



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 26, 2013 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)
 - c. Hiring Authorization
- 2.2 Public Employee Discipline/Dismissal/Release/Leaves
- 2.3 Negotiations Update
 - a. CSEA
 - b. PVFT
 - c. Unrepresented Units: Management and Confidential
 - d. Substitutes – Communication Workers of America (CWA)
- 2.4 Claims for Damages
- 2.5 Pending Litigation
- 2.6 Anticipated Litigation
- 2.7 Real Property Negotiations
- 2.8 2 Expulsions

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

- 3.1 Pledge of Allegiance
- 3.2 Welcome by Board President
Trustees Kim De Serpa, Leslie DeRose, Maria Orozco, Karen Osmundson, Lupe Rivas, Jeff Ursino and President Willie Yahiro.
- 3.3 Superintendent Comments
- 3.4 Governing Board Comments/Reports (Limit to 1 minute per trustee)
 - Report on Standing Committees Meetings

4.0 APPROVAL OF THE AGENDA

5.0 APPROVAL OF MINUTES

- a) *Minutes for June 12, 2013*
- b) *Minutes for Special Meeting of the Board, June 14, 2013*

Board President closes regular Board meeting and opens Public Hearing.

6.0 Public Hearing: 2013-14 Proposed District Budget

- 6.1 *Report by Brett McFadden, CBO*
- 6.2 *Public comment*
- 6.3 *Board questions and comments*

Board President closes Public Hearing and resumes Board meeting.

7.0 VISITOR NON-AGENDA ITEMS

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

any Member of the Board may direct that a matter be referred to the Superintendent's Office for placement on a future agenda. Trustees may ask questions for clarity but cannot take action on these matters. (Please complete a card if you wish to speak.)

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

9.0 CONSENT AGENDA

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 Unless some Board Member or member of the audience has a question about a particular item(s) and asks that it be withdrawn from the Consent list, the item(s) will be approved at one time by the Board of Trustees.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

- 9.1 Purchase Orders June 6 - 19, 2013
The PO's will be available in the Superintendent's Office.
- 9.2 Warrants June 6 - 19, 2013
The warrants will be available in the Superintendent's Office.
- 9.3 Acknowledge with Gratitude the Donation of Funds Equaling \$7,000 to the Ardel Tuzon Library at Hall Elementary School from Rita Tuzon and Modesto Tuzon.
- 9.4 Acknowledge with Gratitude the Student Supplies and Donation of Funds Equaling \$4,500 to Hall Elementary School from Community Foundation of Santa Cruz and Driscoll's.
- 9.5 Approve CAHSEE Passage Waiver in English Language Arts for Student 12-13-24, Watsonville High School.
- 9.6 Approve CAHSEE Passage Waiver in English Language Arts for Student 12-13-25, Watsonville High School.
- 9.7 Approve CAHSEE Passage Waiver in English Language Arts for Student 12-13-26, Watsonville High School.
- 9.8 Approve the 2013-14 Consolidated Application for Funding Federal and State Programs.
- 9.9 Approve Contract for Custodial Supplies/Blanket Bid #JL050613-Cust, for the District Warehouse/Stores.
- 9.10 Approve Contract for Athletic Supplies/Blanket Bid #JL050613-Ath, for the District Warehouse/Stores.
- 9.11 Approve Contract for Health Supplies/Blanked Bid 3JL050613-HTH, for the District Warehouse/Stores.
- 9.12 Approve Amendments to Master Agreements for Architectural Services, the Associated Projects and Project Budgets.
- 9.13 Approve Request for Authorization to Delegate the Award for Contracts to the Chief Business Officer (CBO) for the Aptos High Water Tank Project, the Playground Equipment Play Structures Purchase Contract and the Installation of the Playground Equipment Projects.

The administration recommends approval of the Consent Agenda.

10.0 DEFERRED CONSENT ITEMS

11.0 REPORT, DISCUSSION AND POSSIBLE ACTION ITEMS

- 11.1 Report, discussion and possible action to Approve Proposed 2013 – 2014 July District Budget
Report given under item 6.0.
- 11.2 Report, discussion and possible action on Completion and Utilization Guidelines for the Aptos High School Freedom Field Project.
Report by Brett McFadden, CBO. 2 min. report; 5 min. discussion.

12.0 REPORT AND DISCUSSION ITEMS

- 12.1 Report and discussion on Special Education's Acute Behavioral Intervention Pilot.
Report by Heather Gorman, program Director, SELPA. 15 min. report; 5 min. discussion

13.0 ACTION ON CLOSED SESSION

14.0 UPCOMING BOARD MEETINGS/REMAINING BOARD MEETINGS FOR 2013

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

		Comment
July	▪	▪ No Meetings Scheduled
August	▪ 14 ▪ 28	
September	▪ 11 ▪ 25	▪ Unaudited Actuals
October	▪ 9 ▪ 23	
November	▪ 13	▪
December	▪ 11 Annual Organization Mtg.	▪ Approve 1 st Interim Report

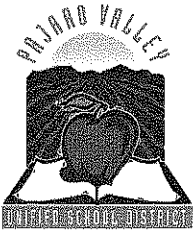
15.0 ADJOURNMENT

PAJARO VALLEY UNIFIED SCHOOL DISTRICT
CLOSED SESSION AGENDA
June 26, 2013

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

New Hires – Probationary	
	None
New Hires	
	None
New Substitutes	
11	Substitutes
Promotions	
	None
Administrative Appointments	
	None
Transfers	
	None
Other	
1	Assistant Principal
1	Program Director
Extra Pay Assignments	
8	Coach
1	Athletic Director
Extra Period Assignments	
	None
Leaves of Absence	
10	Teachers
Retirements	
1	Coordinator, Child Development
2	Teachers
Resignations/Terminations	
	None
Supplemental Service Agreements	
1	Speech and Language Therapist
18	Teachers

Miscellaneous Actions	
1	Warehouse Worker II
Separations From Service	
2	Office Assistant III
1	Assistant Principal
10	Teachers
Limited Term – Projects	
1	Campus Safety Coordinator
1	Instructional Assistant Migrant/Children Center
1	Office Assistant II
Exempt	
2	Childcare
1	Crossing Guard
12	Pupil
1	Yard Supervisor
Provisional	
	None
Limited Term - Substitute	
1	Instructional Assistant Migrant/Children Center
1	Library Media Technician
1	Office Assistant III



June 12, 2013
REGULAR BOARD MEETING
UNADOPTED MINUTES

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

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

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

1.1 Call to Order

President Yahiro 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.

Francisco Rodriguez, PVFT president, commented on his disappointment over negotiations stating that the membership would not have approved the district proposal. In addition, he mentioned that the district did not offer a counter proposal on many of the 10 articles and that they are currently negotiating a three-year contract that is not limited to salaries. He stated that he hopes upcoming negotiations offers something more acceptable to the members.

2.0 CLOSED SESSION (AND AFTER REGULAR SESSION IF NECESSARY)

2.1 Public Employee Appointment/Employment, Government Code Section 54957

a. Certificated Employees

b. Classified Employees

New Hires – Probationary	
1	Teacher
1	Academic Coordinator
1	Interpreter Tutor/Sign Language
New Hires	
	None
New Substitutes	
	None
Promotions	
	None
Administrative Appointments	
	None
Transfers	
1	Teacher
Other	
1	Academic Coordinator
Extra Pay Assignments	

14	Coach
Extra Period Assignments	
	None
Leaves of Absence	
7	Teachers
1	Bus Driver
1	Cafeteria Assistant
1	Instructional Assistant II
1	Instructional Assistant – General Ed
1	Lead Custodian I
1	Warehouse Worker II
Retirements	
	None
Resignations/Terminations	
	None
Supplemental Service Agreements	
16	Teachers
Miscellaneous Actions	
1	Workers Compensation Coordinator
Separations From Service	
3	Teachers
1	Counselor
1	English Learner Specialist
1	Resource Specialist
1	Instructional Assistant I
2	Instructional Assistant II
1	Maintenance Specialist
Limited Term – Projects	
1	Behavior Tech
2	Cafeteria Assistant
6	Campus Safety Coordinator
1	Career Development Specialist I
1	Custodian I
1	Enrichment Specialist
15	Instructional Assistant Migrant/Child Center
1	Lead Custodian II

2	Office Assistant II
1	Office Assistant III
2	Parent Education Specialist
Exempt	
7	Childcare
1	Migrant OWE
13	Pupil
5	Safety Monitors
1	Yard Duty
Provisional	
	None
Limited Term - Substitute	
1	Cafeteria Assistant
1	Custodian I
1	Instructional Assistant II
7	Instructional Assistant Migrant/Child Center
1	Office Assistant II

2.2 Public Employee Discipline/Dismissal/Release/Leaves

2.3 Negotiations Update

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

2.4 Claims for Damages

2.5 Pending Litigation

2.6 Anticipated Litigation

- a. Approval of Settlement Agreement for Classified Employee

2.7 Real Property Negotiations

2.8 3 Expulsions

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

President Yahiro called the meeting of the board in public to order at 7:12 pm.

3.1 Pledge of Allegiance

Trustee Ursino led the Board in the Pledge of Allegiance.

3.2 Welcome by Board President

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

3.3 Superintendent Comments

- *Aptos High School Congressional Art Competition*

Superintendent Dorma Baker congratulated Rachel Martin, AHS student, for having won the Congressional Art Regional Competition. She noted that the artwork will be on display in the nation's capital.

Ms. Baker stated that it had been a joyful time with graduations and promotions, as well as a retirement celebration.

3.4 Governing Board Comments/Reports (Limit to 1 minute per trustee)

- *Report on Standing Committees Meetings*

Trustee DeRose noted that she had attendend many gratuions.

Trustee Orozco reported that she was attended graduations as well. She said that about 350 students visited USCS to expose them to university. She continest o meet with COPA regarding intervention programs and will meet with Anna Espinoza of the City of Watsonville to strengthen those efforts.

Trustee Ursino commented that graduations were very special.

Trustee Osmundson stated that she had attended many graduations as well.

Trustee Rivas reported that she too had been able to attend many graduation ceremonies.

Trustee De Serpa said that graduations are very special and gave a special accolade to Linscott's PE teacher for the way he honored his students during the ceremony.

President Yahiro commented that all graduations were very special. He thanked custodial staff for ensuring all set up was on time and adequate for the celebrations.

3.5 Jacob Young Financial - Teacher of the Month Award

Tina Harper, representing Jacob Young Financial, spoke about the process for nominating and selecting a person for the employee of the month award.

May 2013

- *Kathy Corcoran, Pajaro Middle School*

Did not attend.

3.6 Jacob Young Financial – Classified Employee of the Month Award

March 2013

- *Denee Sereano, Librarian, Starlight Elementary School*

Did not attend.

April 2013

- *Janet Linney, Senior Buyer, Purchasing Department*

Rich Buse, director of Purchasing, spoke of Ms. Linney's wonderful work ethic and reliability.

May 2013

- *Gigi Rodriguez, Office Manager, Transportation Department*

Mary Hoagland, director of Transportation, commented on Ms. Rodriguez's organizational skills and her ability to handle a very busy office.

4.0 APPROVAL OF THE AGENDA

Trustee De Serpa moved to approve the agenda. Trustee Ursino seconded the motion. The motion passed unanimously.

5.0 APPROVAL OF MINUTES

a) Minutes for May 22, 2013

Trustee Rivas moved to approve the minutes for May 22, 2013. Trustee DeSerpa seconded the motion. The motion passed unanimously.

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

6.0 Public Hearing (Public Disclosure) on the Long Term Financial Impact of the Tentative Agreement for Classified Bargaining Unit employees as required by AB1200 and Certification of the district's ability to meet the costs of the 2013-14 "phase one" collective bargaining agreement with CSEA.

6.1 Report by Brett McFadden, CBO

Brett McFadden reported that law requires a public disclosure statement attached to a tentative agreement with bargaining units. The statement notes that the district has worked the county regarding the agreement and has been able to assess that the district is financially able to offer this agreement.

6.2 Public comment

Bill Beecher, community member, expressed his confusion over the wording on the TA, which states that it is presenting it for approval but negotiations are still ongoing in the fall. He asked why the contract was not included in the packet for the public to view.

Staff clarified what the TA is and how it is a partial agreement for the contract but not for the entire contract.

6.3 Board questions and comments

Board members asked questions for clarification.

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

7.0 VISITOR NON-AGENDA ITEMS

Michael Jones, principal of Alianza Charter School, expressed his appreciation to board members and administration who attended the school's promotion ceremony. He asked for support for Revolution Foods to provide food services for the school as a one year pilot project.

Reyna Duarte, parent, spoke of her concern for the state of the bathrooms at Watsonville Charter School of the Arts. Ms. Duarte provided photographs to the board.

Rhea DeHart, community member, spoke and paid tribute to Raul Tulay, an icon who died a week ago. Mr. Tulay believed in collective bargaining benefits to staff before it was law and improved union and labor relations.

Jenny Sarmiento, PVPSA, updated the board on the organization's services and the potential for future services. She mentioned that PVUSD has been a supportive partner and hopes that it continues. Ms. Sarmiento spoke of summer programs that are available to support students who need the additional help.

Bill Beecher, community member, spoke of the district community improving opportunities and services for students and teachers.

8.0 EMPLOYEE ORGANIZATIONS COMMENTS – PVFT, CSEA, PVAM, CWA 3 Min. Each

Olga de Santa Anna, PVAM president, reported they had a great graduation at EA Hall. She thanked the board for the compassion in reinstating items that will benefit students and acknowledged that negotiations are challenging. CSEA employees were excited about the outcome of negotiations whereas PVFT did not approve the proposed agreement that included 4% salary increase and the 1st of many steps to restore services.

Jack Carroll, PVFT chief negotiator, reported that the state budget had reached a compromise and the outcome is positive. Negotiations are scheduled for June 19 and 20 due to the district's failure to complete their proposal to the union, adding that trust is not easy to obtain and the district is looking at an inadequate proposal for CSR.

Dan Zummeran, CSEA member, thanked the district for the negotiations sessions and looks forward to continue negotiations. Mr. Zummeran added that the catering proposal from Alianza would be in violation of classified employees' contract.

Leticia Oropeza, CSEA president, stated she appreciated the collaboration and the TA, which passed with a 99.6% approval rate. Look forward to continuing negotiations. Ms. Oropeza thanked teachers for all they do and how they positively influenced her sons.

9.0 CONSENT AGENDA

Trustee DeRose moved to approve the consent agenda. Trustee De Serpa seconded the motion. The motion passed unanimously.

9.1 Purchase Orders May 16 – June 5, 2013

9.2 Warrants May 16 – June 5, 2013

9.3 Approve Memorandum of Understanding (MOU) with the United States Fish and Wildlife Service (USFWS) and Aptos High School Campus.

9.4 Approve Solar Consultant Contract.

9.5 Approve Ceiba Settlement Agreements for Facility Use, Memorandum of Understanding, and Special Education.

9.6 Approve Use of School Project for Utility Rate Reduction (SPURR) Piggyback Contract for Cabling Project for Bradley Elementary School Data Network Upgrade.

9.7 Approve Fagen, Friedman & Fulfroest LLP Legal Services Agreement for 2013-14.

9.8 Approve Carl Perkins Grant Application for 2013-14.

9.9 Approve Resolution 12-13-27, Authorized Signatures List.

10.0 DEFERRED CONSENT ITEMS

None

11.0 REPORT, DISCUSSION AND POSSIBLE ACTION ITEMS

11.1 Report, discussion and possible action to Approve Tentative Agreement with Classified Employees Association.

State

Report by Sharon Roddick, Assistant Superintendent, HR.

Sharon Roddick reported that the agreement reached with CSEA is a first step in the negotiations process and includes a 4% increase effective July 1, 2013, with a one-time payment to each full time equivalent CSEA member of \$500.

Trustee Osmundson moved to approve the TA with CSEA. Trustee Orozco seconded the motion.

Board participated with comments.

The motion passed unanimously.

11.2 Report, discussion and possible action to Approve Management and Confidential Employee Salary Increase.

Report by Sharon Roddick, Assistant Superintendent, HR.

Sharon Roddick reported that this item is consistent with reinvestment plan and the intention that this increase would apply to all employee groups.

Public comment:

Jack Carroll, teacher, stated that the district stated there would be no additional money for increases but yet this is a proposal ahead of implementing full class size reduction.

Bill Beecher, community member, asked that if management and confidential employees are covered by contract, that contract should be posted.

Dorma Baker clarified that there is no contract.

Board participated with comments and questions.

Trustee DeRose moved to approve this item. Trustee De Serpa seconded the motion.

Board continued with comments.

A roll call vote was taken and the motion passed unanimously.

11.3 Report, discussion and possible action to Adopt Declaration of Need for Fully Qualified Educators.

Report by Sharon Roddick, Assistant Superintendent, HR.

Sharon Roddick explained that this is an item that would allow the district to employ the necessary number of teachers to fulfill its obligation to students and community. The district has an annual shortage of appropriately credentialed teachers in bilingual education, special education, mathematics and science.

Public comment:

Francisco Rodriguez, PVFT president, spoke about a bilingual teacher being reassigned to take an SEI position. Bilingual teachers have been left out of the seniority list. Hope that all teachers that are assigned to teach in bilingual classes are qualified, before hiring interns.

Board participated with comments.

Dorma Baker noted that bilingual teachers are being placed in bilingual classrooms and did not believe that there are internships for bilingual classrooms.

Trustee DeRose moved to approve this item. Trustee De Serpa seconded the motion.

The Board participated with additional comments.

The motion passed 5/0/2 (Osmundson and DeRose were away from their seats).

12.0 REPORT AND DISCUSSION ITEMS

12.1 Report and discussion on District's Budget and Fiscal Matters.

Report by Brett McFadden, CBO.

Brett McFadden reported that the state had reached an agreement on the Local Control Funding Formula (LCFF). Implementation of LCFF is based on the governor's May revise, which is more conservative than it was originally thought. State policymakers acknowledge that the 2013-14 year is an implementation year and that funding will be phased in over an eight-year period. The district has not received accountability or compliance requirements yet. LCFF final compromise retains the 4-

grade span, K-3, 4-6, 7-8 and 9-12. An ADA increase of approximately \$537 is estimated. Other adjustment factors include CSR and Career Technical Education, as well as supplemental and concentration grants. Accountability proposals are significant.

Board participated with questions and comments.

Mr. McFadden continued his presentation addressing other aspects of the budget that included one-time funds to implement common core standards, one-time funds to buy down deferrals, one-time funds for support CTE grants, and Proposition 39 state grant for energy efficiency. In reference to Adult Education, Mr. McFadden noted that details are still sketchy but there is no immediate shift; the proposal to move to community colleges has been delayed for two years and options will be studied by a consortium. Adult Education would maintain funds at the 2012-13 level. There are no additional Tier III fund shifts. In reference to next steps, Mr. McFadden stated that the budget for 2013-14 will be presented on June 26 as a transition budget incorporating actions taken as well as the approved reinvestments. District will obtain additional clarity and will continue to keep the board informed. A difference that should be noted is that program and budget planning have to be together instead of budget driving programs. Mr. McFadden addressed the district's reinvestment plan through a multi-year strategy matched to funding. This is an eight year phase-in of LCFF funding.

