

- Replace aging, leaky roofing systems, gutters, downspouts, drainage
- Upgrade or replace heating, ventilation and air-conditioning systems and controls, as required
- Upgrade and remodel interiors of classrooms and buildings
- Upgrade and/or install energy management systems
- Upgrade lighting systems; utilize green and sustainable building strategies
- Upgrade / replace portable classrooms
- Upgrade kitchens to improve nutritional options
- Paint and repair exterior surfaces of buildings
- Improve utility systems

Technology Upgrade Projects to Provide 21st Century Education

- Upgrade classrooms to Intelligent Classrooms

Charter/Alternative Schools

AVCI

Student Health and Safety Projects

- Upgrade accessibility to sites, restrooms and other facilities
- Upgrade fire alarm systems, bell, clock systems
- Improve parking, driveways, and walkway areas; repair exterior paving

Essential School Repair Projects

- Upgrade or replace heating, ventilation and air-conditioning systems and controls, as required
- Upgrade and remodel interiors of classrooms and buildings
- Upgrade and/or install energy management systems
- Upgrade lighting systems; utilize green and sustainable building strategies
- Add protective cover at restroom doors

Technology Upgrade Projects to Provide 21st Century Education

- Upgrade classrooms to Intelligent Classrooms

Alianza

Student Health and Safety Projects

- Upgrades to meet current earthquake and safety standards
- Upgrade handicap accessibility to sites, restrooms and other facilities so all students can reach their full potential
- Upgrade fire alarm systems and emergency communication systems and bell/clock systems
- Improve campus safety by upgrading parking, driving areas and exterior lighting and pathways
- Replace aging playground equipment and upgrade playfields
- Upgrade and/or replace restrooms
- Upgrade site utilities
- Improve parking, driveways, and walkway areas; repair exterior paving
- Upgrade irrigation system and landscaping; regrade site for better surface drainage

Essential School Repair Projects

- Replace aging, leaky roofing systems, gutters, downspouts, drainage
- Upgrade or replace heating, ventilation and air-conditioning systems and controls, as required
- Upgrade and remodel interiors of classrooms and buildings
- Upgrade and/or install energy management systems
- Upgrade lighting systems; utilize green and sustainable building strategies
- Upgrade / replace portable classrooms
- Upgrade kitchen to improve nutritional options
- Paint and repair exterior surfaces of buildings

Technology Upgrade Projects to Provide 21st Century Education

- Upgrade classrooms to Intelligent Classrooms

Linscott

Student Health and Safety Projects

- Upgrades to meet current earthquake and safety standards
- Upgrade handicap accessibility to sites, restrooms and other facilities so all students can reach their full potential
- Upgrade fire alarm systems and emergency communication systems and bell/clock systems
- Improve campus safety by upgrading parking, driving areas and exterior lighting and pathways
- Replace aging playground equipment and upgrade playfields

- Address structural deficiencies
- Upgrade and/or replace aging restrooms
- Improve parking, driveways and walkway areas; repair exterior paving
- Upgrade irrigation system and site

Essential School Repair Projects

- Replace aging, leaky roofing systems, gutters, downspouts, drainage
- Upgrade or replace heating, ventilation and air-conditioning systems and controls, as required
- Upgrade and remodel interiors of classrooms and buildings
- Upgrade and/or install energy management systems
- Upgrade lighting systems; utilize green and sustainable building strategies
- Upgrade / replace portable classrooms
- Upgrade kitchens to improve nutritional options
- Paint and repair exterior surfaces of buildings
- Install energy efficient windows on main building

Technology Upgrade Projects to Provide 21st Century Education

- Upgrade classrooms to Intelligent Classrooms
- Upgrade network equipment, wiring, data systems
- Install Voice over Internet Protocol (VOIP) telephone systems

New School

Student Health and Safety Projects

- Upgrade accessibility to sites, restrooms and other facilities
- Upgrade fire alarm systems, bell, clock systems
- Improve parking, driveways and walkway areas; repair exterior paving
- Upgrade irrigation systems and sites

Essential School Repair Projects

- Upgrade or replace heating, ventilation and air-conditioning systems and controls, as required
- Upgrade and remodel interiors of classrooms and buildings
- Upgrade and/or install energy management systems
- Upgrade lighting systems; utilize green and sustainable building strategies
- Paint and repair exterior surfaces of buildings

Technology Upgrade Projects to Provide 21st Century Education

- Upgrade classrooms to Intelligent Classrooms

WCSA

Student Health and Safety Projects

- Major modernization to bring schools up to current safety and seismic codes
- Upgrade accessibility to sites, restrooms and other facilities
- Upgrade fire alarm systems, bell, clock systems
- Address structural deficiencies
- Upgrade and/or replace restrooms
- Improve parking, driveways and walkway areas; repair exterior paving
- Repair or replace unsafe playground equipment

Essential School Repair Projects

- Replace aging, leaky roofing systems, gutters, downspouts, drainage
- Upgrade or replace heating, ventilation and air-conditioning systems and controls, as required
- Upgrade and remodel interiors of classrooms and buildings
- Upgrade and/or install energy management systems
- Upgrade lighting systems; utilize green and sustainable building strategies
- Upgrade / replace portable classrooms
- Paint and repair exterior surfaces of buildings
- Repair or replace windows and accessories

Technology Upgrade Projects to Provide 21st Century Education

- Upgrade classrooms to Intelligent Classrooms

* * *

Projects to be Completed according to Student and School Needs

Listed building, repair and rehabilitation projects and upgrades will be completed as needed. Each project is assumed to include its share of furniture, equipment, architectural, engineering, and similar planning costs, program/project management, staff training expenses and a customary contingency for unforeseen design and construction costs. In addition to the listed repair and construction projects stated above, the Project List also includes the acquisition of a variety of instructional, maintenance and operational equipment, including the reduction or retirement of outstanding lease or capital facility note obligations including interim funding incurred to advance fund projects from the Project List, or the reimbursement of the District for such reduction, the construction of new schools, if necessary to serve students, the acquisition of land, the construction or remodeling of administrative support spaces, installation of signage and fencing, the payment of the costs of preparation of all facility planning, facility assessment reviews, facility master plan updates, environmental studies (including environmental investigation, remediation and monitoring) and construction documentation, gymnasium upgrades, temporary housing of dislocated District activities caused by bond projects.

Technology Upgrades

The upgrading of technology infrastructure includes, but is not limited to, computers, LCD projectors, portable interface devices, servers, switches, routers, modules, sound projection, card access systems, laser printers, digital white boards, document projectors, upgraded voice-over IP, call manager and network security/firewall, and other miscellaneous equipment and software. A technology fund shall also be established for future technology upgrades.

Other Essential Repairs, Improvements, Upgrades

In addition to the projects listed above, the repair and renovation of each of the existing school facilities may include, but not be limited to, some or all of the following: upgrade of facilities for energy efficiencies (including solar) and to reduce fire risks; repair and replacement of worn-out and leaky roofs, windows, walls doors and drinking fountains; installation wiring and electrical systems to safely accommodate computers, technology and other electrical devices and needs; resurfacing or replacing of hard courts, turf and irrigation systems, campus exteriors and grounds; build/renovate athletic facilities; upgrade or replace inadequate libraries, multi-purpose rooms; upgrade nutritional services and facilities; upgrade locker rooms; install or upgrade natural or artificial turf, and bleachers; improve sanitation and recycling; install interior and exterior painting and floor covering; installation of covered walkways or shelters; repair rubberized play apparatus surfaces; repair, upgrade and install interior and exterior lighting systems; replace water and sewer lines and other plumbing systems; and replace outdated security fences and security systems. A deferred maintenance fund shall also be established.

State Matching Funds

The allocation of bond proceeds will be affected by the District's receipt of State matching funds and the final costs of each project. In the absence of State matching funds, which the District will aggressively pursue to reduce the District's share of the costs of the projects, the District will not be able to complete some of the projects listed above. Some projects may be undertaken as joint use projects in cooperation with other local public or non-profit agencies. The budget for each project is an estimate and may be affected by factors beyond the District's control. The final cost of each project will be determined as plans are finalized, construction bids are awarded and projects are completed. Based on the final costs of each project, certain projects described above may be delayed or may not be completed.