Board participated with questions.

Public comment:

Bill Beecher, community member, upset about the impression PVFT gave teachers at the last meeting. Numbers presented by PVFT are not realistic and it is a disservice to teachers. He cautioned about the unintended consequences for teachers who hear this information.

Jack Carroll, teacher, stated that the numbers do not include the additional revenues but are the same that have been presented since January. District does not know what its ADA revenue is for 2012-13 yet; this is the nature of the budget. Concern from PVFT is that the district has not done any planning for the 2013-14 and that the board has not been able to have any input on what the district's budget will look like.

12.2 Report and discussion on Measure L Bond Update.

Report by Brett McFadden, CBO.

Dennis Dunston of Total School Solutions, Measure L managing firm, noted that priorities for project completion have been set by the board and include: modernizing classrooms and aging facilities; health and safety measures; ensure up to date code requirements; technology upgrades; and completion of PVHS. The board has selected architect and construction companies, as well as master agreements, for all projects. The North area of the district includes 40 projects and 7 sites. The Central area includes 38 projects and 8 sites; and the South area includes 48 projects and 14 sites. All area projects being managed by three different architect and construction companies. Mr. Dunston addressed status of projects in each of the three areas. Technology projects in all areas were also discussed, noting that the district is responding to recommendations from iTAC, the Instructional Technology Advisory Committee. Projects for solar energy have been approved this evening. In response to safety concerns, security items that include door hardware, such as inside locking capability, will be completed over the summer for all elementary schools and should be completed this fall for middle and high schools. Mr. Dunston addressed the expected distribution of expenditures for Measure L. In reference to project oversight, he stated that it includes an independent financial audit, an independent performance audit, and a citizens' oversight committee.

Board participated with comments and questions.

13.0 ACTION ON CLOSED SESSION

2.1 Public Employee Appointment/Employment, Government Code Section 54957

a. Certificated Employees

Trustee DeRose moved to approve the certificated employee report as presented. Trustee Orozco seconded the motion. The motion passed unanimously.

b. Classified Employees

Trustee DeRose moved to approve the classified employee report as presented. Trustee Orozco seconded the motion. The motion passed unanimously.

2.6 Anticipated Litigation

a. Approval of Settlement Agreement for Classified Employee

Trustee DeRose reported that the board unanimously approved a settlement for the amount \$427.07.

2.8 3 Expulsions

Action on Expulsions:

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

12-13-081

Trustee Orozco seconded the motion. The motion passed unanimously.

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

12-13-083

Trustee DeRose seconded the motion. The motion passed unanimously.

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

12-13-084

Trustee Ursino seconded the motion. The motion passed unanimously.

14.0 UPCOMING BOARD MEETINGS/REMAINING BOARD MEETINGS FOR 2013

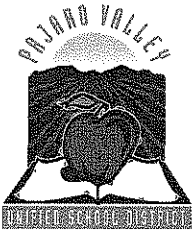
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		Comment
June	▪ 26	▪ 13-14 Budget Adoption
July	▪	▪ No Meetings Scheduled
August	▪ 14 ▪ 28	
September	▪ 11 ▪ 25	▪ Unaudited Actuals
October	▪ 9 ▪ 23	
November	▪ 13	▪
December	▪ 11 Annual Organization Mtg.	▪ Approve 1 st Interim Report

15.0 ADJOURNMENT

There being no further business to discuss, the meeting of the board was adjourned at 9:49 PM.

Dorma Baker, Superintendent



**Friday, June 14, 2013
SPECIAL MEETING
CLOSED SESSION/ACTION IN PUBLIC ON PUBLIC EMPLOYEE
APPOINTMENT
11:30 AM TO 12:00 NOON
UNADOPTED MINUTES**

**DISTRICT OFFICE
OFFICE OF THE SUPERINTENDENT – 4TH FLOOR
294 Green Valley Road, Watsonville, CA 95076**

**And by Teleconference from the following locations:
6500 Soquel Drive, Room 2100B, Aptos, CA 95003
1995 41st Avenue, Capitola, CA 95010**

1.0 CLOSED SESSION OPENING CEREMONY IN OPEN SESSION – 11:30 AM

1.1 Call to Order

President Yahiro called the meeting of the Board to order at 11:30 AM at 294 Green Valley Road, Watsonville, CA.

1.2 Public comments on closed session agenda.

None.

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

2.0 CLOSED SESSION

2.1 Public Employee Appointment/Employment, Government Code Section 54957

a. Certificated Employees

Administrative Appointments	
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1	Principal
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3.0 OPENING CEREMONY – MEETING OF THE BOARD IN PUBLIC - 11:35 AM

3.1 Call to Order

President Yahiro called the meeting of the board in public to order at 11:37 AM.

3.2 Pledge of Allegiance

Trustee De Serpa led the Board in the Pledge of Allegiance.

3.3 Welcome by Board President

Trustees Kim De Serpa, Lupe Rivas and President Willie Yahiro were present. Trustees DeRose and Ursino participated via teleconference. Trustees Orozco and Osmundson were absent.

4.0 APPROVAL OF THE AGENDA

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

5.0 ACTION ON CLOSED SESSION

2.1 Public Employee Appointment/Employment, Government Code Section 54957

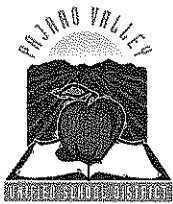
a. Certificated Employees

Trustee De Serpa moved to approve the certificated employee report as presented. Trustee DeRose seconded the motion. The motion passed 5/0/2 (Orozco, Osmundson absent).

6.0 ADJOURNMENT

There being no further business to discuss, the special meeting of the board was adjourned at 11:30 am.

Dorma Baker, Superintendent



Board Agenda Backup

Item No: 6.0 & 11.1

Date: June 26, 2013

Item: Public Hearing: 2013-14 Proposed District Budget

Overview: Current law requires school districts to adopt a fiscal year budget no later than June 30 of each year. District staff developed the enclosed budget based on current law for 2012-13 and specific guidelines issued by the Santa Cruz County Office of Education (SCCOE). The board received periodic updates on the 2013-14 fiscal outlook since January. During this process, it provided direction to staff on major elements of the budget. These are reflected in the final proposed July budget.

Development of 2013-14 budget was particularly challenging in light of the state's late approval of the Local Control Funding Formula (LCFF). The LCFF will take effect July 1 and require an eight year phase in. School districts were instructed to develop their 2013-14 budgets based on a traditional funding model with specific assumptions. This guidance was approved by the state and based on a common message disseminated statewide. Implementation of the LCFF and corresponding revisions to districts' 2013-14 budgets are to occur in the budget year.


Upon board adoption of the proposed budget, staff will submit it to the SCCOE for review and comment pursuant to the law

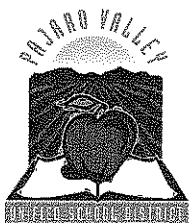
Recommendation: Hold public hearing and receive input on the district's proposed 2013-14 July Budget

Budget Considerations: No fiscal impact from holding hearing

Prepared By: Brett W. McFadden, Chief Business Officer

Superintendent's Signature: Dorma Baker

 (A)



PAJARO VALLEY UNIFIED SCHOOL DISTRICT

Board Agenda Backup

Item No: 9.3

Date: June 26, 2013

Item: Approve with Gratitude the Donation of funds equaling \$7,000 to the Ardel Tuzon Library at Hall Elementary School from Rita Tuzon and Modesto Tuzon.

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

Recommendation: Approve with gratitude this donation.

Prepared By: Dorma Baker, Superintendent

Superintendent's Signature: Dorma Baker

Pajaro Valley Unified School District



Accounting Department
294 Green Valley Road
Watsonville, California 95076
Office: (831) 786-2330 Fax: (831) 728-6202
E-Mail: colleen_bugayong@pvusd.net

Dear Rita Tuzon and Modesto Tuzon,

I would like to take this opportunity to thank you for your donation to the Pajaro Valley Unified School District. Not only is your donation benefiting the students of this community monetarily but academically and socially as well. The example of generosity you are demonstrating is something the students will learn from and hopefully emulate in their future lives.

The Pajaro Valley Unified School District is a Public Agency. Therefore, donations given to the school district normally qualify as charitable contributions. Here is the school district's federal identification number for tax purposes #77-0375541. If you have any questions or should need additional information, please feel free to call my office.

Thank you again,

Colleen Bugayong
Supervisor of Accounting

Item Donated: \$7000 Check

Fair Market Value: \$7000

Received From: Rita Tuzon and Modesto Tuzon

Received By: Guillermo Ramos, Principal, Hall District Elementary

Date Received: May 10, 2013

PAJARO VALLEY UNIFIED SCHOOL DISTRICT



Board Agenda Backup

Item No: 9.4

Date: 06/12/2013

Item: Approve with Gratitude the Student Supplies and Donation of funds equaling \$4500.00 to Hall Elementary School from Community Foundation of Santa Cruz and Driscoll's.

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

Recommendation: Approve with gratitude this donation.

Prepared By: Dorma Baker, Superintendent

Superintendent's Signature:

Dorma Baker

Pajaro Valley Unified School District



Accounting Department
294 Green Valley Road
Watsonville, California 95076
Office: (831) 786-2330 Fax: (831) 728-6202
E-Mail: colleen_bugayong@pvusd.net

Dear Community Foundation of Santa Cruz and Driscoll's,

I would like to take this opportunity to thank you for your donation to the Pajaro Valley Unified School District. Not only is your donation benefiting the students of this community monetarily but academically and socially as well. The example of generosity you are demonstrating is something the students will learn from and hopefully emulate in their future lives.

The Pajaro Valley Unified School District is a Public Agency. Therefore, donations given to the school district normally qualify as charitable contributions. Here is the school district's federal identification number for tax purposes #77-0375541. If you have any questions or should need additional information, please feel free to call my office.

Thank you again,

Colleen Bugayong
Supervisor of Accounting

Item Donated: \$4500 Student Supplies and donations

Fair Market Value: \$4500

Received From: Community Foundation of Santa Cruz and Driscoll's

Received By: Guillermo Ramos, Principal, Hall District Elementary

Date Received: March 31, 2013; September 2012,



Board Agenda Backup

Item No: 9.5

Date: June 26, 2013

Item: CAHSEE Passage Waiver
English Language Arts (WHS 12-13-24)

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

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

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

Recommendation: Approve

Budget Considerations: None

Funding Source:

Budgeted: Yes: ☐ No: ☐

Amount: \$

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

Superintendent's Signature:

Dormir Baker

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Date: 5-1-13

To The Parent/Guardian of:

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

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

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

Signature of Principal: _____

Date: 5/2/13

I request that my child _____
earned the equivalent _____
waiver of this California graduation requirement.

_____ was tested with a modification and
_____ or more parts of the CAHSEE, be granted a

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: 5/2/13

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

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

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

- a. Describe the nature of the student's disability as identified on the IEP (please note if this will result in overt identification of the student).

Processing Speed, Auditory Memory, Auditory processing

- 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):

Test questions read orally to her.

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

Student needs to hear and see test questions so she can fully process the test and demonstrate her true ability on the CAHSEE language arts section.

- d. Describe the modification(s) that the student regularly uses in the classroom and on other assessments.

Extra Time.

Separate Seating in Alternative Setting.

Test read to her.

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

Certified by: *Gloria Perdomo* Date: 5/2/13
Principal's Signature

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

Joe Wilson
Signature of Student's Special Education Teacher

May 2, 2013
Date

Joe Wilson
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.

Julio Astorick
Signature of Student's Academic Counselor

5-2-13
Date

Federico Castañeda
Printed Name of Student's Academic Counselor



**Pajaro Valley Unified School District Special Education Local Plan Area
INDIVIDUALIZED EDUCATION PROGRAM
Assessment Standards & Functional Performance**

Student _____

Date of Birth _____

IEP Meeting Date 01/25/13

PARTICIPATION IN STATE AND DISTRICT-WIDE STANDARDIZED TESTING AND ASSESSMENT

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

- ☐ School Readiness (Preschool Only)
☐ 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:
Modifications:
- ☒ Math: (Gr. 2-11) ☒ Grade Exempt ☐ CST OR ☐ CMA (Criteria Met) (Gr. 3-7; Algebra I: 7-11)
☒ Geometry: ☐ CMA (Grades 8-11) ☒ Not Required (Grade 10-11, not enrolled in Alg. & Geo.)
☐ No accommodations or modifications ☐ Accommodations (specify below) ☐ Modifications (specify below)
Accommodations:
Modifications:
- ☒ Science (Gr. 5 & 8 Gr. 9-11) ☒ Grade Exempt ☐ CST OR ☐ CMA (Criteria Met) (Gr. 5 , 8 & 10)
☐ No accommodations or modifications ☐ Accommodations (specify below) ☐ Modifications (specify below)
Accommodations:
Modifications:
- ☒ History/Social Science* ☒ Grade Exempt ☐ CST * (Grade 8; Grade 11 for U.S. History; Grades 9 through 11 World History)
☐ No accommodations or modifications ☐ Accommodations (specify below) ☐ Modifications (specify below)
Accommodations:
Modifications:
- ☒ Writing (Gr. 4 & 7 only) ☒ Grade Exempt ☐ CST OR ☐ CMA (Criteria Met) (Gr. 4 & 7 only)
☐ No accommodations or modifications ☐ Accommodations (specify below) ☐ Modifications (specify below)
Accommodations:
Modifications:
- ☐ Life Skills Curriculum: CAPA Level 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
Participation in CST/CMA not appropriate due to: _____
- ☒ Other State or District-Wide Assessment Accommodations/Modifications (specify) CAHSEE Math use of calculator CAHSEE ELA test read to her

Functional Performance

- | | |
|---|---|
| CA Standards Test English/Language Arts | <input type="checkbox"/> Adv. <input type="checkbox"/> Proficient <input type="checkbox"/> Basic <input type="checkbox"/> Below Basic <input type="checkbox"/> Far Below Basic |
| Math | <input type="checkbox"/> Adv. <input type="checkbox"/> Proficient <input type="checkbox"/> Basic <input checked="" type="checkbox"/> Below Basic <input type="checkbox"/> Far Below Basic |
| Hist./Soc.Sciences | <input type="checkbox"/> Adv. <input type="checkbox"/> Proficient <input type="checkbox"/> Basic <input type="checkbox"/> Below Basic <input checked="" type="checkbox"/> Far Below Basic |
| Science | <input type="checkbox"/> Adv. <input type="checkbox"/> Proficient <input type="checkbox"/> Basic <input type="checkbox"/> Below Basic <input checked="" type="checkbox"/> Far Below Basic |
| CMA English/Language Arts | <input type="checkbox"/> Adv. <input type="checkbox"/> Proficient <input type="checkbox"/> Basic <input type="checkbox"/> Below Basic <input checked="" type="checkbox"/> Far Below Basic |
| Math | <input type="checkbox"/> Adv. <input type="checkbox"/> Proficient <input type="checkbox"/> Basic <input checked="" type="checkbox"/> Below Basic <input type="checkbox"/> Far Below Basic |
| Science | <input type="checkbox"/> Adv. <input type="checkbox"/> Proficient <input type="checkbox"/> Basic <input type="checkbox"/> Below Basic <input type="checkbox"/> Far Below Basic |
| CAPA English/Language Arts | _____ Mathematics _____ Science _____ |
- Other Assessment Data (e.g., curriculum assessment, other district assessment, etc.) CAHSEE has not passed math or English
- Hearing (04/15/11) ☒ Pass ☐ Fail ☐ Other _____ Vision (04/15/11) ☒ Pass ☐ Fail ☐ Other _____



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

Student _____

Date of Birth _____

IEP Meeting Date 01/25/13

INSTRUCTIONAL ACCOMMODATIONS

Area of Difficulty	Accommodation	Responsible Agency/Personnel	Start Date
Processing Speed	Extra Time: Assignments/Tests (2.0), Math Manipulatives, Provide with Notes, Shortened Assignments	District of Service, Gen. Ed. Teacher, RS	01/25/13
Auditory Memory	Calculator, Directions Read Aloud, Have test read to her, Provide with Notes, Tests in Short Segments	District of Service, Gen. Ed. Teacher, RS	01/25/13
auditory processing	Calculator, Directions Read Aloud, use of calculator for math, test read to her in pull out enviroment, Preferential Seating, Take Tests in Alternate Setting, Visual Models	District of Service, Gen. Ed. Teacher, RS	01/25/13

Student Name

Valley Unified School District

School Name/Address

Watsonville High School
250 East Beach St
Watsonville, CA 95076

8/12/2009

Tel: (831)728-6390 Fax: (831)761-6013

2013

Counselor: Latorre, Tonia

SSID:

Community

CrsID	Course Title	Mark	Credit	CrsID	Course Title	Mark	Credit	Credit Summary - high school			
Watsonville High School Grd 09 12/2009				4610	N Adv PE	B-	5.000	Subject Area	Req	Cmp	Def
9240	Advisory 9th	A	0.500	9243	Advisory	A+	0.500	A English	40.00	35.00	5.00
2416	P Algebra 1A/B (9th)	F	0.000	2512	Bridge to Geo 1A	D	5.000	B Math	20.00	15.00	5.00
1130	P English 1	D-	5.000	8370	Directed Study (ACM)	B	5.000	C Biological Science	10.00	10.00	
3910	Health	C-	5.000	1330	P English 3	F	0.000	D Physical Science	10.00	10.00	
3605	P Integ Science I	D	5.000	3251	P Marine Biology	B-	5.000	E Health	5.00	5.00	
4510	N PE 9	A-	5.000	7210	P US History	RF	0.000	F Fine Arts / Foreign L	10.00	10.00	
6015	P Visual Arts	A-	5.000	Crs Att: 30.500 Cmp: 20.500 Total GPA: 1.705				G Physical Education	20.00	20.00	
Crs Att: 30.500 Cmp: 25.500 Total GPA: 2.033				Watsonville High School Grd 11 6/2012				H Applied Arts	10.00	10.00	
Watsonville High School Grd 09 6/2010				4610	N Adv PE	C	5.000	I World Civilization	10.00	10.00	
9240	Advisory 9th	A+	0.500	9243	Advisory	A	0.500	J US History	10.00	10.00	
2435	Algebra Readiness	B-	5.000	2512	Bridge to Geo 1A	F	0.000	K Federal Government	5.00	5.00	
1130	P English 1	RF	0.000	8370	Directed Study (ACM)	A+	5.000	L Economics	5.00	0.00	5.00
3605	P Integ Science I	D	5.000	1330	P English 3	RF	0.000	M Electives	45.00	33.50	11.50
5051	Intro Computers	B	5.000	3251	P Marine Biology	C+	5.000	N Algebra	10.00	10.00	
4510	N PE 9	A	5.000	7210	P US History	C-	5.000	O Science	10.00	5.00	5.00
6015	P Visual Arts	A+	5.000	Crs Att: 30.500 Cmp: 20.500 Total GPA: 2.039				---Total Credits---			
Crs Att: 30.500 Cmp: 25.500 Total GPA: 2.525				Watsonville High School Grd 11 7/2012				GPA Summary			
Watsonville High School Grd 09 7/2010				SS1230	P ENGLISH 2-2nd Sem Credi	B-	5.000	Academic GPA:	1.867	Rank 345 out of 430	
SS1130	P ENGLISH 1 - 2nd Sem	C-	5.000	SS1330	P ENGLISH 3-2nd Sem Credi	D	5.000	Total GPA:	2.025	Rank 334 out of 430	
Crs Att: 5.000 Cmp: 5.000 Total GPA: 2.000				SS7210	P US HISTORY-1st Sem Cred	C-	5.000	UC/CSU GPA:	1.105		
Watsonville High School Grd 10 12/2010				Crs Att: 15.000 Cmp: 15.000 Total GPA: 2.000				Testing Information			
9243	Advisory 12th	A-	0.500	Watsonville High School Grd 12 12/2012				CAHSEE_ELA-1-1			
2410	P Algebra 1A/B	F	0.000	9245	Advisory IEP	B-	0.500	CA HSEE ELA F 2/5/2013			
3210	P Biology	F	0.000	3516	P Ag Engineering/Applied	B-	5.000	CAHSEE_Math-1-1			
5463	Child Dev/ Leadership	C	5.000	9292	CAHSEE Tutorial English B	5.000		CA HSEE Math P 10/3/2012			
1230	P English 2	D	5.000	9294	CAHSEE Tutorial Math A	5.000					
8364	Math Tutorial	A	5.000	1430	P English 4	B	5.000				
7110	P World Civ	C	5.000	4610	N Physical Education 2	A-	5.000				
Crs Att: 30.500 Cmp: 20.500 Total GPA: 1.541				7310	P US Government	C	5.000				
Watsonville High School Grd 10 6/2011				Crs Att: 30.500 Cmp: 30.500 Total GPA: 3.164							
9243	Advisory 12th	B+	0.500	Watsonville High School Grd 10 7/2011							
2410	P Algebra 1A/B	F	0.000	SS2410	P ALGEBRA 1-1st Sem	B	5.000				
3210	P Biology	F	0.000	SS2410	P ALGEBRA 1-2nd Sem	D-	5.000				
5463	Child Dev/ Leadership	A	5.000	Crs Att: 10.000 Cmp: 10.000 Total GPA: 2.000							
1230	P English 2	RF	0.000	Watsonville High School Grd 11 12/2011							
8364	Math Tutorial	A	5.000								
7110	P World Civ	D	5.000								
Crs Att: 30.500 Cmp: 15.500 Total GPA: 1.525											