Cost-effective and efficient implementation; infrastructure; other operations

Demolition of existing facilities and reconstruction of facilities scheduled for repair and upgrade may occur, if the Board determines that such an approach would be more cost-effective in creating more enhanced and operationally efficient campuses. Necessary site preparation/restoration may occur in connection with new construction, renovation or remodeling, or installation or removal of relocatable classrooms, including ingress and egress, removing, replacing or installing irrigation, storm drain, and utility lines, trees and landscaping, relocating fire access roads, and acquiring any necessary easements, licenses, or rights of way to the property. Proceeds of the bonds may be used to pay or reimburse the District for the cost of District staff when performing work on or necessary and incidental to bond projects. Bond proceeds shall only be expended for the specific purposes identified herein. The District shall create an account into which proceeds of the bonds shall be deposited and comply with the reporting requirements of Government Code § 53410.

NO ADMINISTRATOR SALARIES. PROCEEDS FROM THE SALE OF THE BONDS AUTHORIZED BY THIS PROPOSITION SHALL BE USED ONLY FOR THE ACQUISITION, CONSTRUCTION, RECONSTRUCTION, REHABILITATION, OR REPLACEMENT OF SCHOOL FACILITIES, INCLUDING THE FURNISHING AND EQUIPPING OF SCHOOL FACILITIES, AND NOT FOR ANY OTHER PURPOSE, INCLUDING TEACHER AND SCHOOL ADMINISTRATOR SALARIES AND OTHER OPERATING EXPENSES.

FISCAL ACCOUNTABILITY. THE EXPENDITURE OF BOND MONEY ON THESE PROJECTS IS SUBJECT TO STRINGENT FINANCIAL ACCOUNTABILITY REQUIREMENTS. BY LAW, PERFORMANCE AND FINANCIAL AUDITS WILL BE PERFORMED ANNUALLY, AND ALL BOND EXPENDITURES WILL BE MONITORED BY AN INDEPENDENT CITIZENS' OVERSIGHT COMMITTEE (EDUCATION CODE SECTION 15278 ET SEQ.) TO ENSURE THAT FUNDS ARE SPENT AS PROMISED AND SPECIFIED. THE CITIZENS' OVERSIGHT COMMITTEE MUST INCLUDE, AMONG OTHERS, REPRESENTATION OF A BONA FIDE TAXPAYERS ASSOCIATION, A BUSINESS ORGANIZATION AND A SENIOR CITIZENS ORGANIZATION. NO DISTRICT EMPLOYEES OR VENDORS ARE ALLOWED TO SERVE ON THE CITIZENS' OVERSIGHT COMMITTEE.



PAJARO VALLEY UNIFIED SCHOOL DISTRICT



Board Agenda Backup

Item No: 13.5

Date: June 13, 2012

Item: Discussion and possible action to adopt priorities for use of possible General Fund savings from school bond related projects.

Overview: Staff requests the board's discussion and possible action regarding the establishment of specific priorities for the use of General Fund savings generated by projects included in the district's 2012 school facilities bond measure.

The board's bond measure includes a number of projects designed to generate ongoing General Fund savings. This savings could be utilized for other purposes that improve instructional outcomes for students. These projects include installation of solar and energy efficiency systems, green building strategies, and deferred maintenance and IT endowments.

Staff recommends the board approve the establishment of priorities when considering the future use of General Fund savings from the bond. The board will continue to retain its authority to specify budgetary amounts on an annual basis. However, the priority list will highlight the board's intent for the use of bond related savings should the bond pass and General Fund savings become realized. Staff recommends the following priorities be established for future consideration of bond related General Fund savings:

- K-3 class size reduction
- Counselors and intervention services at middle schools
- Additional custodians for safe and clean school facilities

Recommendation: Discuss and adopt priorities for use of possible General Fund savings from bond related projects.

Prepared By: Brett W. McFadden, CBO

Superintendent's Signature:

Dorm Bn



Board Agenda Backup

Item No: 13.6

Date: June 13, 2012

Item: Approval of Revised Job Description – Parent Education Specialist

Overview: The Parent Education Specialist is being presented as a revised classified non-management job description. This classification is being revised in order to broaden the scope of the current Parent Education Specialist. Due to various grants in the District, such as the School Improvement Grant, there is a need for this classification to serve multiple populations of students. This position will work closely with parents by attending SSC/ELAC meetings, work with the Gear Up program, provide workshops for parents, and provide support to parents by referring them to resources in the community.

The revised classified job description will be presented to the Personnel Commission on June 21, 2012, and will remain on salary range 36 on the classified salary schedule, which ranges from \$2,291 to \$2,933/month.

Recommendation: It is recommended that the Board approve the revised job description for the Parent Education Specialist.

Budgeted: Yes: ☒ No: ☐

Amount: \$

Prepared by:



Director, Classified Personnel

Superintendent:





PAJARO VALLEY UNIFIED SCHOOL DISTRICT POSITION DESCRIPTION

Position: Parent Education Specialist
Job Code: 740
Department: Various
Reports To: Director of Migrant Education/Department Director and/or Site Principal

SUMMARY

Develops and promotes a variety of parent education training programs and modules, ~~for the Migrant Education Program.~~ Coordinates a variety of parent involvement programs, meetings, and workshops, ~~and day care accommodations.~~

NATURE AND SCOPE

Under the general direction of the ~~Director of Migrant Education~~ or site Principal, works independently in specialized program with migrant parents, faculty, ~~childcare providers~~ and community social service agencies. Exercises judgment and discretion in performing duties according to established District and State procedures and codes. ~~Performs a variety of duties related to migrant parent education duties both at program sites and in the community with outside agencies.~~ Work relationships with others extend to multiple school sites, student homes and the community. Work involves handling private/confidential information. Work may also be performed on special shifts such as evenings and weekends.

DISTINGUISHING CHARACTERISTICS

The Parent Education Specialist works closely with parents and encourages parent involvement to support student success reports to the Department Program Director or site Principal. ~~The position is not part of a series, however advancement along the Administrative Secretary career ladder is an option. Advancement will require additional college level course work in secretarial or business related programs and progressively more experience at the Administrative Secretarial level.~~

ESSENTIAL TYPES OF DUTIES (Duties may include but are not limited to the following)(Examples)

- Coordinates a variety of parent involvement programs Such as including, Literatura Infantil, Home School Partnership, Outreach, HCP and Visions CD-I, Gear up and college bound. -
- ~~Serves as liaison between childcare services for parents involved in the program. Prepares activities and snacks for children.~~
- Organizes parent involvement workshops, and orders program materials and equipment and establishes a distribution list for in-service trainings or program activities.

Parent Education Specialist

Effective 11/1/98, Classification Study 6/16/05

Approved by Governing Board: 04/14/99; Revised: TBD

Approved by Personnel Commission: 01/07/99; Revised: TBD

~~• Attends National and State of California conferences. Prepares agendas and handouts and presents information on parent education programs.~~

• Serves as liaison between the District and parents, the community, school staff and outside agencies.

~~• Encourages parental involvement in the educational programs. Schedules and may attend meetings with parents and school staff as assigned.~~

• Provides information to the community, parents and students regarding enrollment, updating and withdrawal of migrant students.

~~• Provides information to parents about parent education programs provided by the District and the Migrant Education program. Provides referrals to outside agencies.~~

• Assists staff in conducting workshops and in-service training.

~~• May Prepares and maintains a variety of data collection for program records including parent evaluations, attendance and home visits. Ensures accurate data collection and submission for State reports.~~

• Participates in school fundraising activities as assigned.

• Performs other duties as required to accomplish the objectives of the position.

QUALIFICATIONS

Knowledge and Skills: Requires in-depth practical knowledge of working with special student population. Requires a working knowledge of educational practices, and activities associated with statistical record keeping and State of California reporting requirements. Requires a good knowledge of child development principles and practices. Facilitating, training, and leadership skills are required. A thorough knowledge of migrant culture is required. Considerable knowledge of the special needs of migrant students is required. Requires sufficient communication skills in order to successfully interact with students, faculty, community members and parents. General clerical and organizational skills are required.

Abilities: Requires the ability to independently perform all of the duties of the position efficiently and effectively. Must be able to coordinate, advise and plan complex components of the parent education program. ~~Must be able to learn, interpret, explain and apply knowledge of District and Migrant Education Department organization, operations, programs and functions. Must be familiar with and apply applicable sections of the State Education Code and Migrant Education regulations.~~ Requires the ability to act as a liaison to a variety of District staff, parents, students and support agencies. Requires the ability to plan, organize and prioritize work in order to meet schedules and timelines. Requires the ability to coordinate and organize multiple projects. Requires the ability to communicate with students,

Parent Education Specialist

Effective 11/1/98, Classification Study 6/16/05

Approved by Governing Board: 04/14/99; Revised: TBD

Approved by Personnel Commission: 01/07/99; Revised: TBD

staff, parents and the public using patience and courtesy, and in a manner that reflects positively on the District. Must be able to work well independently and as part of a team.

Physical Abilities: Position involves standing, walking, stooping, and occasional carrying and lifting of lightweight materials (up to 40 pounds). May be required to sit for extended periods of time. Requires visual acuity and depth perception to recognize words and numbers; and hand and finger dexterity and hand/eye coordination to use a computer keyboard and common office equipment. Requires speaking and hearing ability sufficient to hear over a phone and carry on conversations.

Minimum Qualifications (Education and/or Experience): This is the minimum experience and education/training standards which will be used to admit or reject applicants for examination as approved on TBD.

Education and Experience:

High School diploma or completion of GED. High School diploma or equivalent is required plus supplemented by course work in education, or a related social science field required. Minimum of three (3) years of progressively responsible experience working with school age children, with a minimum of one (1) of those years of those in an educational setting required.

Approved by Personnel Commission — 01/07/99

Approved by Governing Board — 04/14/99

Parent Education Specialist

Effective 11/1/98, Classification Study 6/16/05

Approved by Governing Board: 04/14/99; Revised: TBD

Approved by Personnel Commission: 01/07/99; Revised: TBD

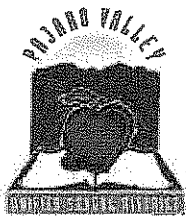


PAJARO VALLEY UNIFIED SCHOOL DISTRICT

2010-2011

SALARY SCHEDULE FOR CLASSIFIED EMPLOYEES

Range	<u>Step 1</u>	<u>Step 2</u>	<u>Step 3</u>	<u>Step 4</u>	<u>Step 5</u>	<u>Step 6</u>
22	1619 / 9.31	1702 / 9.78	1789 / 10.28	1880 / 10.80	1975 / 11.35	2075 / 11.93
23	1660 / 9.54	1745 / 10.03	1834 / 10.54	1927 / 11.07	2024 / 11.63	2127 / 12.22
24	1702 / 9.78	1789 / 10.28	1880 / 10.80	1975 / 11.35	2075 / 11.93	2180 / 12.53
25	1745 / 10.03	1834 / 10.54	1927 / 11.07	2024 / 11.63	2127 / 12.22	2235 / 12.84
26	1789 / 10.28	1880 / 10.80	1975 / 11.35	2075 / 11.93	2180 / 12.53	2291 / 13.17
27	1834 / 10.54	1927 / 11.07	2024 / 11.63	2127 / 12.22	2235 / 12.84	2348 / 13.49
28	1880 / 10.80	1975 / 11.35	2075 / 11.93	2180 / 12.53	2291 / 13.17	2407 / 13.83
29	1927 / 11.07	2024 / 11.63	2127 / 12.22	2235 / 12.84	2348 / 13.49	2467 / 14.18
30	1975 / 11.35	2075 / 11.93	2180 / 12.53	2291 / 13.17	2407 / 13.83	2529 / 14.53
31	2024 / 11.63	2127 / 12.22	2235 / 12.84	2348 / 13.49	2467 / 14.18	2592 / 14.90
32	2075 / 11.93	2180 / 12.53	2291 / 13.17	2407 / 13.83	2529 / 14.53	2657 / 15.27
33	2127 / 12.22	2235 / 12.84	2348 / 13.49	2467 / 14.18	2592 / 14.90	2723 / 15.65
34	2180 / 12.53	2291 / 13.17	2407 / 13.83	2529 / 14.53	2657 / 15.27	2791 / 16.04
35	2235 / 12.84	2348 / 13.49	2467 / 14.18	2592 / 14.90	2723 / 15.65	2861 / 16.44
36	2291 / 13.17	2407 / 13.83	2529 / 14.53	2657 / 15.27	2791 / 16.04	2933 / 16.86
37	2348 / 13.49	2467 / 14.18	2592 / 14.90	2723 / 15.65	2861 / 16.44	3006 / 17.28
38	2407 / 13.83	2529 / 14.53	2657 / 15.27	2791 / 16.04	2933 / 16.86	3081 / 17.71
39	2467 / 14.18	2592 / 14.90	2723 / 15.65	2861 / 16.44	3006 / 17.28	3158 / 18.15
40	2529 / 14.53	2657 / 15.27	2791 / 16.04	2933 / 16.86	3081 / 17.71	3237 / 18.60
41	2592 / 14.90	2723 / 15.65	2861 / 16.44	3006 / 17.28	3158 / 18.15	3318 / 19.07
42	2657 / 15.27	2791 / 16.04	2933 / 16.86	3081 / 17.71	3237 / 18.60	3401 / 19.55
43	2723 / 15.65	2861 / 16.44	3006 / 17.28	3158 / 18.15	3318 / 19.07	3486 / 20.03
44	2791 / 16.04	2933 / 16.86	3081 / 17.71	3237 / 18.60	3401 / 19.55	3573 / 20.53
45	2861 / 16.44	3006 / 17.28	3158 / 18.15	3318 / 19.07	3486 / 20.03	3662 / 21.05
46	2933 / 16.86	3081 / 17.71	3237 / 18.60	3401 / 19.55	3573 / 20.53	3752 / 21.56
47	3006 / 17.28	3158 / 18.15	3318 / 19.07	3486 / 20.03	3662 / 21.05	3845 / 22.10
48	3081 / 17.71	3237 / 18.60	3401 / 19.55	3573 / 20.53	3752 / 21.56	3940 / 22.64
49	3158 / 18.15	3318 / 19.07	3486 / 20.03	3662 / 21.05	3845 / 22.10	4037 / 23.20
50	3237 / 18.60	3401 / 19.55	3573 / 20.53	3752 / 21.56	3940 / 22.64	4137 / 23.78
51	3318 / 19.07	3486 / 20.03	3662 / 21.05	3845 / 22.10	4037 / 23.20	4239 / 24.36
52	3401 / 19.55	3573 / 20.53	3752 / 21.56	3940 / 22.64	4137 / 23.78	4344 / 24.97
53	3486 / 20.03	3662 / 21.05	3845 / 22.10	4037 / 23.20	4239 / 24.36	4451 / 25.58
54	3573 / 20.53	3752 / 21.56	3940 / 22.64	4137 / 23.78	4344 / 24.97	4561 / 26.21
55	3662 / 21.05	3845 / 22.10	4037 / 23.20	4239 / 24.36	4451 / 25.58	4674 / 26.86

**Board Agenda Backup**

Item No: 13.7

Date: June 13, 2012**Item:** Approval of New Job Description – Project Specialist

Overview: The Project Specialist is being presented as a new classified non-management job description. The Human Resources Department reviews reclassification requests that come in each year, and sometimes after analyzing an employee's packet, it is determined that a new job description needs to be created in order to more accurately reflect the work being performed. The Project Specialist falls into this category. It is being established to not only reflect the work being performed by the employee who submitted the reclassification request, but also to be used for any future positions that may be needed throughout the District.