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

Polio
DTP
MMR
HEP B
Varicella

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

Date: 4/19/2013



California High School Exit Examination

See back for details

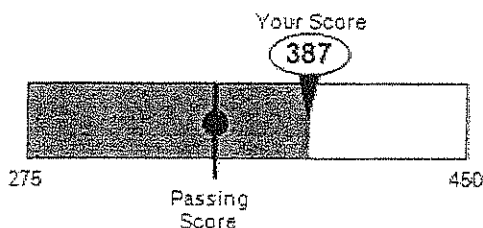
Student and Parent Report

English-Language Arts

Test Date: 02/05/2013

Your Total Score	Score Required to Pass	Status
387	350	MODIFIED

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



Strands for English-Language Arts

	Number of Questions	Number Correct
READING		
Word Analysis	7	7
Reading Comprehension	18	17
Literary Response & Analysis	20	18
WRITING		
Writing Strategies	12	11
Writing Conventions	15	8

Your Score

Essay

2.0

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 50% of the total English-Language Arts score.

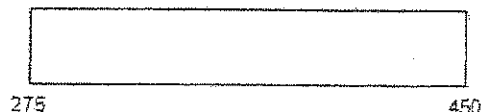
A student must only receive the subject area examination (English-Language Arts and/or Mathematics) that was not passed.

Mathematics

Test Date: 02/06/2013

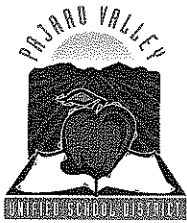
Your Total Score	Score Required to Pass	Status
		SATISFIED REQ

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



Strands for Mathematics

	Number of Questions	Number Correct
Probability & Statistics		
Number Sense		
Algebra & Functions		
Measurement & Geometry		
Algebra I		



Board Agenda Backup

Item No: 9.6

Date: June 26, 2013

Item: CAHSEE Passage Waiver
English Language Arts (WHS 12-13-25)

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

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

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

Recommendation: Approve

Budget Considerations: None

Funding Source:

Budgeted: Yes: ☐

No: ☐

Amount: \$

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

Superintendent's Signature:

Dorma Baker

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Date: 4/17/2013

To The Parent/Guardian of:

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

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

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

Signature of Principal:  Date: 4/24/13

I request that my child _____ as tested with a modification and earned the equivalent of a passing score on 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 _____

te: 4-22-13

FOR SITE USE ONLY

Date Received by Principal: _____

Student Identification Number: _____

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

Certified by:

Elaine Legoneta
Principal's Signature

Date:

4/26/13

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

Q. M. M.

Signature of Student's Special Education Teacher

4/22/13

Date

Amy Muraki

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.

Julio Ortuno

Signature of Student's Academic Counselor

4-30-13

Date

Federico Castañeda

Printed Name of Student's Academic Counselor

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Student's Name:

Student's ID Number:

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

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

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

- a. Describe the nature of the student's disability as identified on the IEP (please note if this will result in overt identification of the student).

The student has a Specific Learning Disability which affects him in the areas of Auditory Memory and Auditory Processing.

- 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):

Test questions read aloud.

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

His disability affects him in the areas of reading comprehension, decoding, and fluency.

- d. Describe the modification(s) that the student regularly uses in the classroom and on other assessments.

Shortened assignments, calculator,
use notes for tests.



**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 05/03/12

SUPPLEMENTARY/SPECIALIZED SUPPORT

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

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

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

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

PARTICIPATION IN STATE AND DISTRICT-WIDE STANDARDIZED TESTING AND ASSESSMENT

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

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

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) test questions read aloud ☐ Grade Exempt (below grade 10)
- ☒ Accommodations (specify) extended time, flexible setting ☐ Passed both subtests of the CAHSEE



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

Student _____

Date of Birth _____

IEP Meeting Date 04/25/13

SUPPLEMENTARY/SPECIALIZED SUPPORT

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

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

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

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

PROMOTION STANDARDS

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

CALIFORNIA HIGH SCHOOL EXIT EXAMINATION (CAHSEE)

- ☐ No accommodations or modifications ☐ Exempt due to eligibility for participation in CAPA
☐ Modifications (specify) _____ ☐ Grade Exempt (below grade 10)
☐ Accommodations (specify) _____ ☒ 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 04/25/13

INSTRUCTIONAL ACCOMMODATIONS

Area of Difficulty	Accommodation	Responsible Agency/Personnel	Start Date
Auditory Processing	Extra Time: Assignments/Tests (1.5), Shortened Assignments	District of Service, Assistant, Gen. Ed. Teacher, RS	04/25/13
Auditory Memory	Calculator, Frequent Breaks, Take Tests in Alternate Setting	District of Service, Assistant, Gen. Ed. Teacher, RS	04/25/13

Student Name

aro Valley Unified School District

School Name/Address

Watsonville High School

250 East Beach St

Watsonville, CA 95076

ate: 6/12/2009

Tel: (831)728-6390

Fax: (831)761-6013

ed:

Counselor: Latorre Tonia

f: 2013

SSID:

(831)728-6390

CrsID	Course Title	Mark	Credit	CrsID	Course Title	Mark	Credit	Credit Summary - High School			
Watsonville High School Grd 09 7/2009				SS2410	P ALGEBRA 1-1st Sem	D-	5.000	Subject Area	Req	Cmp	Def
SS9253	MATH PREPARATION	A	5.000	SS2410	P ALGEBRA 1-2nd Sem	NM	0.000	A English	40.00	30.00	10.00
SS9253	MATH PREPARATION	A	5.000	Crs Att: 10.000 Cmp: 5.000 Total GPA: 1.000				B Math	20.00	15.00	5.00
Crs Att: 10.000 Cmp: 10.000 Total GPA: 4.000				Watsonville High School Grd 11 12/2011				C Biological Science	10.00	5.00	5.00
Watsonville High School Grd 09 12/2009				4610	N Adv PE	B-	5.000	D Physical Science	10.00	10.00	
9240	Advisory 9th	A+	0.500	9242	Advisory	D	0.500	E Health	5.00	0.00	5.00
2435	Algebra Readiness	D	5.000	3518	P Ag Engineering/Applied	C	5.000	F Fine Arts / Foreign L	10.00	0.00	10.00
3605	P Integ Science I	F	0.000	2512	Bridge to Geo 1A	D	5.000	G Physical Education	20.00	20.00	
5051	Intro Computers	D-	5.000	8370	Directed Study (ACM)	B	5.000	H Applied Arts	10.00	10.00	
4510	N PE 9	C	5.000	1330	P English 3	D-	5.000	I World Civilization	10.00	5.00	5.00
1730	Practical English	D-	5.000	7210	P US History	F	0.000	J US History	10.00	5.00	5.00
8365	Tutorial 9-12	B-	5.000	Crs Att: 30.500 Cmp: 25.500				K Federal Government	5.00	5.00	
Crs Att: 30.500 Cmp: 25.500 Total GPA: 1.377				After School Watsonville High Grd 11 12/2011				L Economics	5.00	0.00	5.00
Watsonville High School Grd 09 6/2010				AS1130	P English 1 AS-2nd Sem Cr B		5.000	M Electives	45.00	45.00	
9240	Advisory 9th	A+	0.500	Crs Att: 5.000 Cmp: 5.000 Total GPA: 1.789				N Algebra	10.00	10.00	
2435	Algebra Readiness	C-	5.000	Watsonville High School Grd 11 6/2012				O Science	10.00	10.00	
3910	Health	F	0.000	4610	N Adv PE	C	5.000	X Electives 2	0.00	7.50	
3605	P Integ Science I	D-	5.000	9242	Advisory	F	0.000	---Total Credits---			
4510	N PE 9	C-	5.000	3518	P Ag Engineering/Applied	D	5.000	GPA Summary			
1730	Practical English	P	5.000	2512	Bridge to Geo 1A	F	0.000	Academic GPA:	1.204	Rank 422 out of 430	
8365	Tutorial 9-12	C	5.000	8370	Directed Study (ACM)	C	5.000	Total GPA:	1.291	Rank 424 out of 430	
Crs Att: 30.500 Cmp: 25.500 Total GPA: 1.451				1330	P English 3	F	0.000	UC/CSU GPA:	0.833		
Watsonville High School Grd 10 12/2010				7210	P US History	F	0.000	Testing Information			
9242	Advisory 11th	A	0.500	Crs Att: 30.500 Cmp: 15.000				CAHSEE ELA-1-1			
2410	P Algebra 1A/B	F	0.000	After School Watsonville High Grd 11 6/2012				CA HSEE ELA	F	2/5/2013	
1065	BER3 /Read 180	D+	5.000	AS7210	US History AS-1st Sem	B	5.000	CAHSEE Math-1-1			
5610	Busn Opportunity BA	D-	5.000	Crs Att: 5.000 Cmp: 5.000 Total GPA: 1.053				CA HSEE Math	P	11/2/2011	
1220	P English 2 (SDAIE)	D	5.000	Watsonville High School Grd 11 7/2012							
3630	P Integrated Science II B	D	5.000	SS3910	HEALTH	NM	0.000				
7120	P World Civ (SDAIE)	D	5.000	Crs Att: 5.000 Cmp: 0.000 Total GPA: .000							
Crs Att: 30.500 Cmp: 25.500 Total GPA: 0.885				Watsonville High School Grd 12 12/2012							
Watsonville High School Grd 10 6/2011				9245	Advisory IEP	A	0.500				
9242	Advisory 11th	A	0.000	3265	P Biotechnology	F	0.000				
2410	P Algebra 1A/B	F	0.000	9292	CAHSEE Tutorial English B-		5.000				
1065	BER3 /Read 180	D	5.000	1430	P English 4	F	0.000				
5610	Busn Opportunity BA	D-	5.000	8373	IS Program (SpEd)	P	5.000				
1220	P English 2 (SDAIE)	F	0.000	5150	ROP Construction Techno	D	5.000				
3630	P Integrated Science II B	F	0.000	7310	P US Government	C	5.000				
7120	P World Civ (SDAIE)	F	0.000	Crs Att: 30.500 Cmp: 20.500 Total GPA: 1.255							
Crs Att: 30.500 Cmp: 10.000				After School Watsonville High Grd 10 6/2011							
AS3410 1st Sem. Credit- Physic D+				5.000							
Crs Att: 5.000 Cmp: 5.000 Total GPA: 0.479				Watsonville High School Grd 10 7/2011							

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

Polio
DTP
MMR
HEP B
Varicella

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

Date: 4/19/2013



California High School Exit Examination

See back for details

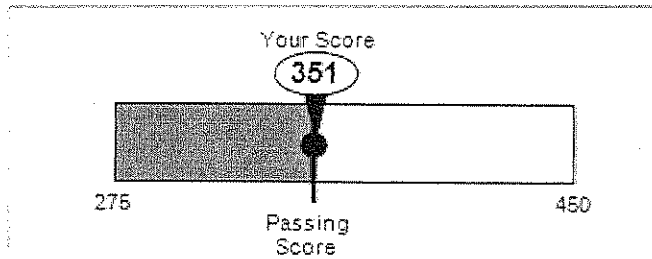
Student and Parent Report

English-Language Arts

Test Date: 02/05/2013

Your Total Score	Score Required to Pass	Status
351	350	MODIFIED

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



Strands for English-Language Arts

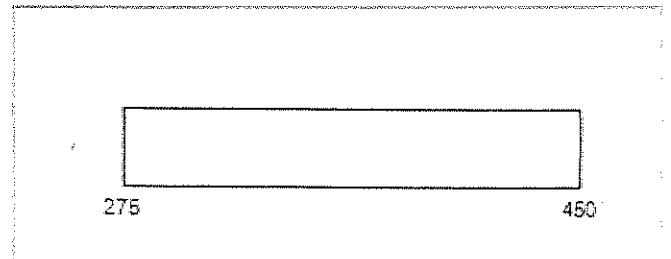
	Number of Questions	Number Correct
READING		
Word Analysis	7	3
Reading Comprehension	18	14
Literary Response & Analysis	20	16
WRITING		
Writing Strategies	12	4
Writing Conventions	15	9
Your Score		
Essay		2.0

Mathematics

Test Date: 02/06/2013

Your Total Score	Score Required to Pass	Status
		SATISFIED REQ

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

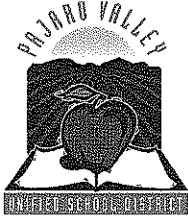


Strands for Mathematics

	Number of Questions	Number Correct
Probability & Statistics		
Number Sense		
Algebra & Functions		
Measurement & Geometry		
Algebra I		

Each student's essay response is scored on a scale 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's test score reflects the subject area examination (English-Language Arts and/or Mathematics) that was not passed.



Board Agenda Backup

Item No: 9.7

Date: June 26, 2013

Item: CAHSEE Passage Waiver
English Language Arts (WHS 12-13-26)

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

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

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

Recommendation: Approve

Budget Considerations: None

Funding Source:

Budgeted: Yes: ☐ No: ☐

Amount: \$

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

Superintendent's Signature:

Dorma Baker

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Date: 4/17/2013

To The Parent/Guardian of:

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

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

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

Signature of Principal: Elaeine Reynolds Date: 4/24/13

I request that my child _____ who was tested with a modification and earned the equivalent of a passing score on 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: 5/2/13

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: _____ s Student': _____

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

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

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

- a. Describe the nature of the student's disability as identified on the IEP (please note if this will result in overt identification of the student.

The student has a Specific Learning Disability which affects her in the areas of Auditory Processing, Memory, and Perception.

- 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):

Test questions read aloud.

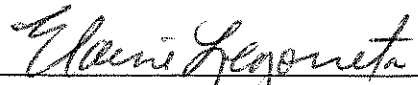
- c. State the rationale for applying the modification(s) used to achieve an equivalent passing score on the CAHSEE for this student.

Her disability affects her in the areas of reading comprehension, decoding, and fluency.

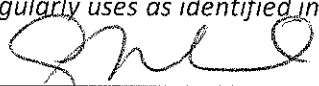
- d. Describe the modification(s) that the student regularly uses in the classroom and on other assessments.

shortened assignments, calculator, ..
take tests in alternate settings.

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

Certified by:  Date: 4/26/13
Principal's Signature

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


Signature of Student's Special Education Teacher

4/22/13
Date

Amy Muraki
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

4-30-13
Date

Federico Castaneda
Printed Name of Student's Academic Counselor



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

Student _____

Date of Birth _____

IEP Meeting Date 03/08/13

SUPPLEMENTARY/SPECIALIZED SUPPORT

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

☐ Supports for school personnel

☐ Specialized aids/materials/equipment (Assistive Technology)

☐ Program modifications

☒ None

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

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

PROMOTION STANDARDS

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

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

CALIFORNIA HIGH SCHOOL EXIT EXAMINATION (CAHSEE)

☐ No accommodations or modifications

☐ Exempt due to eligibility for participation in CAPA

☒ Modifications (specify) Test read aloud.

☐ Grade Exempt (below grade 10)

☒ Accommodations (specify) extended time, 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 03/07/13

INSTRUCTIONAL ACCOMMODATIONS

Area of Difficulty	Accommodation	Responsible Agency/Personnel	Start Date
Auditory Perception, Auditory Processing	Have back important instructional info to understanding, Preferential Seating, Provide with Notes	District of Service, Assistant, Gen. Ed. Teacher, RS	03/07/13
Auditory Perception, Auditory Processing	Extra Time: Assignments/Tests (1.5), use multiple modalities to support varied learning styles-audio/visual/kinesthetic, Shortened Assignments, Study Buddy	District of Service, Assistant, Gen. Ed. Teacher, RS	03/07/13
Auditory Memory	Teach memory strategies (chunking, verbal rehearsal, visual imagery)	District of Service, Assistant, Gen. Ed. Teacher, RS	03/07/13
Auditory Memory	Keep oral directions short and simple.	District of Service, Assistant, Gen. Ed. Teacher, RS	03/07/13

Student Name

Miguel Vazquez

Paigro Valley Unified School District

School Name/Address

Watsonville High School
250 East Beach St
Watsonville, CA 95076

Tel: (831)728-6390

Fax: (831)761-6013

le: 8/12/2009

id:

: 2013

Counselor: Castaneda F

SSID:

Communit

CrsID	Course Title	Mark	Credit	CrsID	Course Title	Mark	Credit
Watsonville High School Grd 09 12/2009				Watsonville High School Grd 11 6/2012			
9240	Advisory 9th	A	0.500	4610	N Adv PE	B	5.000
2416	P Algebra 1A/B (9th)	C	5.000	9242	Advisory	A	0.500
1130	P English 1	C	5.000	2512	Bridge to Geo 1A	C	5.000
3605	P Integ Science I	B-	5.000	1330	P English 3	B	5.000
5051	Intro Computers	D-	5.000	3251	P Marine Biology	B	5.000
4510	N PE 9	C-	5.000	7540	P Psychology	A-	5.000
8365	Tutorial 9-12	B-	5.000	7210	P US History	A+	5.000
Crs Att: 30.500 Cmp: 30.500 Total GPA: 2.197				Crs Att: 30.500 Cmp: 30.500 Total GPA: 3.180			
Watsonville High School Grd 09 6/2010				Watsonville High School Grd 11 7/2012			
9240	Advisory 9th	C-	0.500	SS9695	Geometry-2nd Session	C	5.000
2416	P Algebra 1A/B (9th)	C	5.000	Crs Att: 5.000 Cmp: 5.000 Total GPA: .000			
1130	P English 1	C	5.000	Watsonville High School Grd 12 12/2012			
3910	Health	C	5.000	9245	Advisory IEP	A	0.500
3605	P Integ Science I	B-	5.000	9292	CAHSEE Tutorial English D		5.000
4510	N PE 9	B-	5.000	1430	P English 4	C	5.000
8365	Tutorial 9-12	B	5.000	6112	Photography 1	B-	5.000
Crs Att: 30.500 Cmp: 30.500 Total GPA: 2.492				5153	ROP Green Construction	A	5.000
Watsonville High School Grd 10 12/2010				5486	ROP Perspectives in Edu	B-	0.000
9242	Advisory 11th	A	0.500	7310	P US Government	C+	5.000
3210	P Biology	C	5.000	Crs Att: 25.500 Cmp: 25.500 Total GPA: 2.431			
1220	P English 2 (SDAIE)	A	5.000	Credit Summary - High School			
2510	P Geometry	P	5.000	Subject Area	Req	Cmp	Def
5480	ROP Careers With Childr	B	5.000	A English	40.00	35.00	5.00
8365	Tutorial 9-12	A	5.000	B Math	20.00	20.00	
7110	P World Civ	B+	5.000	C Biological Science	10.00	10.00	
Crs Att: 30.500 Cmp: 30.500 Total GPA: 3.216				D Physical Science	10.00	10.00	
Watsonville High School Grd 10 6/2011				E Health	5.00	5.00	
9242	Advisory 11th	A	0.500	F Fine Arts / Foreign L	10.00	5.00	5.00
1065	BER3 /Read 180	A-	5.000	G Physical Education	20.00	20.00	
3210	P Biology	D	5.000	H Applied Arts	10.00	10.00	
2512	Bridge to Geo 1A	F	0.000	I World Civilization	10.00	10.00	
1220	P English 2 (SDAIE)	A	5.000	J US History	10.00	10.00	
5480	ROP Careers With Childr	B-	5.000	K Federal Government	5.00	5.00	
7110	P World Civ	B-	5.000	L Economics	5.00	0.00	5.00
Crs Att: 30.500 Cmp: 25.500 Total GPA: 2.525				M Electives	45.00	43.00	2.00
Watsonville High School Grd 11 12/2011				N Algebra	10.00	10.00	
4610	N Adv PE	A-	5.000	O Science	10.00	10.00	
9242	Advisory	A	0.500	X Electives 2	0.00	5.50	
2512	Bridge to Geo 1A	B	5.000	---Total Credits---			
1330	P English 3	C	5.000		220.00	208.50	17.00
3251	P Marine Biology	A	5.000				
7540	P Psychology	A+	5.000				
7210	P US History	B-	5.000				
Crs Att: 30.500 Cmp: 30.500 Total GPA: 3.344							

Academic GPA: 2.741 Rank 158 out of 430
Total GPA: 2.767 Rank 161 out of 430
UC/CSU GPA: 3.143

Testing Information

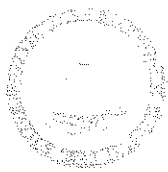
CAHSEE_ELA-1-1
CA HSEE ELA F 2/5/2013
CAHSEE_Math-1-1
CA HSEE Math P 3/9/2011

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

Polio	12/12/1994	3/23/1995	7/24/1995	10/19/1998
DTP	12/12/1994	3/23/1995	7/24/1995	10/19/1998
MMR	9/27/1995	10/19/1998		
HEP B	9/12/1994	12/12/1994	3/23/1995	
Varicella	5/6/2009			

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

Date: 4/19/2013



California High School Exit Examination

See back for details

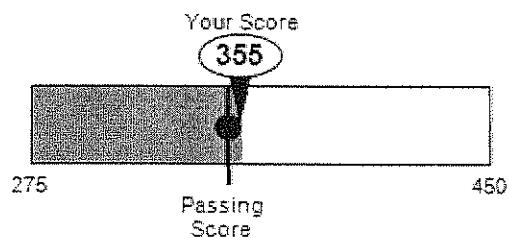
Student and Parent Report

English-Language Arts

Test Date: 02/05/2013

Your Total Score	Score Required to Pass	Status
355	350	MODIFIED

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



Strands for English-Language Arts

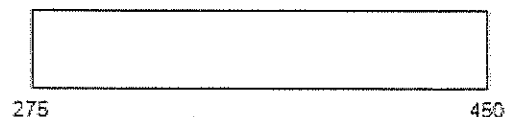
READING	Number of Questions	Number Correct
Word Analysis	7	6
Reading Comprehension	18	12
Literary Response & Analysis	20	15
WRITING		
Writing Strategies	12	4
Writing Conventions	15	11
Essay		2.0

Mathematics

Test Date: 02/06/2013

Your Total Score	Score Required to Pass	Status
		SATISFIED REQ

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



Strands for Mathematics

	Number of Questions	Number Correct
Probability & Statistics		
Number Sense		
Algebra & Functions		
Measurement & Geometry		
Algebra I		

Each student's year-level scores may 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 sub-scores are reported as 2.0 or 3.0 of the total English-Language Arts score.

* Student may only take the subject-free examination (English-Language Arts and/or Mathematics) that was not passed.



Board Agenda Backup

Item No: 9.8

Date: June 26, 2013

Item: 2013 - 2014 Consolidated Application for funding Federal and State Programs.

Overview: The Consolidated Application is due to the California Department of Education. The CARS (Consolidated Application Reporting System) 2013 - 2014 Data Collection is due June 28, 2013. The 2013 - 2014 Application for Funding page requires PVUSD Board approval.

The contents of this document include:

- Local Governing Board Approval
- DELAC Review Date
- Application for Categorical Programs

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 Grant
- Title II, Part A, Improving Teacher Quality
- Title III, Limited English Proficient

Recommendation: Approve the Consolidated Application 2013 - 2014 Application for Funding.

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

Superintendent's Signature: _____

2013-14 Application for Funding**CDE Program Contact:**Anne Daniels, Education Data Office, adaniels@cde.ca.gov, 916-319-0640**Local Governing Board Approval**

The LEA is required to review and receive approval of their Application for Funding selections with their local governing board.

Date of approval by local governing board	06/26/2013
---	------------

District English Learner Advisory Committee (DELAC) Review

Per Title 5 of the California Code of Regulations Section 11308, if your district has more than 50 English learners the district must establish a District English Learner Advisory Committee (DELAC) and involve them in the application for funding for programs that serve English learners.

DELAC representative's full name	Lionel Morales
DELAC review date	06/26/2013
Meeting minutes web address Please enter the web address of DELAC review meeting minutes. If a web address is not available, the LEA must keep the minutes on file which indicates that the application is approved by the committee.	
DELAC comment If an advisory committee refused to review the application, or if DELAC review is not applicable, enter a comment.	

Application for Categorical Programs

To receive specific categorical funds for a school year the LEA must apply for the fund by selecting Yes. Only the categorical funds the LEA is eligible to receive are displayed.

Economic Impact Aid EC 54000 SACS 7090, 7091 By applying for Economic Impact Aid funds the LEA is agreeing to comply with the assurances posted at http://www.cde.ca.gov/fg/aa/co/ca12asstoc.asp .	Yes
Title I Part A (Basic Grant) ESEA Sec. 1111 et seq. SACS 3010	Yes
Title I Part D (Delinquent) ESEA Sec. 1401 SACS 3025	No
Title II Part A (Teacher Quality)	Yes

2013-14 Application for Funding

CDE Program Contact:

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

ESEA Sec. 2101 SACS 4035	
Title III Part A LEP ESEA Sec. 3102 SACS 4203	Yes



PAJARO VALLEY UNIFIED SCHOOL DISTRICT

Board Agenda Backup

Item No: 9.9

Date: June 26, 2013

Item: Approval of Contract for Custodial Supplies/Blanket Bid # JL050613-Cust, for the District Warehouse/Stores.

Overview: This bid establishes blanket order prices for the purchase of custodial supplies beginning July 1, 2013 through June 30, 2014. Awards are recommended to the lowest responsible bidder meeting terms, conditions, and specifications on each item. Prices shall be firm for one (1) year. Awards are based on previous year's usage and projected usage for 2013/14. Actual expenditures will vary as supplies will be ordered as needed.

Eleven (11) bids were received and opened at 3:00 p.m. on June 5, 2013.

Clean Source	Pyramid School Products
Cole Supply Co, Inc.	Mid Valley Supply, Inc.
Fastenal	Southwest School Supply
Hillyard	Pioneer Chemical Co.
Interboro Packaging Corp	Unisource
	Waxie Sanitary Supply

Administration recommends approval in accordance with Invitation to Bid, resulting in awards to the following Vendors:

Recommendation:	Clean Source	Pyramid School Products
	Cole Supply Co, Inc.	Mid Valley Supply, Inc.
	Fastenal	Southwest School Supply
	Hillyard	Pioneer Chemical Co.

The expenditures are dependent upon the needs of the district during the course of the fiscal year. Quantities bid are the estimated needs for July 1, 2013 through June 30, 2014.

Budget Considerations:

Funding Source: General Fund: Stores Revolving Fund

Budgeted: Yes: ☒ No: ☐

Amount: Total TBD (Revolving Warehouse Account for Sales to Schools.)

Prepared By: _____

Superintendent's Signature: _____

Dorinda B. B. B.



PAJARO VALLEY UNIFIED SCHOOL DISTRICT



Board Agenda Backup

Item No: 9.10

Date: June 26, 2013

Item: Approval of Contract for Athletic Supplies/Blanket Bid # JL050613-Ath, for the District Warehouse/Stores.

Overview: This bid establishes blanket order prices for the purchase of athletic supplies beginning July 1, 2013 through June 30, 2014. Awards are recommended to the lowest responsible bidder meeting terms, conditions, and specifications on each item. Prices shall be firm for one (1) year. Awards are based on previous year's usage and projected usage for 2013/14. Actual expenditures will vary as supplies will be ordered as needed.

Eight bids (8) were received and opened at 3:00 p.m. on June 5, 2013.

Baden Sports
BSN Sports
Cannon Sports Inc
Flaghouse Inc
Gopher Sports
Pyramid School Products
S&S World Wide Inc
Toledo Physical Education Supply

Administration recommends approval in accordance with Invitation to Bid, resulting in awards to the following Vendors:

Recommendation:

BSN Sports
Cannon Sports Inc
Flaghouse Inc
Pyramid School Products
Toledo Physical Education Supply

The expenditures are dependent upon the needs of the district during the course of the fiscal year. Quantities bid are the estimated needs for July 1, 2013 through June 30, 2014.

Budget Considerations:

Funding Source: General Fund: Stores Revolving Fund

Budgeted: Yes: ☒ No: ☐

Amount: Total TBD (Revolving Warehouse Account for Sales to Schools.)

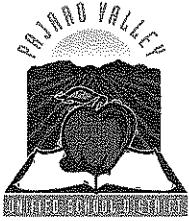
Prepared By: _____

Superintendent's Signature: _____

Dorm Bost



PAJARO VALLEY UNIFIED SCHOOL DISTRICT



Board Agenda Backup

Item No: 9.11

Date: June 26, 2013

Item: Approval of Contract for Health Supplies/Blanket Bid # JL050613-HTH, for the District Warehouse/Stores.

Overview: This bid establishes blanket order prices for the purchase of health supplies beginning July 1, 2013 through June 30, 2014. Awards are recommended to the lowest responsible bidder meeting terms, conditions, and specifications on each item. Prices shall be firm for one (1) year. Awards are based on previous year's usage and projected usage for 2013/14. Actual expenditures will vary as supplies will be ordered as needed.

Seven (7) bids were received and opened at 3:00 p.m. on June 5, 2013.

Alpha Scientific Medical
Henry Schein
Moore Medical LLC
School Health Corporation
United Health Supplies
Pyramid School Products
William V Macgill & Co

Administration recommends approval in accordance with Invitation to Bid, resulting in awards to the following Vendors:

Recommendation: Henry Schein
Moore Medical, LLC
United Health Supplies
William V Macgill & Co

The expenditures are dependent upon the needs of the district during the course of the fiscal year. Quantities bid are the estimated needs for July 1, 2013 through June 30, 2014.

Budget Considerations:

Funding Source: General Fund: Stores Revolving Fund

Budgeted: Yes: ☒ No: ☐

Amount: Total TBD (Revolving Warehouse Account for Sales to Schools.)

Prepared By: _____

Superintendent's Signature: Dorm Bosh



PAJARO VALLEY UNIFIED SCHOOL DISTRICT



Board Agenda Backup

Item No: 9.12

Date: June 26, 2013

Item: Approval of Amendments to the Master Agreements for Architectural Services, the Associated Projects and Project Budgets.

Overview: On March 27, 2013 the Board approved the Master Agreement for Architectural Services with Kasavan Architects, NTD Architects and HMC Architects. These firms will be providing services on various capital improvements projects funded by Measure L bond funds and funds from other sources.

Staff and the Program Management Team from Total School Solutions, Inc. are assigning projects to the architectural firms by amendments to the master agreement. The attached overview shows the projects, the overall project budgets and the amendment amounts to be approved. The reimbursable expenses are included in project budgets previously approved by the Board.

Recommendation: It is recommended that the Board approve the projects, the project budgets and the amendments related to the projects. In addition, it is recommended that the Board approve the amendments to the Master Agreement for Architectural Services related to these projects as indicated on the attached documents.

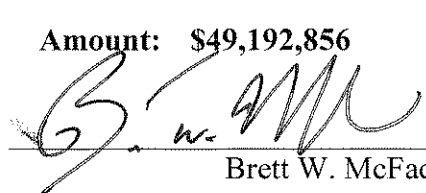

Budget Considerations:

Funding Source: Measure L Bond Funds

Budgeted: Yes: ☒ No: ☐

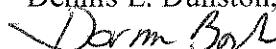
Amount: \$49,192,856

Prepared By:

Brett W. McFadden, Chief Business Officer,
Dennis L. Dunston, Bond Program Manager

Superintendent's Signature:


Dorma Baker

Attachment to Board Agenda Item Number:

Board Meeting Date:

June 26, 2013

It is recommended that the Board approve the amendments to the Master Agreement for Architectural Services as indicated below. In addition, it is recommended that the Board approve the budgets for the projects related to the amendments as indicated below. The Total Estimated Project Cost includes all cost needed to complete the project including the Architect's fees. The reimbursable expenses included in the budgets on projects for which the Board has previously approved budgets and have no addition impact to the program.

AREA: North - Aptos							
PROJECT TEAM Kasavan Architect - Kitchell Construction Management							
PROJECT NUMBER	PROJECT NAME	PROJECT DESCRIPTION	FUNDING SOURCE	SERIES	TOTAL ESTIMATED PROJECT BUDGET	TOTAL ESTIMATED CONSTRUCTION COST	ARCHITECT AGREEMENT AMENDMENT AMOUNT
8105	Aptos High School Modernization	Moderization and upgrades to most of the buildings on the campus.	Measure L	A	\$4,843,582.00	\$3,323,334.00	\$389,000.00
8110	Aptos Junior High School New Gymnasium	Design and construction of a new gymnasium.	Measure L	A	\$4,998,000.00	\$3,417,750.00	\$289,000.00
8120	Bradley Elementary School Modernization	Moderization and upgrades to most of the buildings on the campus.	Measure L	A	\$2,135,668.00	\$1,460,420.00	\$171,000.00
8140	Rio Del Mar Elementary School Modernization	Moderization and upgrades to most of the buildings on the campus.	Measure L	A	\$2,347,811.00	\$1,591,587.00	\$186,000.00
8150	Valencia Elementary School Modernization	Moderization and upgrades to most of the buildings on the campus.	Measure L	A	\$2,026,370.00	\$1,376,117.00	\$162,000.00
TOTALS					\$16,351,431.00	\$11,169,208.00	\$1,197,000.00

REIMBURSABLE EXPENSES							
8121	Bradley Elementary School Play Structures	Reimbursable Expense - Topographical Survey	Measure L	A	NA*	NA*	\$4,500.00
TOTAL*					NA*	NA*	\$4,500.00

* No impact on budget. This expense was included in the previously approved project budget.

AREA: Central - Watsonville							
PROJECT TEAM	HMC Architects - Blach Construction						
PROJECT NUMBER	PROJECT NAME	PROJECT DESCRIPTION	FUNDING SOURCE	SERIES	TOTAL ESTIMATED PROJECT BUDGET	TOTAL ESTIMATED CONSTRUCTION COST	ARCHITECT AGREEMENT AMENDMENT AMOUNT
8505	Watsonville High School Two Story Portable Addition	The addition of a classroom building to act as interim housing during the campus modernization projects and to replace the D Wing portables at the conclusion of the modernization projects.	Measure L	A	\$3,681,318.00	\$2,500,000.00	\$225,000.00
8510	Pajaro Middle School Modernization	Moderization and upgrades to most of the buildings on the campus.	Measure L	A	\$2,024,703.00	\$1,374,985.00	\$165,000.00
8520	E.A. Hall Middle School A-Wing Modernization	Modernization and upgrades to the main classroom building (A-Wing) on the campus.	Measure L	A	\$10,119,526.00	\$7,033,429.00	\$775,000.00
	TOTAL				\$15,825,547.00	\$10,908,414.00	\$1,165,000.00

		REIMBURSABLE EXPENSES					
8531	Hall District Elementary School Play Structures	Reimbursable expense - DSA application fees	Measure L	A	NA*	NA*	\$500.00
8551	Ohlone Elementary School Play Structures	Reimbursable expense - DSA application fees	Measure L	A	NA*	NA*	\$500.00
8541	MacQuiddy Elementary School Play Structures	Reimbursable expense - DSA application fees	Measure L	A	NA*	NA*	\$967.50
	TOTAL*				NA*	NA*	\$1,967.50

* No impact on budget. This expense was included in the previously approved project budget.