The Project Specialist has a high level of responsibility as it relates to the coordination of grants and implementing and achieving grant goals. This position also requires an advanced level of communication skills. This position will perform presentations and trainings to a variety of groups including teachers, administrators, parents, and the community and support staff requiring the ability to communicate curriculum components and complex grant components effectively.

The new classified job description will be presented to the Personnel Commission on June 21, 2012, and will be placed on salary range 48 on the classified salary schedule, which ranges from \$3,081 to \$3,940/month.

Recommendation: It is recommended that the Board approve the new job description for the Project Specialist.

Budgeted: Yes: ☒No: ☐**Amount:** \$**Prepared by:**

Director, Classified Personnel**Superintendent:**



PAJARO VALLEY UNIFIED SCHOOL DISTRICT POSITION DESCRIPTION

Position: Project Specialist
Job Code:

Department: Various
Reports To: Director or Designee

SUMMARY

Performs a variety of specialized and highly responsible functions to participate and implement assigned projects, grants and programs for the Pajaro Valley Unified School District.

NATURE AND SCOPE

Under minimal direction of the Department Director or designee, works independently in specialized program with district administration, parents, faculty, and community social service agencies to meet grant goals. Project Specialists are responsible for the preparation and adaptation of project curriculum in accordance with state, district and department goals. Work relationships with others extend to multiple school sites, student homes and the community.

DISTINGUISHING CHARACTERISTICS

The Project Specialist focuses on parent and family education programs and resources. The incumbent must be able to follow positive public relations practices, curriculum development and implementation, and community support resources and services.

ESSENTIAL TYPES OF DUTIES (Duties may include but are not limited to the following)

- Participates in the implementation of assigned projects and programs for the Pajaro Valley Unified School District.
- Implements services in accordance with terms and conditions of sponsors/grants and the District.
- Participates in the development of policies and procedures and project goals relating to assigned programs, projects and activities.
- Participates in the development and maintenance of project and program budgets and contracts.
- Prepares required program reports.
- Participates in and coordinates program and project related task forces.
- Assists and may submit grants related to assigned projects and programs.

Project Specialist

Approved by Personnel Commission: TBD

Approved by Board of Trustees: TBD

- Acts as a liaison between school sites, district and community.
- Represents the District at project and program meetings.
- Disseminates information; develops press releases and brochures for programs, projects and events.
- Conducts training workshops and presentations to schools, families and community groups.
- Provides orientations and on-going trainings to ensure that the staff is informed of program and/or project requirements.
- Identifies client needs and trends.
- Plans and implements professional development activities for clients.
- Participates in the development of annual goals and objectives.
- Performs other related duties as required to accomplish the objectives of the position.

QUALIFICATIONS

Knowledge and Skills: Requires knowledge of practices, techniques, and principles of assigned program; knowledge of grants and funding concepts and sources; knowledge of modern office practices, methods, and computer equipment; and knowledge of principles and procedure of record keeping. Requires knowledge of principles and practices of data collection and report preparation. Requires sufficient communication skills in order to successfully interact with students, faculty, community members and parents.

Abilities: Requires the ability to independently perform all of the duties of the position efficiently and effectively. Must be able to coordinate and plan complex components of the program. Requires the ability to operate modern office equipment and software. Requires the ability to research, compile and collect data and information and prepare clear and concise reports. Requires the ability to act as a liaison to a variety of District staff, parents, students and support agencies. Requires the ability to plan, organize and prioritize work in order to meet schedules and timelines. Requires the ability to coordinate and organize multiple projects. Requires the ability to communicate with students, staff, parents and the public using patience and courtesy, and in a manner that reflects positively on the District. Must be able to work well independently and as part of a team.

Physical Abilities: Position involves standing, walking, stooping, and occasional carrying and lifting of lightweight materials (up to 40 pounds). May be required to sit for extended periods of time. Requires visual acuity and depth perception to recognize words and numbers; and hand and finger dexterity and hand/eye coordination to use a computer keyboard and common office equipment. Requires speaking and hearing ability sufficient to hear over a phone and carry on conversations.

Project Specialist

Approved by Personnel Commission: TBD

Approved by Board of Trustees: TBD

Minimum Qualifications (Education and/or Experience): This is the minimum experience and education/training standards which will be used to admit or reject applicants for examination as approved on: TBD

Education and Experience: High School diploma or completion of GED plus two (2) years of college level coursework in social sciences, and minimum of three (3) years of experience in implementation of grant funded programs and special projects, parent/involvement, and community outreach.

or

High School diploma or completion of GED plus five (5) years of experience in implementation of grant funded programs and special projects, parent/involvement, and community outreach.

Licenses and Certificates: Valid California's Driver License.

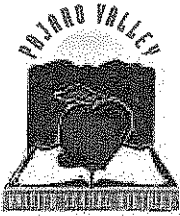
Project Specialist
Approved by Personnel Commission: TBD
Approved by Board of Trustees: TBD



PAJARO VALLEY UNIFIED SCHOOL DISTRICT
2010-2011

SALARY SCHEDULE FOR CLASSIFIED EMPLOYEES

Range	<u>Step 1</u>	<u>Step 2</u>	<u>Step 3</u>	<u>Step 4</u>	<u>Step 5</u>	<u>Step 6</u>
22	1619 / 9.31	1702 / 9.78	1789 / 10.28	1880 / 10.80	1975 / 11.35	2075 / 11.93
23	1660 / 9.54	1745 / 10.03	1834 / 10.54	1927 / 11.07	2024 / 11.63	2127 / 12.22
24	1702 / 9.78	1789 / 10.28	1880 / 10.80	1975 / 11.35	2075 / 11.93	2180 / 12.53
25	1745 / 10.03	1834 / 10.54	1927 / 11.07	2024 / 11.63	2127 / 12.22	2235 / 12.84
26	1789 / 10.28	1880 / 10.80	1975 / 11.35	2075 / 11.93	2180 / 12.53	2291 / 13.17
27	1834 / 10.54	1927 / 11.07	2024 / 11.63	2127 / 12.22	2235 / 12.84	2348 / 13.49
28	1880 / 10.80	1975 / 11.35	2075 / 11.93	2180 / 12.53	2291 / 13.17	2407 / 13.83
29	1927 / 11.07	2024 / 11.63	2127 / 12.22	2235 / 12.84	2348 / 13.49	2467 / 14.18
30	1975 / 11.35	2075 / 11.93	2180 / 12.53	2291 / 13.17	2407 / 13.83	2529 / 14.53
31	2024 / 11.63	2127 / 12.22	2235 / 12.84	2348 / 13.49	2467 / 14.18	2592 / 14.90
32	2075 / 11.93	2180 / 12.53	2291 / 13.17	2407 / 13.83	2529 / 14.53	2657 / 15.27
33	2127 / 12.22	2235 / 12.84	2348 / 13.49	2467 / 14.18	2592 / 14.90	2723 / 15.65
34	2180 / 12.53	2291 / 13.17	2407 / 13.83	2529 / 14.53	2657 / 15.27	2791 / 16.04
35	2235 / 12.84	2348 / 13.49	2467 / 14.18	2592 / 14.90	2723 / 15.65	2861 / 16.44
36	2291 / 13.17	2407 / 13.83	2529 / 14.53	2657 / 15.27	2791 / 16.04	2933 / 16.86
37	2348 / 13.49	2467 / 14.18	2592 / 14.90	2723 / 15.65	2861 / 16.44	3006 / 17.28
38	2407 / 13.83	2529 / 14.53	2657 / 15.27	2791 / 16.04	2933 / 16.86	3081 / 17.71
39	2467 / 14.18	2592 / 14.90	2723 / 15.65	2861 / 16.44	3006 / 17.28	3158 / 18.15
40	2529 / 14.53	2657 / 15.27	2791 / 16.04	2933 / 16.86	3081 / 17.71	3237 / 18.60
41	2592 / 14.90	2723 / 15.65	2861 / 16.44	3006 / 17.28	3158 / 18.15	3318 / 19.07
42	2657 / 15.27	2791 / 16.04	2933 / 16.86	3081 / 17.71	3237 / 18.60	3401 / 19.55
43	2723 / 15.65	2861 / 16.44	3006 / 17.28	3158 / 18.15	3318 / 19.07	3486 / 20.03
44	2791 / 16.04	2933 / 16.86	3081 / 17.71	3237 / 18.60	3401 / 19.55	3573 / 20.53
45	2861 / 16.44	3006 / 17.28	3158 / 18.15	3318 / 19.07	3486 / 20.03	3662 / 21.05
46	2933 / 16.86	3081 / 17.71	3237 / 18.60	3401 / 19.55	3573 / 20.53	3752 / 21.56
47	3006 / 17.28	3158 / 18.15	3318 / 19.07	3486 / 20.03	3662 / 21.05	3845 / 22.10
48	3081 / 17.71	3237 / 18.60	3401 / 19.55	3573 / 20.53	3752 / 21.56	3940 / 22.64
49	3158 / 18.15	3318 / 19.07	3486 / 20.03	3662 / 21.05	3845 / 22.10	4037 / 23.20
50	3237 / 18.60	3401 / 19.55	3573 / 20.53	3752 / 21.56	3940 / 22.64	4137 / 23.78
51	3318 / 19.07	3486 / 20.03	3662 / 21.05	3845 / 22.10	4037 / 23.20	4239 / 24.36
52	3401 / 19.55	3573 / 20.53	3752 / 21.56	3940 / 22.64	4137 / 23.78	4344 / 24.97
53	3486 / 20.03	3662 / 21.05	3845 / 22.10	4037 / 23.20	4239 / 24.36	4451 / 25.58
54	3573 / 20.53	3752 / 21.56	3940 / 22.64	4137 / 23.78	4344 / 24.97	4561 / 26.21
55	3662 / 21.05	3845 / 22.10	4037 / 23.20	4239 / 24.36	4451 / 25.58	4674 / 26.86



Board Agenda Backup

Item No: 13.8

Date: June 13, 2012

Item: Approval of New Job Description –Warehouse Delivery Worker

Overview: The Warehouse Delivery Worker is being presented as a new classified non-management job description. The Human Resources Department reviews reclassification requests that come in each year, and sometimes after analyzing an employee's packet, it is determined that a new job description needs to be created in order to more accurately reflect the work being performed. The Warehouse Delivery Worker falls into this category. It is being established to not only reflect the work being performed by the employee who submitted the reclassification request, but also to be used for any future positions that may be needed in the Food Services Department.


The new classified job description will be presented to the Personnel Commission on June 21, 2012, and will be placed on salary range 32 on the classified salary schedule, which ranges from \$2,075 to \$2,657/month.

Recommendation: It is recommended that the Board approve the new job description for the Warehouse Delivery Worker.

Budgeted: Yes: ☒ No: ☐

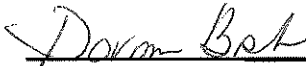
Amount: \$

Prepared by:



Director, Classified Personnel

Superintendent:





PAJARO VALLEY UNIFIED SCHOOL DISTRICT POSITION DESCRIPTION

Position: Warehouse Delivery Worker
Job Code:

Department: Food Service
Reports To: Director, Food and Nutrition Services or Designee

SUMMARY

Performs responsible and independent work in the distribution of food services durable or perishable supplies, materials and equipment; prepares for delivery of food, food services materials, supplies or equipment; performs assembly, maintenance and repair of food services equipment. Maintains the organization of warehouse, receiving, storing and delivering food services supplies.

NATURE AND SCOPE

Under general supervision, performs duties that are normally well defined and follow established procedures. Exercises some judgment and discretion in planning and prioritizing work in receiving, storing and distribution of food services durable or perishable supplies, materials and equipment. Meets established delivery schedules. Communicates with peers in immediate work group, District staff and outside delivery drivers.

DISTINGUISHING CHARACTERISTICS

This position handles the delivery of food items and warehouse duties of perishable or durable items. The incumbent will be required to apply specialized knowledge of standards and methods of food storage and stock rotation, food safety and sanitation and skilled inventory control.

ESSENTIAL TYPES OF DUTIES (Duties may include but are not limited to the following)

- Deliver either food and related perishables or durable supplies and equipment from a central service warehouse to school sites according to assigned routes and schedules. Loads and unloads inventory.
- Drive a scheduled route to schools to deliver and pickup food, materials, money, paperwork and/or equipment.
- Deliver food and supplies from a central production kitchen to school sites according to assigned routes and schedules.
- Load and unload food at school sites.
- Meet required schedules for delivery of food, supplies or equipment to sites.

Warehouse Delivery Worker
Approved by Board: TBD
Approved by Personnel Commission: TBD

- Keeps accurate records of mileage, gas usage, inventory and deliveries.
- Receive and inspect incoming food, equipment, and supplies for conformity to purchase orders and report shortages, damages and other discrepancies.
- Performs a variety of warehousing functions including stocking, shelving, filling orders and checking materials and supplies, according to standard inventory procedures.
- Prepare and load delivery orders for school sites.
- Load and unload trucks with a wide variety of food, supplies, and equipment, including food carts, barbecues, and other heavy equipment.
- Operate warehouse equipment and vehicles including forklifts, pallet jacks, vans and trucks.
- Keep warehouse and trucks clean and orderly.
- Maintain dry storage, walk-in freezer, walk-in refrigerator in a safe and orderly condition at all times.
- Assists in the maintenance of food services vehicles and equipment including; checking oil, tires, etc., and washing when needed.
- Performs other duties as assigned to accomplish the objectives of the position.

QUALIFICATIONS

Knowledge and Skills: Requires knowledge of the policies, procedures and practices used for receipt, storage and retrieval of food, supplies and equipment at the central warehouse. Requires good organizational and time management skills. Must know and understand safety rules and regulations. Requires knowledge of food handling, safety and sanitation. Skilled in inventory control and forecasting. Knowledge of proper standards and methods for food storage and stock rotation. Requires a working knowledge of personal computer based software programs that support this level of work, including but not limited to word processing, spreadsheets, and e-mail.

Abilities: Requires the ability to perform the duties of the position effectively and efficiently. Requires the ability to maintain stock inventory control records. Must be able to fill orders accurately from requisitions. Must be able to operate a forklift, pallet jack and delivery vehicle safely and efficiently. Must be able to meet required schedules for delivery of food, supplies or equipment to sites. Requires the ability to perform manual labor, including lifting, carrying, and moving heavy equipment and supplies. Requires the ability to communicate with students, staff, parents and the public using patience and courtesy, and in a manner that reflects positively on the District. Must be able to work well independently and as part of a team. Must be able to operate a computer, needed hardware, and specialized database software.

Physical Abilities: Requires the ability to stand, walk, and manipulate (lift, carry, move) materials up to 50 pounds. May stoop, kneel and crouch. Requires leg and foot dexterity to operate vehicle gas, brakes

Warehouse Delivery Worker
 Approved by Board: TBD
 Approved by Personnel Commission: TBD

and clutch while driving. Requires good hand-eye coordination, arm hand dexterity and visual acuity including depth perception to drive delivery vehicle and read numbers and words.

Minimum Qualifications (Education and/or Experience): This is the minimum experience and education/training standards which will be used to admit or reject applicants for examination as approved on: TBD

Required completion of High School Diploma or GED plus a minimum of one and a half years (1 ½) of warehousing and delivery experience.

Or

Required completion of High School Diploma or GED plus a minimum of one year (1) of warehousing and delivery experience plus a valid sanitization certificate.

Licenses and Certificates: Requires a valid California Driver's License. Must be able to obtain the sanitization certificate by the end of the probationary period.