AREA: South - Pajaro							
PROJECT TEAM NTD Architects - Cumming Construction Management							
PROJECT NUMBER	PROJECT NAME	PROJECT DESCRIPTION	FUNDING SOURCE	SERIES	TOTAL ESTIMATED PROJECT BUDGET	TOTAL ESTIMATED CONSTRUCTION COST	ARCHITECT AGREEMENT AMENDMENT AMOUNT
8301	Pajaro Valley High School New Auditorium	the addition of a new auditorium to the existing campus	Measure L	A	\$6,255,000.00	\$4,320,000.00	\$388,800.00
8310	Cesar Chavez Middle School Modernization	Moderization and upgrades to most of the buildings on the campus.	Measure L	A	\$1,859,394.00	\$1,257,825.00	\$145,861.00
8320	Lakeview Middle School Modernization	Moderization and upgrades to most of the buildings on the campus.	Measure L	A	\$1,339,787.00	\$896,626.00	\$105,612.00
8332	Rolling Hills Middle School Gym/MPR Modernization	Moderization to the Gym/MPR including the expansion of the kitchen.	Measure L	A	\$1,407,591.00	\$964,851.00	\$113,458.00
8350	Ann Soldo Elementary School Modernization	Moderization and upgrades to most of the buildings on the campus.	Measure L	A	\$484,693.00	\$323,129.00	\$38,775.00
8360	Calabasas Elementary School Modernization	Moderization and upgrades to most of the buildings on the campus.	Measure L	A	\$2,762,913.00	\$1,876,306.00	\$213,894.00
8370	Freedom Elementary School Modernization	Moderization and upgrades to most of the buildings on the campus.	Measure L	A	\$2,496,512.00	\$1,676,762.00	\$191,944.00
8390	Radcliff Elementary School Modernization	Moderization and upgrades to the older buildings on the campus.	Measure L	A	\$409,988.00	\$274,376.00	\$32,925.00
	TOTAL				\$17,015,878.00	\$11,589,875.00	\$1,231,269.00

Total impact to the Board	\$49,192,856.00
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Board Agenda Backup

Item No: 9.13

Date: June 26, 2013

Item: **Request Authorization to Delegate the Award for Contracts to The Chief Business Officer for The Aptos High Water Tank Project, The Play Ground Equipment Play Structures Purchase Contract and the Installation of the Playground Equipment Projects.**

Overview: Staff has contracts which will not be final prior to the cut off dates and times to meet the June 26 board meeting. These projects need to be awarded prior to August 14, 2013, to keep them moving forward and reduce delays. Staff is attempting to complete these projects this summer so as not to disrupt instructional programs in the new school year. The projects have experienced minor delays due to unforeseen events outside of staff's control.

Aptos High School Water Tank Project

At the May 22 board meeting, the Aptos Water Tank Project budget and the purchase of the water tank were approved. The second phase is the Aptos High Water Tank Project Bid Package #2 Site Improvements and Water Tank Pad. This contract is for the demolition of the existing tank, site improvements, water tank base construction and all interconnections for the tank to be brought on line. The contract cost for Phase 2 is included in the May 22 board approved project budget.

Play Ground Equipment Play Structures Purchase Contract

Starting in November of 2012, staff began the process of selecting the playground structure vendors. The district received four proposals and narrowed it down to two selected vendors. Staff met with each site to select playground structures. Staff showed the sites three sets from each of the two finalists for a total of six different configurations for each of the two styles of structures (grade spans 2-K and 5-12). All nine sites selected structures from same manufacturer.

At the April 10 board meeting, the 16 projects and the project's budgets were approved. This contract is for the purchase and delivery of the 16 playground structures. The contract cost for these 16 playground structures is included in the April 10 board approved project budgets.

Play Ground Equipment Play Structures Installation Contracts

At the April 10 board meeting, the 16 projects and the project's budgets were approved. There will be up to 10 contracts for the site work and installation of the above purchased play structures. The cost of these contracts was included in the April 10 approved project budgets.

Summary

The district has conducted requests for proposals and vendor selections according to public procurement statutes and regulations. Vendor selections and project budgets have been approved by the board in open session as well. This action merely authorizes the CBO to execute the board's approved directives in a timely manner. Absent approval of this item, the board will need to hold a special meeting in July. This could further delay completion of these projects and adversely impact instructional operations at these schools site when students return in August. All contracts and summary of actions taken by the CBO and staff will be presented to the board for final ratification at its August 14 public meeting.

Recommendation: The Board of Trustees approve the delegation to award to the CBO for three specific actions: The Aptos High Water Tank Project, the Play Ground Equipment Purchase Contract, and the Playground Equipment installation Contracts, with the understanding that the contracts will be presented to the board at the August 14, 2013 meeting for ratification.

Budget Considerations:

Funding Source: Measure L Bond Funds

Budgeted: Yes: ☒ No: ☐

Amount: Up to \$1,600,000.00

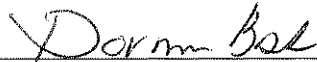
Prepared By:



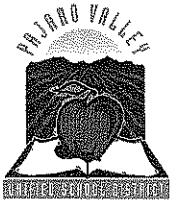
Paul Anderson, Planning Supervisor

Brett W. McFadden, Chief Business Officer

Superintendent's Signature:



Dorma Baker



Board Agenda Backup

Item No: 11.1

Date: June 26, 2013

Item: Approval of proposed 2013-14 July District Budget

Overview: The board was presented with an overview of the district's proposed 2013-14 July Budget during the public hearing item on the matter.

Recommendation: Approve the 2013-14 July District budget as submitted

Budget Considerations:

Funding Source: General Fund

Budgeted: Yes: ☒ No: ☐

Amount: None

Prepared By: _____

Brett W. McFadden, Chief Business Officer

Helen Bellonzi, Director of Finance

Superintendent's Signature: _____

Dorma Baker

PAJARO VALLEY UNIFIED
2012-2013 ESTIMATED ACTUALS

BEGINNING FUND BALANCE	44,648,704
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Adjustments

INCOME

Revenue Limit	91,816,515	
Federal Sources	24,348,008	
Other State Revenues	48,892,864	
Other Local Revenues	5,112,564	
Transfers In	36,131	
Other Sources	0	
Contributions	0	
TOTAL REVENUES	170,206,082	

EXPENDITURES

Certificated Salaries	68,157,336	
Classified Salaries	24,733,958	
Employee Benefits	50,150,763	
Books and Supplies	8,183,351	
Services, Other Operating Expenses	21,833,573	
Capital Outlay	16,852	
Other Outgo	56,647	
Direct Support/Indirect Costs	(504,956)	
Other Uses	385,501	
Transfers Out	586,376	
TOTAL EXPENDITURES	173,599,401	

Net Incr(Decr) in Fund Balance	(3,393,319)	
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ENDING FUND BALANCE	41,255,385
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Components of Fund Balance:

Revolving Cash	55,000	
Cash with Fiscal Agent	65,000	
Stores	196,997	
3% Required Reserve	5,207,982	
Restricted Fund Balance	7,135,042	
Unappropriated Fund Balance	28,595,363	
Ending Fund Balance		41,255,385

Pajaro Valley Unified School District

GENERAL FUND SUMMARY

FISCAL YEAR 2012-2013

12/13 Estimated Actuals

Includes 3.24% Cola with Deficit of 22.272% on General and 0.0% COLA on State Categorical, no HW increase, Step and Column, adjusted ADA for Ceiba College Prep Acad

		General Unrestr	Lottery 1100	TOTAL UNRESTRICTED	Transportation 7230/7240	Special Ed 6500/6510	Federal and State Grants/ Entitlements	Restricted Maintenance 8150	Community Day School 2430	TOTAL REST	Total General
INCOME											
Revenue Limit	8010-8099	88,669,056	0	88,669,056	0	2,993,136	0	0	154,323	3,147,459	91,816,515
Federal Sources	8100-8299	7,212		7,212			24,340,796			24,340,796	24,348,008
Other State Revenues	8300-8599	18,224,575	2,456,692	20,681,267	2,640,625	12,234,547	13,336,425			28,211,597	48,892,864
Other Local Revenues	8600-8699	2,793,344	0	2,793,344	121,002	(9,441)	2,204,280	3,379		2,319,220	5,112,564
TOTAL REVENUES		109,694,187	2,456,692	112,150,879	2,761,627	15,218,242	39,881,501	3,379	154,323	58,019,072	170,169,951
EXPENDITURES											
Certificated Salaries	1000-1999	43,371,796	1,619,070	44,990,866		7,838,880	15,048,755	0	278,835	23,166,470	68,157,336
Classified Salaries	2000-2999	10,063,117	141,514	10,204,631	2,918,188	4,529,891	5,623,925	1,379,764	77,559	14,529,327	24,733,958
Employee Benefits	3000-3999	27,952,638	573,728	28,526,366	2,585,092	8,565,916	9,137,912	1,127,391	208,086	21,624,397	50,150,763
Books and Supplies	4000-4999	1,465,549	202,086	1,667,635	995,670	203,195	4,569,739	719,604	27,508	6,515,716	8,183,351
Services, Other Operating Expenses	5000-5999	11,573,070	840,932	12,414,002	(529,189)	3,215,939	5,778,187	887,943	66,691	9,419,571	21,833,573
Capital Outlay	6000-6999			0			16,852	0		16,852	16,852
Other Outgo	7100-7299	56,647		56,647			0			0	56,647
Direct Support/Indirect Costs	7300-7399	(1,992,919)		(1,992,919)		560,639	822,894	104,430		1,487,963	(504,956)
Other Uses	74xx	294,845		294,845	90,656					90,656	385,501
TOTAL EXPENDITURES		92,784,743	3,377,330	96,162,073	6,060,417	24,914,460	40,998,264	4,219,132	658,679	76,850,952	173,013,025
INTERFUND TRANSFERS											
Transfers In	8910-8929	36,131		36,131	0		0	0	0	0	36,131
Transfers Out	7610-7629	(558,799)	0	(558,799)	0		(27,577)		0	(27,577)	(586,376)
Other Financing Sources	8930-8979	0	0	0	0	0			0	0	0
Contributions	8980-8999	(17,861,777)	0	(17,861,777)	3,298,790	9,832,878	10,000	4,215,753	504,356	17,861,777	0
TOTAL TRANSFERS		(18,384,445)	0	(18,384,445)	3,298,790	9,832,878	(17,577)	4,215,753	504,356	17,834,200	(550,245)
Net Incr(Decr) in Fund Balance											
		(1,475,001)	(920,638)	(2,395,639)	0	136,660	(1,134,340)	0	0	(997,680)	(3,393,319)
FUND BALANCE											
Beginning Fund Balance		37,097,678	2,418,676	39,516,354	0	0	5,132,350	(0)	(0)	5,132,350	44,648,704
Components of Fund Balance:											
Audit Adjustment				0						0	0
Revolving Cash		55,000	0	55,000	0	0	0	0	0	0	55,000
Cash with Fiscal Agent		65,000		65,000	0	0	0	0	0	0	65,000
Stores		196,997	0	196,997	0	0	0	0	0	0	196,997
3% Required Reserve		5,207,982	0	5,207,982	0	0	0	0	0	0	5,207,982
Restricted Fund Balance		3,000,373	0	3,000,373	0	136,660	3,998,010	(0)	0	4,134,670	7,135,042
Unappropriated Fund Balance		27,097,325	1,498,038	28,595,363	0	0	0	0	0	0	28,595,363
Ending Fund Balance		35,622,677	1,498,038	37,120,715	0	136,660	3,998,010	(0)	(0)	4,134,670	41,255,385

Pajaro Valley Unified School District

GENERAL FUND SUMMARY

FISCAL YEAR 2012-2013

12/13 Estimated Actuals

Includes 3.24% Cola with Deficit of 22.272% on General and 0.0% COLA on State Categorical, no HW increase, Step and Column, adjusted ADA for Ceiba College Prep Acad

		Charter School	Adult Education	Child Dev	Food Serv	Def Maint	General Oblig Bond	Capitol Fac	State Sch Bldg	Self Ins	Retiree Benefit	Trust Scholarship
		09	11	12	13	14	21	25	35	67	71	73
INCOME												
Revenue Limit	8010-8099	7,784,986										
Federal Sources	8100-8299	0	142,164	6,859,951	8,062,156							
Other State Revenues	8300-8599	1,840,645	686,709	2,525,749	359,657							
Other Local Revenues	8600-8699	63,558	473,083	360,513	514,788	7,371	38,964	655,930	12	40,095,474	4,607,146	171,938
TOTAL REVENUES		9,689,189	1,301,956	9,746,213	8,936,601	7,371	38,964	655,930	12	40,095,474	4,607,146	171,938
EXPENDITURES												
Certificated Salaries	1000-1999	4,672,157	990,837	2,621,394								
Classified Salaries	2000-2999	697,151	371,574	1,271,966	2,109,823					118,181		
Employee Benefits	3000-3999	2,414,301	699,986	2,454,138	2,426,519					72,358		
Books and Supplies	4000-4999	557,021	78,302	660,151	4,199,274	12,374	18,621					
Services, Other Operating Expenses	5000-5999	2,484,095	218,233	2,478,079	71,321	735,699	462,519	426,477		41,634,397	4,458,682	180,000
Capital Outlay	6000-6999			23,999	33,158	82,331	708,872	1,680	65,325			
Other Outgo	7100-7299							7,800				
Direct Support/Indirect Costs	7300-7399	3,333	44,671	243,198	213,754							
Other Uses	74xx	0	0				2,628,229					
TOTAL EXPENDITURES		10,828,058	2,403,603	9,752,925	9,053,849	830,404	3,818,241	435,957	65,325	41,824,936	4,458,682	180,000
INTERFUND TRANSFERS												
Transfers In	8910-8929	227,009	331,790	0	0	0			27,577			
Transfers Out	7610-7629		0		0	0	0	0	0	(36,131)	0	0
Other Financing Sources	8930-8979	0	0	0	0	0	79,356,772	0	0	0	0	0
Contributions	8980-8999		0	0	0	0	0	0		0	0	0
TOTAL TRANSFERS		227,009	331,790	0	0	0	79,356,772	0	27,577	(36,131)	0	0
Net Incr(Decr) in Fund Balance		(911,860)	(769,857)	(6,712)	(117,248)	(823,033)	75,577,495	219,973	(37,736)	(1,765,593)	148,464	(8,062)
FUND BALANCE												
Beginning Fund Balance		2,968,413	1,029,753	31,952	2,819,395	3,039,141	0	702,207	37,736	10,222,315	2,756,433	1,842,141
Components of Fund Balance:												
Audit Adjustment										0		
Revolving Cash		0	0	0	0	0	0	0	0	0	0	0
Cash with Fiscal Agent		0	0	0	0	0	0	0	0	0	2,132,596	0
Stores		0	0	0	207,783	0	0	0	0	0	0	0
3% Required Reserve		0	0	0	0	0	0	0	0	0	0	0
Restricted Fund Balance		0	0	0	0	0	0	0	0	0	0	0
Unappropriated Fund Balance		2,056,553	259,896	25,240	2,494,364	2,216,108	75,577,495	922,180	(0)	8,456,722	772,301	1,834,079
Ending Fund Balance		2,056,553	259,896	25,240	2,702,147	2,216,108	75,577,495	922,180	(0)	8,456,722	2,904,897	1,834,079

PAJARO VALLEY UNIFIED
2013-2014 JULY ADOPTION

BEGINNING FUND BALANCE		41,255,385
Adjustments		
<i>INCOME</i>		
Revenue Limit	95,445,791	
Federal Sources	22,401,276	
Other State Revenues	47,782,232	
Other Local Revenues	3,634,826	
Transfers In	50,000	
Other Sources	0	
Contributions	0	
TOTAL REVENUES	169,314,125	
<i>EXPENDITURES</i>		
Certificated Salaries	70,485,491	
Classified Salaries	26,467,445	
Employee Benefits	53,428,859	
Books and Supplies	7,030,160	
Services, Other Operating Expenses	18,198,468	
Capital Outlay	0	
Other Outgo	57,000	
Direct Support/Indirect Costs	(553,102)	
Other Uses	248,001	
Transfers Out	921,124	
TOTAL EXPENDITURES	176,283,446	
<i>Net Incr(Decr) in Fund Balance</i>	<i>(6,969,321)</i>	
ENDING FUND BALANCE		34,286,064
Components of Fund Balance:		
Revolving Cash	55,000	
Cash with Fiscal Agent	65,000	
Stores	196,997	
3% Required Reserve	5,288,503	
Restricted Fund Balance	6,559,013	
Unappropriated Fund Balance	22,121,550	
Ending Fund Balance		34,286,064

Pajaro Valley Unified School District

GENERAL FUND SUMMARY

FISCAL YEAR 2013-2014

13/14 July Adopt

Includes 1.565% Cola with Deficit of 18.997%
on General and 1.565% COLA on State
Categorical, 10% HW increase, Step and
Column, adjusted ADA for Ceiba College
Prep Acad

	General Unrestr	Lottery 1100	TOTAL UNRESTRICTED	Transportation 7230/7240	Special Ed 6500/6510	Federal and State Grants/ Entitlements	Restricted Maintenance 8150	Community Day School 2430	TOTAL REST	Total General
INCOME										
Revenue Limit	92,269,225	0	92,269,225	0	3,019,689	0	0	156,877	3,176,566	95,445,791
Federal Sources	7,000		7,000			22,394,276			22,394,276	22,401,276
Other State Revenues	18,248,703	2,366,168	20,614,871	2,637,857	12,234,547	12,294,957		0	27,167,361	47,782,232
Other Local Revenues	2,780,493	0	2,780,493	100,000	0	754,333	0		854,333	3,634,826
TOTAL REVENUES	113,305,421	2,366,168	115,671,589	2,737,857	15,254,236	35,443,566	0	156,877	53,592,536	169,264,125
EXPENDITURES										
Certificated Salaries	47,177,424	1,271,202	48,448,626		8,051,482	13,700,121		285,262	22,036,865	70,485,491
Classified Salaries	10,881,439	140,820	11,022,259	3,190,846	4,990,815	5,678,550	1,509,866	75,109	15,445,186	26,467,445
Employee Benefits	30,263,665	587,396	30,851,061	2,836,952	9,251,199	9,079,123	1,203,091	207,433	22,577,798	53,428,859
Books and Supplies	1,341,970	294,801	1,636,771	880,000	183,894	3,642,070	671,325	16,100	5,393,389	7,030,160
Services, Other Operating Expenses	8,975,199	1,125,306	10,100,505	(178,600)	3,702,898	3,624,834	872,563	76,268	8,097,963	18,198,468
Capital Outlay	0	0	0			0			0	0
Other Outgo	57,000		57,000						0	57,000
Direct Support/Indirect Costs	(2,165,182)		(2,165,182)		709,853	794,897	107,330		1,612,080	(553,102)
Other Uses	92,368		92,368	155,633					155,633	248,001
TOTAL EXPENDITURES	96,623,883	3,419,525	100,043,408	6,884,831	26,890,141	36,519,595	4,364,175	660,172	75,318,914	175,362,322
INTERFUND TRANSFERS										
Transfers In	50,000		50,000	0		0	0	0	0	50,000
Transfers Out	(921,124)	0	(921,124)	0				0	0	(921,124)
Other Financing Sources	0	0	0	0	0			0	0	0
Contributions	(20,650,349)	0	(20,650,349)	4,146,974	11,635,905	0	4,364,175	503,295	20,650,349	0
TOTAL TRANSFERS	(21,521,473)	0	(21,521,473)	4,146,974	11,635,905	0	4,364,175	503,295	20,650,349	(871,124)
Net Incr(Decr) in Fund Balance	(4,839,935)	(1,053,357)	(5,893,292)	0	0	(1,076,029)	0	0	(1,076,029)	(6,969,321)
FUND BALANCE										
Beginning Fund Balance	35,622,677	1,498,038	37,120,715	0	136,660	3,998,010	(0)	(0)	4,134,670	41,255,385
Components of Fund Balance:										
Audit Adjustment			0						0	0
Revolving Cash	55,000	0	55,000	0	0	0	0	0	0	55,000
Cash with Fiscal Agent	65,000		65,000	0	0	0	0	0	0	65,000
Stores	196,997	0	196,997	0	0	0	0	0	0	196,997
3% Required Reserve	5,288,503	0	5,288,503	0	0	0	0	0	0	5,288,503
Cash w/Fiscal Agent			0	0	0		0	0	0	0
Restricted Fund Balance	3,500,373	0	3,500,373	0	136,660	2,921,981	(0)	0	3,058,641	6,559,013
Unappropriated Fund Balance	21,676,869	444,681	22,121,550	0	0	0	0	0	0	22,121,550
Ending Fund Balance	30,782,742	444,681	31,227,423	0	136,660	2,921,981	(0)	(0)	3,058,641	34,286,064