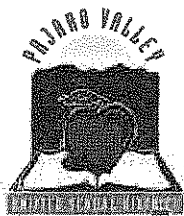


PAJARO VALLEY UNIFIED SCHOOL DISTRICT

2010-2011

SALARY SCHEDULE FOR CLASSIFIED EMPLOYEES

Range	<u>Step 1</u>	<u>Step 2</u>	<u>Step 3</u>	<u>Step 4</u>	<u>Step 5</u>	<u>Step 6</u>
22	1619 / 9.31	1702 / 9.78	1789 / 10.28	1880 / 10.80	1975 / 11.35	2075 / 11.93
23	1660 / 9.54	1745 / 10.03	1834 / 10.54	1927 / 11.07	2024 / 11.63	2127 / 12.22
24	1702 / 9.78	1789 / 10.28	1880 / 10.80	1975 / 11.35	2075 / 11.93	2180 / 12.53
25	1745 / 10.03	1834 / 10.54	1927 / 11.07	2024 / 11.63	2127 / 12.22	2235 / 12.84
26	1789 / 10.28	1880 / 10.80	1975 / 11.35	2075 / 11.93	2180 / 12.53	2291 / 13.17
27	1834 / 10.54	1927 / 11.07	2024 / 11.63	2127 / 12.22	2235 / 12.84	2348 / 13.49
28	1880 / 10.80	1975 / 11.35	2075 / 11.93	2180 / 12.53	2291 / 13.17	2407 / 13.83
29	1927 / 11.07	2024 / 11.63	2127 / 12.22	2235 / 12.84	2348 / 13.49	2467 / 14.18
30	1975 / 11.35	2075 / 11.93	2180 / 12.53	2291 / 13.17	2407 / 13.83	2529 / 14.53
31	2024 / 11.63	2127 / 12.22	2235 / 12.84	2348 / 13.49	2467 / 14.18	2592 / 14.90
32	2075 / 11.93	2180 / 12.53	2291 / 13.17	2407 / 13.83	2529 / 14.53	2657 / 15.27
33	2127 / 12.22	2235 / 12.84	2348 / 13.49	2467 / 14.18	2592 / 14.90	2723 / 15.65
34	2180 / 12.53	2291 / 13.17	2407 / 13.83	2529 / 14.53	2657 / 15.27	2791 / 16.04
35	2235 / 12.84	2348 / 13.49	2467 / 14.18	2592 / 14.90	2723 / 15.65	2861 / 16.44
36	2291 / 13.17	2407 / 13.83	2529 / 14.53	2657 / 15.27	2791 / 16.04	2933 / 16.86
37	2348 / 13.49	2467 / 14.18	2592 / 14.90	2723 / 15.65	2861 / 16.44	3006 / 17.28
38	2407 / 13.83	2529 / 14.53	2657 / 15.27	2791 / 16.04	2933 / 16.86	3081 / 17.71
39	2467 / 14.18	2592 / 14.90	2723 / 15.65	2861 / 16.44	3006 / 17.28	3158 / 18.15
40	2529 / 14.53	2657 / 15.27	2791 / 16.04	2933 / 16.86	3081 / 17.71	3237 / 18.60
41	2592 / 14.90	2723 / 15.65	2861 / 16.44	3006 / 17.28	3158 / 18.15	3318 / 19.07
42	2657 / 15.27	2791 / 16.04	2933 / 16.86	3081 / 17.71	3237 / 18.60	3401 / 19.55
43	2723 / 15.65	2861 / 16.44	3006 / 17.28	3158 / 18.15	3318 / 19.07	3486 / 20.03
44	2791 / 16.04	2933 / 16.86	3081 / 17.71	3237 / 18.60	3401 / 19.55	3573 / 20.53
45	2861 / 16.44	3006 / 17.28	3158 / 18.15	3318 / 19.07	3486 / 20.03	3662 / 21.05
46	2933 / 16.86	3081 / 17.71	3237 / 18.60	3401 / 19.55	3573 / 20.53	3752 / 21.56
47	3006 / 17.28	3158 / 18.15	3318 / 19.07	3486 / 20.03	3662 / 21.05	3845 / 22.10
48	3081 / 17.71	3237 / 18.60	3401 / 19.55	3573 / 20.53	3752 / 21.56	3940 / 22.64
49	3158 / 18.15	3318 / 19.07	3486 / 20.03	3662 / 21.05	3845 / 22.10	4037 / 23.20
50	3237 / 18.60	3401 / 19.55	3573 / 20.53	3752 / 21.56	3940 / 22.64	4137 / 23.78
51	3318 / 19.07	3486 / 20.03	3662 / 21.05	3845 / 22.10	4037 / 23.20	4239 / 24.36
52	3401 / 19.55	3573 / 20.53	3752 / 21.56	3940 / 22.64	4137 / 23.78	4344 / 24.97
53	3486 / 20.03	3662 / 21.05	3845 / 22.10	4037 / 23.20	4239 / 24.36	4451 / 25.58
54	3573 / 20.53	3752 / 21.56	3940 / 22.64	4137 / 23.78	4344 / 24.97	4561 / 26.21
55	3662 / 21.05	3845 / 22.10	4037 / 23.20	4239 / 24.36	4451 / 25.58	4674 / 26.86



Board Agenda Backup

Item No: 13.9

Date: June 13, 2012

Item: Approval of New Job Description – Central Kitchen Manager

Overview: The Central Kitchen Manager is being presented as a new classified non-management job description. This classification is the highest level in the career ladder for the Food Services series.

Due to an increase in participation and programs within the Food Services Department there has become a need to add a cafeteria manager position at the central kitchen. This position will oversee the day to day operations of the central kitchen, which will lead to increased efficiency within the central kitchen and allow for expansion of the department.

The cost of adding this position has been estimated and reviewed by the Director of Food and Nutrition Services and Chief Business Officer. The food services department budget is sufficient to cover this added position.

The classified job description will be presented to the Personnel Commission on June 21, 2012, at salary range 41 on the classified salary schedule, which ranges from \$2,592 to \$3,318/month, which is in line with the Food Services job series.

Recommendation: It is recommended that the Board approve the proposed job description for the Central Kitchen Manager.

Budgeted: Yes: ☒ No: ☐

Amount: \$ 70,313

Prepared by:

Director, Classified Personnel

Superintendent:



PAJARO VALLEY UNIFIED SCHOOL DISTRICT POSITION DESCRIPTION

Position: Central Kitchen Manager
Job Code:
Department: Food Services
Reports To: Director, Food & Nutrition Services and/or Supervisor, Food Services

SUMMARY

Plans, supervises and participates in the nutrition services of the Food Services Department, which include directing and/or assisting supervising kitchen activities of the Central Kitchen location providing extended services to a significantly large amount of locations. Oversees and performs a variety of food preparation duties according to planned menus, recipes, and the number of persons to be served. Oversees preparation of meals in large quantities for various school sites and satellite locations. Maintains an inventory of food, determines quantity of food required, and makes the appropriate orders. Provides highly technical guidance and training to food service employees and others to insure compliance with nutritional requirements of governmental regulatory agencies and the District. Maintains food service records in compliance with state and federal requirements.

NATURE AND SCOPE

Under limited supervision of the Food Services Supervisor, this position exercises partial supervision to a significantly large food services staff for efficient work standards, and independently accomplishes the job in conjunction with carrying out a limited range of food services assistant and cook/baker work activities. Positions at this level are required to perform a variety of tasks relative to the operation of central kitchens and satellite sites. The Central Kitchen Manager position monitors a variety of food preparation for schools, satellite sites, childcare and head start menus. Work relationships are frequent with other food services staff, but rarely extend beyond the department. Work is performed in a commercial kitchen environment with safety considerations such as exposure to heat, extended standing, lifting and stooping. There may be a requirement for travel to other school sites.

DISTINGUISHING CHARACTERISTICS

This position represents the fourth level of supervision over food services employees. Incumbents at this level will be required to integrate service to other sites and supervise a significantly large food services staff.

ESSENTIAL TYPES OF DUTIES (Duties may include but are not limited to the following)

- Plans, prioritizes and assigns work to food services staff at a central kitchen to ensure economical use of food and timely preparation.
- Provides and coordinates training of food services staff. Works with employees to correct deficiencies.
- Coordinates the preparation and distribution of meals to a large number of sites from the Central Kitchen.
- Responsible for the day-to-day management of the Central Kitchen activities.