Pajaro Valley Unified School District

GENERAL FUND SUMMARY

FISCAL YEAR 2013-2014

13/14 July Adopt

Includes 1.565% Cola with Deficit of 18.997%
on General and 1.565% COLA on State
Categorical, 10% HW increase, Step and
Column, adjusted ADA for Ceiba College
Prep Acad

	Charter School	Adult Education	Child Dev	Food Serv	Def Maint	General Oblig Bond	Capitol Fac	State Sch Bldg	Self Ins	Retiree Benefit	Trust Scholarship
	09	11	12	13	14	21	25	35	67	71	73
INCOME											
Revenue Limit	7,985,834										
Federal Sources		133,290	6,572,790	8,023,066							
Other State Revenues	1,852,137	678,142	2,477,126	630,000	0						
Other Local Revenues	122,030	484,620	181,983	756,000	8,500		597,510		41,064,992	3,925,892	100,000
TOTAL REVENUES	9,960,001	1,296,052	9,231,899	9,409,066	8,500	0	597,510	0	41,064,992	3,925,892	100,000
EXPENDITURES											
Certificated Salaries	4,655,603	933,090	2,670,312								
Classified Salaries	633,846	326,664	1,305,909	2,280,380					122,281		
Employee Benefits	2,533,654	669,088	2,405,245	2,780,116					78,688		
Books and Supplies	208,145	57,080	308,529	4,340,121		250,000					
Services, Other Operating Expenses	2,447,890	205,985	2,291,128	50,307	1,962,000	750,000	415,224		40,814,023	3,925,892	100,000
Capital Outlay						20,011,989					
Other Outgo											
Direct Support/Indirect Costs	1,479	44,569	250,776	256,278							
Other Uses	0										
TOTAL EXPENDITURES	10,480,617	2,236,476	9,231,899	9,707,202	1,962,000	21,011,989	415,224	0	41,014,992	3,925,892	100,000
INTERFUND TRANSFERS											
Transfers In	240,596	680,528	0	0	0						
Transfers Out		0		0	0	0	0	0	(50,000)	0	0
Other Financing Sources	0	0	0	0	0	0	0	0	0	0	0
Contributions		0	0	0	0	0	0	0	0	0	0
TOTAL TRANSFERS	240,596	680,528	0	0	0	0	0	0	(50,000)	0	0
Net Incr(Decr) in Fund Balance	(280,020)	(259,896)	0	(298,136)	(1,953,500)	(21,011,989)	182,286	0	0	0	0
FUND BALANCE											
Beginning Fund Balance	2,056,553	259,896	25,240	2,702,147	2,216,108	75,577,495	922,180	(0)	8,456,722	2,904,897	1,834,079
Components of Fund Balance:											
Audit Adjustment									0		
Revolving Cash	0	0	0	0	0	0	0	0	0	0	0
Cash with Fiscal Agent	0	0	0	0	0	0	0	0	0	0	0
Stores	0	0	0	207,783	0	0	0	0	0	0	0
3% Required Reserve	0	0	0	0	0	0	0	0	0	0	0
Cash w/Fiscal Agent					0	0	0	0	0	2,132,596	0
Restricted Fund Balance	0		0	0	0	0	0	0	0	0	0
Unappropriated Fund Balance	1,776,533	0	25,240	2,196,228	262,608	54,565,506	1,104,466	(0)	8,456,722	772,301	1,834,079
Ending Fund Balance	1,776,533	0	25,240	2,404,011	262,608	54,565,506	1,104,466	(0)	8,456,722	2,904,897	1,834,079

Pajaro Valley Unified School District

GENERAL FUND SUMMARY

FISCAL YEAR 2014-2015

14/15 Budget at 13/14 July Adopt

Includes 1.80% Cola with Deficit of 18.997%
on General and 1.8% COLA on State
Categorical, 10% HW increase, Step and
Column, adjusted ADA for Ceiba College
Prep Acad

	General Unrestr	Lottery 1100	TOTAL UNRESTRICTED	Transportation 7230/7240	Special Ed 6500/6510	Federal and State Grants/ Entitlements	Restricted Maintenance 8150	Community Day School 2430	TOTAL REST	Total General
INCOME										
Revenue Limit	93,549,143		93,549,143		3,074,043			159,701	3,233,744	96,782,887
Federal Sources	7,000		7,000			22,394,276			22,394,276	22,401,276
Other State Revenues	15,412,027	2,360,960	17,772,987	2,685,338	12,249,458	12,373,898			27,308,694	45,081,681
Other Local Revenues	2,781,582	0	2,781,582	100,000	0	777,785			877,785	3,659,367
TOTAL REVENUES	111,749,752	2,360,960	114,110,712	2,785,338	15,323,501	35,545,959	0	159,701	53,814,499	167,925,211
EXPENDITURES										
Certificated Salaries	47,839,264	1,293,901	49,133,165		8,167,062	13,630,101		289,410	22,086,573	71,219,738
Classified Salaries	10,949,455	140,820	11,090,275	3,212,755	5,043,825	5,603,132	1,521,364	75,219	15,456,295	26,546,570
Employee Benefits	32,445,911	629,252	33,075,163	3,018,276	9,970,942	9,481,111	1,278,401	221,688	23,970,418	57,045,581
Books and Supplies	1,348,370	294,335	1,642,705	880,000	183,894	2,480,156	671,325	16,100	4,231,475	5,874,180
Services, Other Operating Expenses	9,613,582	447,333	10,060,915	(178,600)	3,700,116	3,559,323	872,563	76,268	8,029,670	18,090,585
Capital Outlay			0						0	0
Other Outgo	57,000		57,000						0	57,000
Direct Support/Indirect Costs	(2,199,202)		(2,199,202)		734,231	792,136	121,622		1,647,989	(551,213)
Other Uses	92,368		92,368	155,633					155,633	248,001
TOTAL EXPENDITURES	100,146,748	2,805,641	102,952,389	7,088,064	27,800,070	35,545,959	4,465,275	678,685	75,578,053	178,530,442
INTERFUND TRANSFERS										
Transfers In	50,000		50,000						0	50,000
Transfers Out	(928,147)		(928,147)						0	(928,147)
Other Financing Sources			0						0	0
Contributions	(21,763,554)		(21,763,554)	4,302,726	12,476,569	0	4,465,275	518,984	21,763,554	0
TOTAL TRANSFERS	(22,641,701)	0	(22,641,701)	4,302,726	12,476,569	0	4,465,275	518,984	21,763,554	(878,147)
Net Incr(Decr) in Fund Balance	(11,038,697)	(444,681)	(11,483,378)	0	0	0	0	0	0	(11,483,378)
FUND BALANCE										
Beginning Fund Balance	30,782,742	444,681	31,227,423	0	136,660	2,921,981	(0)	(0)	3,058,641	34,286,064
Components of Fund Balance:										
Audit Adjustment			0						0	0
Revolving Cash	55,000	0	55,000	0	0	0	0	0	0	55,000
Cash with Fiscal Agent	65,000		65,000	0	0	0	0	0	0	65,000
Stores	196,997	0	196,997	0	0	0	0	0	0	196,997
3% Required Reserve	5,383,758	0	5,383,758	0	0	0	0	0	0	5,383,758
Cash w/Fiscal Agent			0	0	0		0	0	0	0
Restricted Fund Balance	4,000,374	0	4,000,374	0	136,660	2,921,981	(0)	0	3,058,641	7,059,015
Unappropriated Fund Balance	10,042,917	(0)	10,042,916	0	0	0	0	0	0	10,042,916
Ending Fund Balance	19,744,045	(0)	19,744,045	0	136,660	2,921,981	(0)	(0)	3,058,641	22,802,686

Pajaro Valley Unified School District

GENERAL FUND SUMMARY

FISCAL YEAR 2014-2015

14/15 Budget at 13/14 July Adopt

Includes 1.80% Cola with Deficit of 18.997%
on General and 1.8% COLA on State
Categorical, 10% HW increase, Step and
Column, adjusted ADA for Ceiba College
Prep Acad

	Charter School	Adult Education	Child Dev	Food Serv	Def Maint	General Oblig Bond	Capitol Fac	State Sch Bldg	Self Ins	Retiree Benefit	Trust Scholarship
	09	11	12	13	14	21	25	35	67	71	73
INCOME											
Revenue Limit	8,130,839										
Federal Sources		133,290	6,572,790	8,023,066							
Other State Revenues	1,852,137	689,629	2,521,714	641,340							
Other Local Revenues	122,030	484,620	181,983	756,000	1,000		497,510		42,421,823	4,330,088	100,000
TOTAL REVENUES	10,105,006	1,307,539	9,276,487	9,420,406	1,000	0	497,510	0	42,421,823	4,330,088	100,000
EXPENDITURES											
Certificated Salaries	4,613,010	733,090	2,641,493								
Classified Salaries	637,220	327,449	1,311,698	2,099,328					122,481		
Employee Benefits	2,676,829	627,505	2,474,112	2,840,199					82,440		
Books and Supplies	205,708	57,080	308,529	4,168,212		250,000					
Services, Other Operating Expenses	2,446,028	198,696	2,291,128	56,707	263,608	750,000	415,224		42,166,902	4,330,088	100,000
Capital Outlay						20,011,989	82,286				
Other Outgo											
Direct Support/Indirect Costs	1,479	44,247	249,527	255,960							
Other Uses	0										
TOTAL EXPENDITURES	10,580,274	1,988,067	9,276,487	9,420,406	263,608	21,011,989	497,510	0	42,371,823	4,330,088	100,000
INTERFUND TRANSFERS											
Transfers In	247,619	680,528	0	0	0						
Transfers Out		0		0	0	0	0	0	(50,000)	0	0
Other Financing Sources	0	0	0	0	0	0	0	0	0	0	0
Contributions		0	0	0	0	0	0	0	0	0	0
TOTAL TRANSFERS	247,619	680,528	0	0	0	0	0	0	(50,000)	0	0
Net Incr(Decr) in Fund Balance	(227,649)	0	0	0	(262,608)	(21,011,989)	0	0	0	0	0
FUND BALANCE											
Beginning Fund Balance	1,776,533	0	25,240	2,404,011	262,608	54,565,506	1,104,466	(0)	8,456,722	2,904,897	1,834,079
Components of Fund Balance:											
Audit Adjustment									0		
Revolving Cash	0	0	0	0	0	0	0	0	0	0	0
Cash with Fiscal Agent	0	0	0	0	0	0	0	0	0	0	0
Stores	0	0	0	207,783	0	0	0	0	0	0	0
3% Required Reserve	0	0	0	0	0	0	0	0	0	0	0
Cash w/Fiscal Agent					0	0	0	0	0	2,132,596	0
Restricted Fund Balance	0		0	0	0	0	0	0	0	0	0
Unappropriated Fund Balance	1,548,884	0	25,240	2,196,228	0	33,553,517	1,104,466	(0)	8,456,722	772,301	1,834,079
Ending Fund Balance	1,548,884	0	25,240	2,404,011	0	33,553,517	1,104,466	(0)	8,456,722	2,904,897	1,834,079

Pajaro Valley Unified School District
GENERAL FUND SUMMARY
FISCAL YEAR 2014-2015
15/16 Budget at 13/14 July Adopt

Includes 2.20% Cola with Deficit of 18.997%
on General and 2.20% COLA on State
Categorical, 10% HW increase, Step and
Column

	General Unrestr	Lottery 1100	TOTAL UNRESTRICTED	Transportation 7230/7240	Special Ed 6500/6510	Federal and State Grants/ Entitlements	Restricted Maintenance 8150	Community Day School 2430	TOTAL REST	Total General
INCOME										
Revenue Limit	95,375,000	0	95,375,000		3,141,672			163,214	3,304,886	98,679,886
Federal Sources	7,000		7,000			22,394,276			22,394,276	22,401,276
Other State Revenues	15,712,352	2,356,000	18,068,352	2,743,371	12,518,946	12,579,712			27,842,029	45,910,381
Other Local Revenues	2,949,381	0	2,949,381	100,000	0	801,351	0		901,351	3,850,732
TOTAL REVENUES	114,043,733	2,356,000	116,399,733	2,843,371	15,660,618	35,775,339	0	163,214	54,442,542	170,842,275
EXPENDITURES										
Certificated Salaries	48,814,083	968,948	49,783,031		8,282,774	13,630,324		293,558	22,206,656	71,989,687
Classified Salaries	10,995,857	140,820	11,136,677	3,233,662	5,093,428	5,520,797	1,527,589	75,430	15,450,906	26,587,583
Employee Benefits	34,766,110	504,564	35,270,674	3,207,568	10,653,093	9,931,650	1,354,845	237,364	25,384,520	60,655,194
Books and Supplies	1,348,370	294,335	1,642,705	880,000	183,894	2,406,661	671,325	16,100	4,157,980	5,800,685
Services, Other Operating Expenses	8,761,178	447,333	9,208,511	(178,600)	3,703,755	3,494,443	872,563	76,268	7,968,429	17,176,940
Capital Outlay			0						0	0
Other Outgo	57,000		57,000						0	57,000
Direct Support/Indirect Costs	(2,208,512)		(2,208,512)		741,898	791,464	123,937		1,657,299	(551,213)
Other Uses	0		0	155,633					155,633	155,633
TOTAL EXPENDITURES	102,534,086	2,356,000	104,890,086	7,298,263	28,658,842	35,775,339	4,550,259	698,720	76,981,423	181,871,509
INTERFUND TRANSFERS										
Transfers In	50,000		50,000						0	50,000
Transfers Out	(928,147)		(928,147)						0	(928,147)
Other Financing Sources			0						0	0
Contributions	(22,538,881)		(22,538,881)	4,454,892	12,998,224	0	4,550,259	535,506	22,538,881	0
TOTAL TRANSFERS	(23,417,028)	0	(23,417,028)	4,454,892	12,998,224	0	4,550,259	535,506	22,538,881	(878,147)
Net Incr(Decr) in Fund Balance	(11,907,381)	0	(11,907,381)	0	0	0	0	0	0	(11,907,381)
FUND BALANCE										
Beginning Fund Balance	19,744,045	(0)	19,744,045	0	136,660	2,921,981	(0)	(0)	3,058,641	22,802,686
Components of Fund Balance:										
Audit Adjustment			0						0	0
Revolving Cash	55,000	0	55,000	0	0	0	0	0	0	55,000
Cash with Fiscal Agent	65,000		65,000	0	0	0	0	0	0	65,000
Stores	196,997	0	196,997	0	0	0	0	0	0	196,997
3% Required Reserve	5,483,990	0	5,483,990	0	0	0	0	0	0	5,483,990
Cash w/Fiscal Agent			0	0	0		0	0	0	0
Restricted Fund Balance	4,500,375	0	4,500,375	0	136,660	2,921,981	(0)	0	3,058,641	7,559,016
Unappropriated Fund Balance	(2,464,697)	(0)	(2,464,698)	0	0	0	0	0	0	(2,464,698)
Ending Fund Balance	7,836,664	(0)	7,836,664	0	136,660	2,921,981	(0)	(0)	3,058,641	10,895,305

Pajaro Valley Unified School District
GENERAL FUND SUMMARY
FISCAL YEAR 2014-2015
15/16 Budget at 13/14 July Adopt

Includes 2.20% Cola with Deficit of 18.997%
on General and 2.20% COLA on State
Categorical, 10% HW increase, Step and
Column

	Charter School	Adult Education	Child Dev	Food Serv	Def Maint	General Oblig Bond	Capitol Fac	State Sch Bldg	Self Ins	Retiree Benefit	Trust Scholarship
	09	11	12	13	14	21	25	35	67	71	73
INCOME											
Revenue Limit	8,340,516										
Federal Sources		133,290	6,572,790	8,023,066							
Other State Revenues	1,852,137	704,801	2,577,192	655,449							
Other Local Revenues	122,030	484,620	181,983	756,000			497,510		45,739,675	4,775,198	100,000
TOTAL REVENUES	10,314,683	1,322,711	9,331,965	9,434,515	0	0	497,510	0	45,739,675	4,775,198	100,000
EXPENDITURES											
Certificated Salaries	4,708,805	740,624	2,614,850								
Classified Salaries	640,279	328,339	1,315,417	2,017,471					122,481		
Employee Benefits	2,885,690	651,497	2,552,514	2,986,165					86,489		
Books and Supplies	203,028	57,080	308,529	4,118,212		250,000					
Services, Other Operating Expenses	2,340,884	181,452	2,291,128	56,707		750,000	415,224		45,480,705	4,775,198	100,000
Capital Outlay						20,011,989	82,286				
Other Outgo											
Direct Support/Indirect Costs	1,479	44,247	249,527	255,960							
Other Uses	0										
TOTAL EXPENDITURES	10,780,165	2,003,239	9,331,965	9,434,515	0	21,011,989	497,510	0	45,689,675	4,775,198	100,000
INTERFUND TRANSFERS											
Transfers In	247,619	680,528	0	0	0						
Transfers Out		0		0	0	0	0	0	(50,000)	0	0
Other Financing Sources	0	0	0	0	0	0	0	0	0	0	0
Contributions		0	0	0	0	0	0	0	0	0	0
TOTAL TRANSFERS	247,619	680,528	0	0	0	0	0	0	(50,000)	0	0
Net Incr(Decr) in Fund Balance	(217,863)	0	0	0	0	(21,011,989)	0	0	0	0	0
FUND BALANCE											
Beginning Fund Balance	1,548,884	0	25,240	2,404,011	0	33,553,517	1,104,466	(0)	8,456,722	2,904,897	1,834,079
Components of Fund Balance:											
Audit Adjustment									0		
Revolving Cash	0	0	0	0	0	0	0	0	0	0	0
Cash with Fiscal Agent	0	0	0	0	0	0	0	0	0	0	0
Stores	0	0	0	207,783	0	0	0	0	0	0	0
3% Required Reserve	0	0	0	0	0	0	0	0	0	0	0
Cash w/Fiscal Agent					0	0	0	0	0	2,132,596	0
Restricted Fund Balance	0		0	0	0	0	0	0	0	0	0
Unappropriated Fund Balance	1,331,021	0	25,240	2,196,228	0	12,541,528	1,104,466	(0)	8,456,722	772,301	1,834,079
Ending Fund Balance	1,331,021	0	25,240	2,404,011	0	12,541,528	1,104,466	(0)	8,456,722	2,904,897	1,834,079



Board Agenda Backup

Item No: 11.2

Date: June 26, 2013

Item: **Approval of completion and utilization guidelines for the Aptos High School Freedom Field Project**

Overview: On June 10, 2013 district staff held a public hearing to hear community concerns regarding the completion of the Aptos High School Freedom Field project. The hearing was required as part of the grading permit process under the jurisdiction of the County of Santa Cruz Planning Department. Attached are the minutes and notes from that meeting. Issues brought to the attention of district staff fall into the following categories:

Parking: Possible illegal parking on Mariner Way, poor enforcement by the school already, not enough parking near the proposed field

Field use: Limit hours of operation, restrict use, no Sunday use, no amplified sound, seek noise abatement and/or mitigation, no stadium lights (safety lighting ok), garbage abatement

Security/safety: Illegal activity during non-school hours, vandalism, safety of residents and nearby homes resulting from increase in teams/visitors using the field

Environmental and permitting: Field completion should be done according to current permitting and environmental requirements; consideration of local species and water quality impacts

Public notification and communication: District should adhere to a public notification and communication process regarding changes to use; district should strive to be "good neighbor" and place restrictions regarding field use and work cooperatively with local residents impacted by the field

At the completion of the meeting, district staff stated they would take these matters before the Board of Trustees for review and consideration. Staff further suggested that the board could consider possible guidelines regarding field utilization and the adherence of a public notification process when considering possible future changes to Freedom Field's utilization by the school site or district.