Established: June 2012

Approved by the Board: TBD

Approved by the Personnel Commission: TBD

- May assist the Food Services Supervisor in the creation of the Central Kitchen Café menus.
- Prepares and maintains various records and reports on operations and activities including inventory, personnel, sales, meals served, monies collected, requisitions, daily reports, work schedules and production sheets.
- Recommends and assists in the implementation of department goals and objectives. Implements policies and procedures.
- Assures maintenance of safety and sanitary conditions in the use, preparation, handling, and storage of such things as food, supplies, utensils and work areas.
- Monitors the serving of hot lunches to students and teachers. Participates in the preparation of main dishes, baked goods and other food items.
- Assures and participates in the cleanliness and maintenance of equipment, surfaces and the storing of food services supplies.
- Monitors and tracks inventories for each site assigned. Estimates needs and orders food items and supplies for all sites.
- Performs a variety of food services duties as needed to assure timely preparation and service.
- Operates a variety of kitchen/cafeteria equipment and machines, including slicers, choppers, steamers, mixers, ovens, and dishwashers.
- Follows established menus when possible and revises menus as needed.
- Attends meetings related to the food services operation.
- Counts money and completes daily reports.
- Performs other duties as assigned to accomplish the objectives of the position.

QUALIFICATIONS

Knowledge and Skills: Requires thorough knowledge of institutional quantity food preparation, methods, procedures and services. Must have considerable knowledge of catering, business record keeping, nutrition, and kitchen sanitation. Requires knowledge of basic accounting concepts and techniques. Requires knowledge of food handling, safety and sanitation. Skilled in inventory control and forecasting. Knowledge of proper standards and methods for food storage and stock rotation. Requires knowledge of safety regulations and procedures applicable to food preparation and equipment. Requires a working knowledge of personal computer based software programs that support this level of work, including but not limited to word processing, spreadsheets, and e-mail.

Abilities: Must be able to perform all of the essential duties of the position under limited guidance, and have demonstrated ability to independently maintain and monitor a kitchen environment. Must be able to

Established: June 2012

Approved by the Board: TBD

Approved by the Personnel Commission: TBD

understand and follow District Food Services policies, procedures, rules and regulations. Must be able to orient and train food services staff, perform basic bookkeeping functions and complete mandated food service reports. Must be skilled in the operation of commercial kitchen equipment. Must be able to operate a computer terminal, printers, and specialized database software. Requires the ability to read and understand written directions and recipes and to calculate weights and measurements. Must be able to learn, understand and apply safety and sanitation regulations. Must be able to reconcile daily money transactions and keep records. Must be able to prepare large quantities of food. Must be able to maintain accurate records and prepare reports. Requires the ability to communicate with students, staff, parents and the public using patience and courtesy, and in a manner that reflects positively on the District. Must be able to work well independently and as part of a team.

Physical Abilities: Requires general arm, hand, leg, and body coordination to use standard large kitchen equipment. Position involves standing, walking, stooping, kneeling, regular lifting and carrying of items up to 30 pounds, and occasional lifting of materials up to 50 pounds with assistance. Requires the ability to handle hot material and work in an environment dominated by wide temperature extremes. Requires sufficient hand coordination, visual acuity and depth perception to use kitchen utensils and equipment and move and position hot materials.

Minimum Qualifications (Education and/or Experience: This is the minimum experience and education/training standards which will be used to admit or reject applicants for examination as approved on TBD.)

High School diploma or completion of GED plus 12 units of course work in meal planning, nutrition, sanitation, business administration, cafeteria management, or related field and three (3) years of experience working in a food services environment with at least two (2) years of experience leading food services staff.

or

High School diploma or completion of GED and four (4) years of experience working in a food services environment with at least four (4) years of experience leading food services staff.

Licenses and Certificates: Requires valid California Driver's License. Must be able to obtain the sanitization certification by the end of the probationary period.



PAJARO VALLEY UNIFIED SCHOOL DISTRICT

2010-2011

SALARY SCHEDULE FOR CLASSIFIED EMPLOYEES

Range	<u>Step 1</u>	<u>Step 2</u>	<u>Step 3</u>	<u>Step 4</u>	<u>Step 5</u>	<u>Step 6</u>
22	1619 / 9.31	1702 / 9.78	1789 / 10.28	1880 / 10.80	1975 / 11.35	2075 / 11.93
23	1660 / 9.54	1745 / 10.03	1834 / 10.54	1927 / 11.07	2024 / 11.63	2127 / 12.22
24	1702 / 9.78	1789 / 10.28	1880 / 10.80	1975 / 11.35	2075 / 11.93	2180 / 12.53
25	1745 / 10.03	1834 / 10.54	1927 / 11.07	2024 / 11.63	2127 / 12.22	2235 / 12.84
26	1789 / 10.28	1880 / 10.80	1975 / 11.35	2075 / 11.93	2180 / 12.53	2291 / 13.17
27	1834 / 10.54	1927 / 11.07	2024 / 11.63	2127 / 12.22	2235 / 12.84	2348 / 13.49
28	1880 / 10.80	1975 / 11.35	2075 / 11.93	2180 / 12.53	2291 / 13.17	2407 / 13.83
29	1927 / 11.07	2024 / 11.63	2127 / 12.22	2235 / 12.84	2348 / 13.49	2467 / 14.18
30	1975 / 11.35	2075 / 11.93	2180 / 12.53	2291 / 13.17	2407 / 13.83	2529 / 14.53
31	2024 / 11.63	2127 / 12.22	2235 / 12.84	2348 / 13.49	2467 / 14.18	2592 / 14.90
32	2075 / 11.93	2180 / 12.53	2291 / 13.17	2407 / 13.83	2529 / 14.53	2657 / 15.27
33	2127 / 12.22	2235 / 12.84	2348 / 13.49	2467 / 14.18	2592 / 14.90	2723 / 15.65
34	2180 / 12.53	2291 / 13.17	2407 / 13.83	2529 / 14.53	2657 / 15.27	2791 / 16.04
35	2235 / 12.84	2348 / 13.49	2467 / 14.18	2592 / 14.90	2723 / 15.65	2861 / 16.44
36	2291 / 13.17	2407 / 13.83	2529 / 14.53	2657 / 15.27	2791 / 16.04	2933 / 16.86
37	2348 / 13.49	2467 / 14.18	2592 / 14.90	2723 / 15.65	2861 / 16.44	3006 / 17.28
38	2407 / 13.83	2529 / 14.53	2657 / 15.27	2791 / 16.04	2933 / 16.86	3081 / 17.71
39	2467 / 14.18	2592 / 14.90	2723 / 15.65	2861 / 16.44	3006 / 17.28	3158 / 18.15
40	2529 / 14.53	2657 / 15.27	2791 / 16.04	2933 / 16.86	3081 / 17.71	3237 / 18.60
41	2592 / 14.90	2723 / 15.65	2861 / 16.44	3006 / 17.28	3158 / 18.15	3318 / 19.07
42	2657 / 15.27	2791 / 16.04	2933 / 16.86	3081 / 17.71	3237 / 18.60	3401 / 19.55
43	2723 / 15.65	2861 / 16.44	3006 / 17.28	3158 / 18.15	3318 / 19.07	3486 / 20.03
44	2791 / 16.04	2933 / 16.86	3081 / 17.71	3237 / 18.60	3401 / 19.55	3573 / 20.53
45	2861 / 16.44	3006 / 17.28	3158 / 18.15	3318 / 19.07	3486 / 20.03	3662 / 21.05
46	2933 / 16.86	3081 / 17.71	3237 / 18.60	3401 / 19.55	3573 / 20.53	3752 / 21.56
47	3006 / 17.28	3158 / 18.15	3318 / 19.07	3486 / 20.03	3662 / 21.05	3845 / 22.10
48	3081 / 17.71	3237 / 18.60	3401 / 19.55	3573 / 20.53	3752 / 21.56	3940 / 22.64
49	3158 / 18.15	3318 / 19.07	3486 / 20.03	3662 / 21.05	3845 / 22.10	4037 / 23.20
50	3237 / 18.60	3401 / 19.55	3573 / 20.53	3752 / 21.56	3940 / 22.64	4137 / 23.78
51	3318 / 19.07	3486 / 20.03	3662 / 21.05	3845 / 22.10	4037 / 23.20	4239 / 24.36
52	3401 / 19.55	3573 / 20.53	3752 / 21.56	3940 / 22.64	4137 / 23.78	4344 / 24.97
53	3486 / 20.03	3662 / 21.05	3845 / 22.10	4037 / 23.20	4239 / 24.36	4451 / 25.58
54	3573 / 20.53	3752 / 21.56	3940 / 22.64	4137 / 23.78	4344 / 24.97	4561 / 26.21
55	3662 / 21.05	3845 / 22.10	4037 / 23.20	4239 / 24.36	4451 / 25.58	4674 / 26.86



Board Agenda Backup

Item No: 13.10

Date: June 13, 2012

Item: Approval of New Job Description – Mental Health Clinician

Overview: On June 30, 2011, Assembly Bill 114 was signed into law. Under AB 114, several sections of the California Government Code (GC) were amended or rendered inoperative, thereby ending the state mandate on county mental health agencies to provide mental health services to students with disabilities. With the passage of AB 114, it is clear that school districts are now solely responsible for ensuring that students with disabilities receive special education and related services, including some services previously arranged for or provided by county mental health agencies.

The Mental Health Clinician is being presented as a new non-management job description, which will meet not only the requirements of AB 114, but may also serve at various sites, as needed, based on grant requirements, such as the School Improvement Grant.

This non-management position is neither classified nor certificated, but rather aligns with our current Occupational Therapists in terms of minimal qualifications and licensure. The position will require a Master's Degree in Social Work, Marriage and Family Therapy or Psychology and be licensed by the State of California as a Licensed Marriage and Family Therapist (LMFT).

The new job description will align with the Occupational Therapist salary schedule, which ranges from \$48,664 to \$65,210/annually (based on 184 days) or \$55,276 to \$74,010/annually (based on 209 days).

Recommendation: It is recommended that the Board approve the new job description for the Mental Health Clinician.

Budgeted: Yes: ☒

No: ☐

Amount: \$

Prepared by:



Director, Classified Personnel

Superintendent:



Superintendent



PAJARO VALLEY UNIFIED SCHOOL DISTRICT POSITION DESCRIPTION

Position: Mental Health Clinician

JOB CODE

Department: Special Services and or School Site

Report To: Director, Principal or Designee

SUMMARY

Provides a variety of mental health services in support of adolescents and their families, including case management, socio-emotional counseling, and /or assisting in the implementation of appropriate treatment or services.

NATURE AND SCOPE

Under minimal supervision of the Director of Special Services, Program Director, Principal or designee provides a variety of mental health services to individuals, groups, and families as a member of a public school mental health team to qualifying students and families as assigned. The Mental Health Clinician applies well-developed communication skills sufficient to interact with administrators, teachers, other staff members, parents, and students in formal and informal settings.

DISTINGUISHING CHARACTERISTICS

This is a professional level position requiring specialized certification, education and knowledge in working with at-risk students and families, providing mental health services, case-management, and integrated service delivery approaches.

ESSENTIAL TYPES OF DUTIES (Duties may include but are not limited to the following)

- Consistently utilizes clinical skills that are outcome and goal focused.
- Consistently applies strong assessment and diagnostic skills utilizing the DSM (Diagnostic and Statistical Manual of Mental Disorders) criteria.
- Demonstrates competence in the assessment of and intervention in crisis situations.
- Demonstrates proficiency in completing behavioral assessments and treatment plans.
- Demonstrates cultural competency in relationships with students, families and staff.

Effective June 2012

Approved by Board: TBD

- Provides socio-emotional counseling support services to adolescents and their families in a school or home setting.
- Gathers and analyzes information on students' present circumstances, social and psychiatric history, and or immediate services.
- Communicates and/or consult with a variety of organizations and/or agencies in obtaining additional services for students and families.
- Participates in staff meetings, in-service trainings, conferences and workshops. Participates in a variety of administrative and community meetings as assigned. Completes required reports for data collection, dissemination, and presentation. Provides training to staff and clients according to program need as assigned. Develops program specific resources as needed.
- Participates as a team member in case management conferences; participate in student specific educational and or mental health meetings as required (ie: SST and IEP meetings).
- Maintains case files and submit clear and accurate records and forms as required by CAMFT (*California Association of Marriage and Family Therapists*) professional and ethical standards and can refer students with a medical necessity to outside agencies or organizations as appropriate.
- Completes behavioral health assessments and treatment plans and be able to create clinical interventions.
- Establishes and maintains collaborative and supportive internal and external partnerships with staff.
- Maintains flexibility to meet scheduling needs of students/families as needed which may include evenings.
- Performs other duties as required to accomplish the objectives of the position.

MINIMUM QUALIFICATIONS

Knowledge and Skills: Requires advanced professional knowledge in addressing equity issues related to access and achievement and working with underserved student populations. Recognizes symptoms and behaviors of mental illnesses. Understands and applies basic social rehabilitation, socialization and practical life management skills. Demonstrates mastery of the principles and methods of interviewing, socio-emotional counseling, crisis intervention and

Effective June 2012

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assessing psychosocial behaviors. Working knowledge of Diagnostic and Statistical Manual of Mental Disorders (DSM) Criteria.

Abilities: Must be able to perform all of the relevant duties of the position with minimal supervision. Must be able to demonstrate the ability to assess and intervene in a crisis situation. Must be able to operate a computer, needed hardware, and specialized database software. Requires the ability to prepare professional correspondence for routine communications with staff, families and the public. Must be able to prioritize work in order to meet deadlines and maintain schedules. Must have the ability to problem solve reoccurring challenges. Requires the ability to communicate with students, staff, parents and the public using patience and courtesy, and in a manner that reflects positively on the District. Must be able to work well independently and as part of a team.

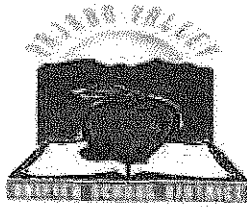
Physical Abilities: Position involves standing, walking, stooping, occasional carrying and lifting of lightweight materials (up to 20 pounds). Requires visual acuity and depth perception to recognize words and numbers; hand and finger dexterity and hand/eye coordination to use a computer keyboard and common office equipment. Requires speaking and hearing ability sufficient to hear over a phone and carry on conversations.

Education and/or Experience: This is the minimum experience and education/training standards which will be used to admit or reject applicants as approved on: TBD

Requires a Master's Degree in Social Work, Marriage and Family Therapy or Psychology.

Licensures: Must be licensed by the State of California as a Licensed Marriage and Family Therapist (LMFT). Must maintain licensure for the duration of employment. Must be registered with the California Board of Behavioral Sciences. Must possess a valid California driver's license and availability of private transportation.

Other Qualifications: Bilingual Preferred



PAJARO VALLEY UNIFIED SCHOOL DISTRICT

OCCUPATIONAL THERAPIST SALARY SCHEDULE

2011 - 2012

	1	2	3	4	5	6	7	MASTERS
HOURLY RATE	\$33.06	\$34.71	\$36.45	\$38.26	\$40.18	\$42.19	\$44.30	\$1.22
WORK DAYS	ANNUAL SALARY							
184	\$48,664	\$51,093	\$53,654	\$56,319	\$59,145	\$62,104	\$65,210	\$1,793
215	\$56,863	\$59,701	\$62,694	\$65,807	\$69,110	\$72,567	\$76,196	\$2,095

1.0 FTE is based on 8 - hour days with a work year of either 184, 209 or 215 days

All Occupational Therapist must have a minimum of a Bachelor's Degree and hold a registered, valid Occupational Teriapist Certification (OTR/L) issued by the California Board of Occupational Therapy and/or the National Board for Certification in Occupational Therapy.

Initial placement will be at the closest step to current salary plus 5%

Masters is 2.75% of Step 7

**OT are issued Certificated contracts and have Classified H & W but are members of PERS and have current rate of employee portion contributions of 7% paid for by district.

Effective 7/1/2011

Print Date:

6/6/2012