The proximity of Freedom Field to nearby residents warrants that the district initiate steps to address community concerns identified above. Remediating neighbor concerns must be balanced with the needs of the school site and athletic community, along with recognition that a large comprehensive school site will, by its nature, generate a level of traffic, noise, and other indirect impacts. Any possible compromise must be appropriately balanced within the realm of these two issue areas.

Staff recommends that the board adopt the following policy guidelines regarding the completion and subsequent utilization of Freedom Field:

1. No stadium or other lighting for evening games/practices shall be installed and/or allowed. Hours of operation shall be during the instructional day and conclude by sunset each evening.
2. No amplified sound or use of bullhorns shall be permitted at any time.
3. No permanent structures are to be erected on the field or adjacent area (portable bathrooms will be allowed).
4. Access to the field will be restricted during nights and non-use. The district will maintain a fence with locking gate(s) around the field with appropriate security lighting for the parking lot and adjacent walkways.
5. Aptos High School will utilize the field solely for practice and P.E. purposes during the instructional day.
6. Community use during evenings and weekends shall be authorized via the district facility use review and permit process. Community members and/or organizations will be required to adhere to these guidelines as a condition of authorization.
7. No parking will be allowed on Mariner Way. Parking for non-school use shall be directed to the upper campus area.
8. School site staff will work with neighbors to identify security issues and maintain appropriate oversight over field use.
9. The district will work with county officials to resurface Mariner Way and install appropriate speed control measure, landscaping, walkways, and safety lighting along the roadway via the Measure L bond project process. The district will install appropriate vegetation to mitigate viewing access into adjacent homes/backyards in the Aptos Pine Mobile Home Park.
10. The district will work with county, state, and federal wildlife officials to address noise abatement, water quality, invasive species removal, and species protection issues.

11. Future changes to these guidelines shall require public notification and hearing with residents within 1,000 feet of the field prior to implementation.

Recommendation: It is recommended that the Board of Trustees approve the project completion and field utilization guidelines enumerated above. The board further recommends that school site and district staff work proactively with nearby residents to address other non-field related issues raised during the project review process.

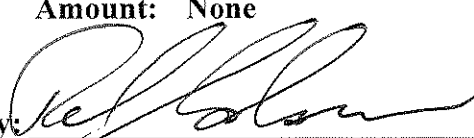
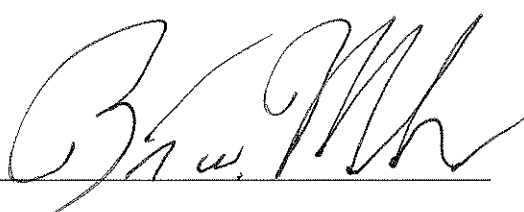
Budget Considerations:

Funding Source: None

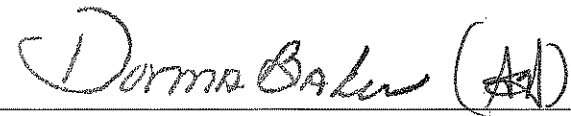
Budgeted: Yes: ☐ No: ☒

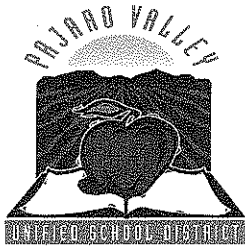
Amount: None

Prepared By:


Paul Anderson, Planning Supervisor

Brett W. McFadden, Chief Business Officer

Superintendent's Signature:


Dorma Baker



PAJARO VALLEY UNIFIED SCHOOL DISTRICT
Maintenance, Operations & Facilities Department
294 Green Valley Road, Watsonville, CA 95076
Phone: (831) 786-2100 Ext. 2380 Fax: 728-0136

Paul Anderson, Planning Supervisor

Neighborhood Meeting Notes

Topic: Freedom Field Grading Permit Neighborhood Meeting

Date and Time: 7:00 PM June 10, 2013

Location: Aptos High School New Gym 100 Mariner Way, Aptos CA 95003

Attendees:

Santa Cruz County:

The Honorable Zach Friend 2nd District Supervisor, Allyson Violante County Supervisor's Analyst 2nd District

Pajaro Valley Unified School District:

Dorma Baker Superintendent, Brett McFadden Chief Business Officer, Paul Anderson Planning Supervisor, Greg Giuffre Planning Assistant, Theresa Davis Administrative Secretary, Maureen Owen Planning Consultant

Members of the public:

List of those who were sent meeting notices and sign in sheets and summaries attached.

Paul Anderson opened the meeting by welcoming everyone to the meeting and thanking them for coming out to discuss the project. Paul provided the meeting guidelines-Paul will present the project and provide details about the grading process. We requested people who were interested in speaking to submit a card with their name on it to help with record keeping. We ask that only one person speaks at a time, try to limit your input to 3:00 minutes each. The purpose of the meeting is to obtain feedback and document comments. The District will review the comments heard tonight with our respective teams and provide steps to be taken to address areas of concern. For areas of concern we cannot address, staff will provide reasons why.

Paul Anderson described the project overview and timeline for grading the remaining 2,000 cubic yards of soil. The District is not planning on bringing in any additional fill dirt or exporting any fill dirt from the site. Depending on the test results of the existing soil, top soil and other soil amendments will be added to the existing soil to aid in growing the field turf and landscaping. The plans show the District adding an additional 13 parking spaces at the northwest corner of the project site for ADA accessibility as well as an access path from the field and parking lot to the upper campus. There are no plans to install stadium lighting, a sound system or other permanent structures on or around this field at this time. The District is planning on installing safety lighting in the new parking lot and along the walkway path from the new parking lot to the upper campus.

Paul Anderson answered a few project specific questions and then requested public input.

Public input started at approximately 7:15 and continued until approximately 8:30. Notes from each speaker follow this summary.

The areas of concern appeared to fall into four major categories:

- 1) Noise from:
 - a. People on the field playing sports-voices
 - b. Cars with loud stereos
 - c. Public address systems on the field
 - d. Existing public address system on main campus
- 2) Parking Concerns:
 - a. Not enough parking spaces near field
 - b. People will park on Mariner Way
 - c. Illegal parking and general parking enforcement
 - d. Headlights shining into homes as cars leave parking lot
- 3) Lights:
 - a. No stadium lighting; ever
 - b. No electricity at the field for amplified sound
 - c. Existing stadium lights at the Stadium are very strong
 - d. Install more lighting on Mariner Way
- 4) Field Use and Security:
 - a. Limit hours
 - b. No events on Sunday
 - c. Less use on weekends
 - d. Use by local sports on weekends
 - e. Amount of use by adult leagues
 - f. Limitations through facilities use agreements are effective
 - g. Practice during the day not at nights
 - h. Will field be locked when not in use?
 - i. Can the field be used for Life Flight?
 - j. Will field be able to be used without a facilities use agreement?
 - k. Enforcement of field use rules

Other Areas of concern not in the above

- 1) Landscaping:
 - a. Do not cut down the Acacia trees they are blocking the sound
 - b. Landscaping on Mariner Way both sides
- 2) Mariner Way Paving and Sidewalks:
 - a. There is not a side walk from the entry arch to the main campus (this is above the project site)
 - b. Mariner Way is in need of repaving

Adjournment

Pajaro Valley Unified School Districts response to the concerns raised at the meeting:

The areas of concern appeared to fall into four major categories:

1) Noise from:	Possible Solution
a. People on the field playing sports-voices	No direct action – but could restrict use of bullhorns, amplified sound, other activities
b. Cars with loud stereos	Not related to grading- This issue is more of a general issue not related to grading but to use of the field. District will add restrictions to facilities agreement form
c. Public address systems on the field	Not related to grading- No public address system is planned- District will add to Facilities use agreement.
d. Existing public address system on main campus	Not related to grading- This issue is more of a general issue not related to grading but to use of the field. District has sent a note to Casey O'Brian the principle to look into this.
2) Parking Concerns:	Possible Solution
a. Not enough parking spaces near field	Not related to grading- The school has parking on campus. Most field use will be by students already on the campus. If used by outside groups, parking will be explained and directed in the facilities use agreement.
b. People will park on Mariner Way	Not related to grading- The school has parking on campus. Most field use will be by students already on the campus. If used by outside groups, parking will be explained in the facilities use agreement.
c. Illegal parking enforcement	Not related to grading- The school has parking on campus. Most field use will be by students already on the campus. If used by outside groups, parking will be explained in the facilities use agreement.
d. Headlights shining in homes as cars leave parking lot	Not related to grading- The parking lot will be closed prior to darkness
3) Lights:	Possible Solution
a. No Stadium Lights Ever	Not related to grading-The District is not planning on installing lights in the near future. The District has proposed a Board item outlining a formal process for notifying neighbors of future projects and obtaining their input. Board item attached.
b. Electricity at the field for amplified sound	Not related to grading-The District is not planning on installing amplified sound in the near future. The District has proposed a Board item outlining a formal process for notifying neighbors of future projects and obtaining their

	input. Board item attached.
c. Existing stadium lights are very strong	Not related to grading-No action planned
d. Install more lighting on Mariner Way	Not related to grading-The District will work with PG&E to review why existing lights are not working
4) Field Use and Security:	Possible Solution
<ul style="list-style-type: none"> a. Limit hours b. No events on Sunday c. Less use on weekends d. Use by local sports on weekends e. Adult Leagues f. Limitations through facilities use agreements are effective g. Practice during the day not at nights h. Will field be locked when not in use? i. Can the field be used for Life Flight? j. Will field be able to be used without a facilities use agreement? k. Enforcement of field use rules 	Not related to grading-The District will update the facilities use agreement for this field to include rules for parking, amplified noise and hours of use. The field would not be able to be used by non-Aptos High School departments without a facilities use agreement. Groups who do not follow the rules would need to meet stricter guidelines for future use. Some of these stricter guidelines could include requiring private security, custodians, etc...
Other Areas of concern not in the above	
1) Landscaping:	Possible Solution
a. Do not cut down the Acacia tress they are blocking sound	Not related to grading-The District has an agreement with USF&WS and CSF&W Services to remove non-native plants and trees from the area around the field and replant with native species.
b. Landscaping on Mariner Way both sides.	Not related to grading-The District will look into landscaping both sides of Mariner Way.
2) Mariner Way Paving and Sidewalks:	Possible Solution
a. There is not a side walk from the entry arch to the main campus	Not related to grading-The District is in planning stage with adding additional paths from the arch to the main campus.
b. Mariner Way is in need or repaving	Not related to grading-The District is in planning stage with paving Mariner Way from Freedom Road to the Arch.

Actual meeting notes:

Aptos High School –Lower field Community Meeting
6/10/13 – 7:00 PM New Gymnasium

PVUSD Representatives and Consultants

- Dorma Baker - Superintendent
- Brett McFadden – Chief Business Officer
- Paul Andersen – Planning Supervisor
- Gregory Giuffre – Planning Assistant
- Theresa Davis – Administrative Secretary
- Maureen Owens – Owens Hill Consulting

County Representatives

- The Honorable Zach Friend – County Supervisor
- Allyson Violante - County Supervisor's Analyst 2nd District

A – Janice Boardman (attended ahs as well as kids, pro kids

Live in area, cannot leave area, good neighborhood policy, aware of football games, etc, not notified of new sound system (this appears to be the existing public address system), aware of sports schedule

Concerned about the use of field all the time, there should be a limit on hours, no activity on Sundays, 14 spaces? Not enough parking fire dept doesn't have manpower to enforce, how will school enforce parking rules, more parking and better enforcement, no more hanging out, appropriate permits ahead of time, NO LIGHTS EVER.

B – Anne Leslie (7326 Freedom BLVD) across Freedom, lighting concerns, NO LIGHTS EVER, no more meeting to address lights,

Sound – travels, does not want the existing Acacia trees cut down, other trees are slow growing, hears Frisbee golf, hears PE classes and games, can we have Sunday breaks no events, less use on weekends.

Brett – give input to board of trustees; want to see some kind of proposal with parameters, to be a practice field, no lights, resolution that says no lights, would require public comment. Would include restrictions on installing a sound system as well

Casey – Field in general would not be used during the weekdays for PE

Brett – resolutions for a period of time, notifications to neighborhood, local sports on weekends, no sound system or bullhorns, boom boxes, stipulations through facilities

A – Property values!!

Field not a part of school when I bought my house

Will adult leagues play?

Practice field for student only

C – Kip & Melissa (Scott – educators and AHS students, excited by field for kids, students don't get home till late do to everyone trying to use the one existing field, sports are very important to

students, special needs students, part of community, local sports – use the coaches to help enforce the rules, coaches can monitor.

D – Michael Rhodes (22 Eugenia Ave.) Across from field, glad about field, concerned about amount of cars, 13 parking spaces not enough, where will others park, early morning noise and late night noise,

E – Claudia Stevens (taught in public schools, artist, has a studio across street, needs quiet for work, supports students but concerned about noise, parking concerns, Expressed existing concerns with past parking in church parking, fights, broken glass in yards. Has safety concerns. District needs to be empathetic with neighbors

F – Kim Tshantz (7176 Freedom Blvd) kids attended S=AHS, attended HS, donated money & time, Owns Cypress Environmental, participated in other meetings, noise, lighting, parking traffic, security. All issues could be solved by PVUSD being good neighbor. District has not been one in last year, not notified of grading, lots of noise and dust from project in May 2012, Stated in the meeting notification letter already had a meeting in May of 2012, did not know about meeting in May. What was meeting about? Field just practice field but will also be used for other teams, etc. PVUSD needs to be honest, work together. This is more than just a grading project, but much more. Results – go to board, there's other issues and the what we do to resolve issue with people that live in the school district. More important than sports are people's home. County must comply with codes-provision that says adverse environmental affects will be denied.

G – April Barkley (7158 Freedom BLVD) April – across street for 20 years – concerned about sound, possibility of lighting, security. Natividad worker, concerned about injuries from locations close to parks.

H – Alan Barclay (7158 Freedom BLVD) Parking issues, gate for baseball field, can the District use church parking? Noise, lights, electricity at new field? Limitations for use agreements can be effective, concerned about value of homes,

I – Joe Padote (7476 Freedom Blvd.), lives across street, parking, drive way – people park in his driveway, he is good with students, concerned with parking

J – Carole Linder (104 Cherry Blossom Lane) –was a teacher in PVUSD, feels complete distain from PVUSD because she lives in a mobile home park, not a trailer park. She lives in a home not Winnebago. Feels she is treated badly because she is a mobile home park resident. District needs to keep residents informed. People park behind homes on Freedom Blvd. It affects quality of life, completely inadequate parking, insulted by the small amount of parking, have consideration, noise, garbage, can hear Mr. O'Brien's announcements over existing sound system.

K – Brent Chapman (Aptos Sports foundation – non-profit for athletics in Aptos (AHS specifically) Explained the overall plan of the foundation, the foundation is made up of mostly alumni. Wants to assist with relevant issues of noise, parking, etc. and work with neighbors, cleaner, efficient. Understand and appreciate the problems and is glad to be here and hear the issues.

L – Daniel Bronson (70 Cherry Blossom Lane) parking proposed unreasonable and inadequate, impact boundary should not be 300', can hear everything over the existing sound system. O'Brien –Explained the current sound system is temporary sound system for now and does seem louder

L – Daniel Bronson (70 Cherry Blossom Lane) AHS not efficient with following up on reported problems. He has picked up trash on campus. Does not receive helpful response from PVUSD. There are reckless drivers, vandalism, drug use and break ins. School already attracts problems, people park in the red zone already, there is no enforcement on road – parking in red zone, There are 32 AHS sports events plus other sports groups. The money should be spent on building classrooms instead of sports. The soccer field is regulation size. The new field will need even more enforcement. Value of home concerns, traffic noise is no problem but inconsiderate people with load stereos are worse the school has never addressed the problem even when he submits reports about load music from cars passing on Mariner Way. No sidewalk from Freedom Blvd. to campus....why. 30-40 minutes response time from sheriff, not soon enough, and no one ever caught, Feels only mailing to neighbors in the legal 300' boundary is an end run around neighbors so we don't have to deal with neighbors.

M – Tim Doherty (108 Cherry Blossom Lane) noise no problem, it's a practice field not a play field, more students now, and AHS has done a good job with everything.

N – Very noisy, is hard of hearing but hears the noise from the existing activities, lights are very strong at their home.

M – Tim Doherty – Can the District practice during the day instead of at night,

O – Basil – across street, 28 years ago meeting to propose use of Freedom Field in the past, a skate park, lease for \$1.00 a year, PVUSD paid 800,000.00 for acreage, no planning or thought out project and affecting neighbors, noise, traffic from sports events, find a better use for valuable land, no revenue but lots of costs, trash. Against project because of use. Better use – corporate offices for PVUSD, act like a business, treat as asset and use as a higher use, wasting money or trying to make a buck. Not a playground, will be noise with this project, project done too quickly, no lighting because no one there, Could not hear anyone speak at this meeting because no one used the microphone.

? – appreciates sports, played, no problem with field being there, but no night activities, no lights, etc, be good neighbors and give them all information we have, security must be present, mid-day use only.

A – Janice Boardman - Fire dept stated to her re: Mariner Way, no resources to tow, CHP cannot be there either, AHS would give tickets to people parking in red. Use boulders on the side to prevent parkers.

Claudia – contain the noise?

D – Michael Rhodes - Prevent problems by repaving and re-designate parking on Mariner Way, supports project

Brett – resurface with walking paths and possible security walking

Joe – students walking have to walk on road, need descent walkway

Dan – use to have street lights, disconnected and never put back up, but would support more lighting on Mariner Way to keep people away, stadium lights are problem not security lights
63 Plumosa – land between Mariner way and back of houses, who maintains it? Landscaping would be helpful for more privacy.

Zach Friend stated Mariner Way is not a county maintained road – County is working on a MOU to specify maintenance of Mariner way

Brett – wants to do landscaping both sides of Mariner Way.

Dan – headlights in windows because of turning out of parking lot

63 Plumosa- will field be locked? Used as a park? Brett says no. Who controls keys, AHS custodial controls, keys loaned out per event?

Dan – can the field be used for lifeline helicopters in the past?

Brett – Jim A. – bring to his attention

Kim- Bring in more dirt for a bigger berm for noise blocking, or build a solid wood fence for noise blocking, would address security concerns, solve accessibility issues too.

Restrooms? No permanent structures, portable bathrooms.

Brett –

1. Take a board item at an open meeting
2. Take up an MOU between PVUS & parties
 1. Parking – enforcement directions in terms of in and out, parking needs, use other parking lots, paving baseball field, stipulations for parking there.
 2. Utilization – days of use, hours of use, type of use, facility use permit, no lighting, garbage pick up
 3. Security– patrols, security person, i.e., adult to enforce (ticket) parking behavior, notify fire department
 3. Environmental – noise, water, us fish and wildlife concerns
 4. Neighborhood notification ad communication,

Can memorialize or put a period of time to uphold but board can change on their own.

Board Item should include notification and public meeting stipulations.

June 26th board Meeting – Freedom Filed on agenda? Need to check agenda on website, or Paul will email.



PAJARO VALLEY UNIFIED SCHOOL DISTRICT



Board Agenda Backup

Item No: 12.1

Date:	June 26, 2013
Item:	Report on Special Education's Acute Behavioral Intervention Pilot.
Overview:	The Board will have a report on acute behavioral intervention program.
Recommendation:	Informational item only.

Prepared By: Heather Gorman, Assistant Director, SELPA

Superintendent's Signature: _____

Board of Trustees of Pajaro Valley Unified School District

Willie Yahiro, Trustee Area IV, Preseident

Kim De Serpa, Trustee Area I, Vice president/Clerk

Dr. Lupe Rivas, Trustee Area II

Karen Osmundson, Trustee Area III

Leslie De Rose, Trustee Area V

Maria Orozco, Trustee Areas VI

Jeff Ursino, Trustee Area VII

A Presentation to the Board of Trustees

By

Roberto G. Romandia, Ed.D., IABMCP, LEP #2361

Acute Behavioral Interventionist

June 26th, 2013

The Role of an Acute Behavioral Interventionist

Contents of this Document

- I. Outline of Presentation**
- II. Curriculum Vitae: Roberto G. Romandia, Ed.D.**
- III. Systematic Diagnosis and Treatment for Students with Behavioral Problems at School Sites**
 - a. Diagnostic Considerations for Behavioral Problems**
 - b. How to Solve Problems**
 - c. How to Solve Problems**
 - d. School-wide Needs**
 - e. Data Collection**
 - f. References**
 - g. Descriptive/Conceptual Model of Behavioral Stasis**
 - h. NASP Model**
- IV. Research for the School Board to Review and Consider**

Outline of Presentation

- 1. The Role of an Acute Behavioral Interventionist (A.B.I.)**
- 2. Typical Range of Activities**
- 3. Community Psychology**
- 4. Characteristics of Cases**
- 5. Additional Roles of A.B.I**
- 6. Professional Attributes**
- 7. Professional Goal**

Roberto G. Romandia (Ochoa)

2142 W. Cheryll Ct
Porterville, Ca 93257

Private Cell: 559-202-9643

Home: 559-784-8095

Degrees & Credentials:

Ed. D., Counseling Psychology

M.S., School Counseling

B.A., Social Science

A.S., Social Science

P.P.S., School Counseling and Psychology

Licensed Educational Psychologist # 2361

Diplomat, American Psychotherapy Association, Member ID # 12680

Diplomat, International Academy of Behavioral Medicine, Counseling and
Psychotherapy, Member ID # 2186

Board Certified Professional Counselor, American Board of Professional Counselors,
American Psychotherapy Association, Member ID # 12680

Certified Cognitive-Behavioral Therapist, Certification #12475, NACBT

Certified Rational Hypnotherapist, NACBT

Certification in Bilingual Proficiency, Spanish/English

California Basic Educational Skills Certificate, CBEST

Educational History:

Argosy University, San Francisco Bay Area, Alameda, Ca., Ed.D. in Counseling
Psychology, Completion Date, August 20, 2011

Fresno Pacific University, Fresno, California, PPS Specialization in School Psychology

University of La Verne, La Verne, California, M.S., School Counseling P.P.S.

California State University, Chico, California, Graduate Study in Cultural Anthropology

San Diego State University, Callexico Campus, Callexico, California, B.A. in Social
Science

Imperial Valley College, Imperial, California, A.S. in Social Science

Training Experiences:

Department of Rehabilitation: Extensive medical cross training in major disabilities,
psychiatric disorders, developmental disorders, learning disabilities, industrial injuries
pursuant to Workers Compensation, Rancho Los Amigos Rehabilitation Hospital, UCLA
School of Medicine, Santa Clara Medical Center, etc.

National Association of Cognitive Behavioral Therapists: Formal training and
certification in Rational Behavioral Therapy, Impact Therapy, Rational Living Therapy,
Rational Hypnotherapy, etc.

California Association of School Psychologists: Administration Rorschach Inkblot Test,
Level I, Formal Training in Behavioral Psychology, Autistic Spectrum Disorders

Various trainings on psychometric subjects that include most of the major tests of intelligence, achievement, personality, adaptive functioning, behavior (especially is they relate to their applications with children), etc.

Number of Years in Settings:

11 ½ years as a Rehabilitation Counselor, 4 years as a School Counselor, 19 years as a School Psychologist, 10 years in private practice as an Educational Psychologist. Additional training and experience in working with substance abuse populations. The last three years I have utilized hypnosis throughout the work I do with children.

Theoretical Orientation:

In order of priority: Cognitive-Behavioral, Behavioral, Phenomenological, Ecological Psychology, Hypnosis, Functionalism, Buddhist Psychology.

Clinical Competence:

Pre-school thru adolescence, families, substance abuse of adults and children, special competence and experience in cross cultural therapy, special interests in early intervention of disruptive behavior disorders, parent training and interventions with parents, expertise in developmental disorders and disorders of early childhood, problem solving with difficult parents, expertise in working with minority populations and formal training at undergraduate and graduate level in cultural anthropology.

Employment History:

Employment Development Department, El Centro, California Office
California Department of Rehabilitation, El Centro & Chico, California Offices
Porterville High School, Porterville, California
Delano Union School District, Delano, California

Membership in Professional Associations:

California Association of School Psychologists
National Association of School Psychologists
National Association of Cognitive-Behavioral Therapists
American Psychotherapy Association
International Academy of Behavioral Medicine, Counseling and Psychotherapy

Past Community & Board Membership:

Association of Mexican American Educators, Porterville, California
Past Chapter President and Vice President
Concilio Mexicano de Chico, Chico, California
Past Board President
Hispanic Association for the Community & Education, Chico, California,
Vice Chairperson for Community Affairs
Calif. State Univ., Chico, Educational Equity Program Advisory Board
Board Member
Butte County Mental Health Advisory Board, Chico, California
Board Member

Hispanic Resource Council, Chico, California

Vice Chairperson

Center for Employment Training, El Centro, California

Board Member

Imperial County CETA Advisory Manpower Council, El Centro, California

Board Member

Graduate Coursework Completed:

Argosy University, San Francisco Bay Area Campus, GPA=3.81

Brief Psychotherapies

Psychodynamic Theory

Descriptive Research Methods

Qualitative Research Methods

Survey Techniques

Special Topics in Counseling, Forensic Psychology

Addictions Counseling

Advanced Group Process

Advanced Individual Counseling

Cognitive-Behavioral Therapy

Child and Adolescent Counseling

Dissertation I

Diagnostic and Treatment Planning

Models of Clinical Supervision

Dissertation II

Treatment of Sexual Dysfunction

Dissertation III

Ethics in Practice

Dissertation IV

Fresno Pacific University

Seminar in School Psychology

Seminar in Learning Theory

Neuropsychology of Learning

Advanced Abnormal Psychology

Assessment I

Assessment II

Assessment of Personality & Personality Assessment

Early Intervention & Developmental Assessment

Clinical & Group Intervention

Supervised Field Experience

University of La Verne

Cross-Cultural Awareness
Dynamics of Human Interaction
Field Experience & Practicum in School Counseling
Field Experience & Practicum in School Counseling II
Counseling Theories and Techniques
Law, Organization and Procedures of Pupil Personnel Services
Psychological Foundations of Personality Theory
Test & Measurement
Educational & Career Planning
Counseling of Exceptional Children
Methods in Research
Graduate Seminar

California State University, Chico

Field methods in Ethnographic Fieldwork
Independent Study, Physical Anthropology Laboratory
Language and Culture
Culture and Personality
Ethnology of Asia
Special Topics Seminar, Linguistics
Seminar in Physical Anthropology
Seminar in Cultural Anthropology

References

Supplied upon request.

Systematic Diagnosis and Treatment for Students with Behavioral Problems at School Sites

(A document prepared for the use by site administrators)

**This document is prepared and produced for the use of
Pajaro Valley Unified School District**

Dorma Baker, Superintendent of Schools

Ylda Nogueta, Assistant Superintendent of Elementary Education

Ray Houser, Director of SELPA/Special Services

Heather Gorman, Program Director, Special Programs

By

Roberto G. Romandia, Ed.D., IABMCP, LEP #2361

Acute Behavioral Interventionist

(Originally Presented on May 2nd, 2013)

Diagnostic Considerations for Behavior Problems

Exploratory Considerations for School Site Administrators

1. Is the classroom teacher demonstrating control of her classroom? If not, what is needed to have this teacher arrive at a positive solution for her/his students? Sometimes well-meaning teachers are too punitive, scapegoat certain students, do not use positive methods to direct their students, are too harsh, and children respond by defying them. A recommended ratio of positive to negative is the rule of five to one.
2. Does this student present with an externalizing/internalizing behavior problem?
 - a. This problem causes a disruption in school or on the way to and from school, or on the bus.
3. Gather the Facts (Who, what, where, when, how often/many times, time of day, during the course of what activity). Who witnessed the event; interview the witnesses. Triangulate the information. Find what was common to all reports of the incident. Determine the accuracy of the information based on the triangulation and voracity of the sources. These must be operationalized facts viewed by a reliable observer. It is highly preferred that such an observations not be from a students, but rather, from an adult professional.
 - a. Operationalized facts are exactly what the individual did in performing the behavior without judgment or characterization of the behavior. Example: Johnny got a piece of paper and chewed it briefly and then when his friend Jimmy was not looking, he placed it on a rubber band, pulled back on the rubber band and shot it across the room (about ten feet) through the air making it a projectile that hit Jimmy on the back of the head.
 - b. Judgment /Characterization of the Behavior = defiance, disrespect of teacher, behaving badly, using inappropriate language, uncooperative, noncompliance, immoral behavior, etc. Instead, state what the behavior was as viewed during the course of its occurrence.
4. Does the student manifest behavior that is the result of child abuse (sexual abuse, neglect, psychological abuse, physical abuse)?
5. Is this student a child that may have one or more psychological disorders of some type (a psychological disorder that is diagnosable, other than maladaptive behavior by itself)?
6. Does this child have a cognitive disability of some type (this can include an intellectual disability, a learning disability, autism, speech disorders, etc.)?

7. A medically diagnosable problem that affects the child's ability to function psychologically/emotionally (examples of some of these types of problems can be epilepsy, ADHD, deafness, hearing loss, blindness, post-traumatic head injury, etc.)?
8. Should the school have known or determined that any of these issues were in play for this student?
 - a. Expulsion is unlikely to be a good avenue for the school to take because the law protects children from being expelled when it is due to a disability.
 - b. The law also protects children who should have been identified (as having a disability) as meeting the criteria for special education if school staff have expressed concern to supervisory personnel, if a parent has written a request regarding their child's need for special education, or the student has been referred for special education.
 - c. Suspension is an option, but does have limitations attached to it. There is a limit on the number of suspensions that can be carried out. It should be stressed at this point that all suspensions count. Formal and informal suspensions are weighted equally. This can also mean recorded and unrecorded suspensions. Keep in mind the limit of 10 Days maximum without intervention, BSP, Manifest Determination, etc.
 - d. The best practice for intervention is to assess and intervene at the earliest point in the life of the case. Some educators believe that children need time to adjust to their environment. After ten days of initial adjustment the behavior should be looked at to see why the student is not blending into the mix of his/her peers and teacher.
 - e. One other area needs to be carefully scrutinized. Sometimes teachers create the behavior problems due to their lack of consistency in dealing with them, the disorganized manner of their teaching and planning, lack of self-confidence in their ability, or they have been overly punitive with their students.
 - f. When a classroom teacher is the cause, we should expect that his or her students should present with behavior problems. This cannot be corrected by dealing with the student alone and needs to be dealt with by changing the manner in which the teacher operates his or her classroom. Ensure that you have the correct target for intervention or the intervention is unlikely to work.

- g. If you have none of the above issues, then suspension or expulsion is possible.
- h. Manifest Determination.

Behavior Problem:

Caveat: Each of these major issues has a specific remedy; the wrong remedy will continue to escalate the problem. The correct remedy will result in understanding the problems and achieving satisfactory progress of the student and their integration with other students in the school.

Could it be child abuse? Is the behavior abnormal for the age of the student?

Remedy: Assessment and Treatment of Abuse.

Is there a disability? Could there be a psychological, medical, cognitive, etc.

Identification of the specific issue, services needed by the student, possible special education services.

Should there be a presumption based on the behavior that there is some kind of a disability?

Sometimes this is ignored and made worse by the actions of school officials.

Is this some kind of adjustment that is taking place?

Adjustment should not normally be of more than a 2 week period/duration.

Does the teacher have her classroom under control?

Counseling the student will not solve the problems of a teacher who does not have good classroom management skills.

Do parents have control of their child?

Children can be very funny. Sometimes parents do not believe their children behave well at home and discover that they behave well at school. At other times children do not behave well at school and parents

do not see bad behavior at home and do not understand what the teacher complains about. It is possible to have a paradox in behavior where in one environment the behavior is good and in another behavior it presents as aberrant. Most times, however, a typical school is much more structured than a typical home and the actual difference is due to the differences in structures and the amount of rules between home and school.

Treatment Issues:

Does the treatment of the problem match the behavior of the student?

Do we understand the true nature of the behavior problem?

What are the possible causes/sources of the behavior problem?

Could this be...

Child Abuse

Neglect

Inappropriate education for this child

Educational training not accommodated in accordance to law

Sexual Abuse

Physical Abuse

Cultural Differences

Learning Disabilities

Developmental Disabilities

Language Disorders

Counter-Cultural beliefs

Parental fears and overprotective postures

Traditional disciplinary techniques regardless of whether they work or not

Inappropriate responses to a problem by educators

Mental Illness

Ineffective treatment of a problem

Judging versus analyzing a given problem

Inadequate teacher management of behavior in a classroom

Not gathering the facts...beware of assumptions

Lack of consistent management of a given problem

Being overly punitive

Being overly permissive

Viewing the problem as someone else's responsibility

Viewing a problem superficially (we need to look at the deep structure of the issue in order to understand and deal with it effectively)

There is a tension between the significant parties involved with a given child and the child's behavior. If the parties change their position, then the child will change their position and behavior. If the parties holding the position in place due to their tension do not change, the behavior is not likely to change for the better and could escalate.

Communication between home and school is a requirement of change for a child.

If medical treatment is needed, then medical treatment should be rendered.

Weak behavior plans or behavior contracts will result in weak responses by students.

The cause of a behavior plan failure should always be readily identifiable

We do not like to feel or believe that we have failed a given student, but this is often the case.

If the behavior is the result of child abuse as suspected by some researchers, is it appropriate to continue the rejection of the child via suspension/expulsion?

Behavioral Directions

Antecedent: The Antecedent includes the environment, the "setting events" (which may include people, events or preferred items) and the part of the day (routine).

Behavior: This is the target of an ABA intervention. Behavior needs to be defined operationally, so that anyone who sees the behavior would identify it.

Consequence: The Consequence, in ABA is what follows the behavior. It is in the "consequence" that reinforcement occurs. It may be what the adults do in response to the behavior that reinforces it, it may be what the child's peers do, and it may just be the outcome of the behavior.

The Six Most Common Functions of Behavior

To obtain a preferred item or activity.

Escape or Avoidance: The behavior helps the child to escape from a setting or activity that she doesn't want.

To get attention: Either from significant adults or peers.

To Communicate: This is especially true with children with disabilities that limit their ability to communicate.

Self-Stimulation: When the behavior itself provides reinforcement.

Control or Power: Some of our students feel particularly powerless and the problem may be that it may give them a sense of power or control.

Implications:

How we manage the behavior of the student makes all the difference in the world. If a child wants to escape and we help him to do so, then we make that behavior much stronger and with sufficient time this will likely contribute to the early exiting from school (non-graduate) by the student.

The behaviors that are generated by students, given their direction and trajectory, can lead to much less socially, physically and psychologically redeeming situations in life.

Examples of some of these situations can be:

Antisocial behavior, drug addiction, alcoholism, explosive and anger issues with education staff, serious self-injury, underemployment, unemployment, low skill development, difficulties with employability, likelihood of continued behavioral and psychological problems when the patterns of behavior have become engrained, various forms of incarceration, difficulties with home and

family life, altered perceptions about parenting that negatively influence their children, differential value systems, etc.

How to Solve Problems

Engage parents in the process of adjustment and change

Identify the diagnosis/Identify the behavior

Identify the players in the interactions

Communicate with all major players

Communication between all major players is needed

Coordinate activities and adjust plans

Counsel parents about their children and the needed treatment(s)

Counsel educators about their children and the needed treatment(s)

Look for weaknesses in the plans of action and improve the plans

medical treatments, if applicable, see if this needs to be reconsidered and refocused

Examples

Example 1: Jeremy has been taking his clothes off in the classroom. During a structured observation, the therapist noticed that when the time for art approaches, Jeremy gets really agitated. When the teacher announces, "Time to clean up to go to art," Jeremy will throw himself on the floor and start pulling his shirt off. It has now gotten to the point where he quickly pulls his socks and pants off, as well, so the office will call his mother to take him home.

Function: Escape. Jeremy doesn't have to go to art class. They need to figure out what it is that Jeremy wants to escape from art. The teacher may start taking his favorite toy to art and not putting any demands on him, or he/she may want to put headsets on Jeremy (the room may be too loud, or the teachers' voice may be too high pitched).

Example 2: The moment that Hilary is given a demand after group, she begins to tantrum. She clears her desk with a sweep, knocks it over and throws herself to the floor. Recently she has added biting. It has taken as much as a half hour to calm her down, but after attacking the other students, the principal has been sending her home with Mom, who she has to herself for the rest of the day.

Function: Once again, escape, though because of the consequence we might say indirectly attention, since she gets the undivided attention of Mom when she gets home. The teacher needs to work on slowly shaping the academic behavior, giving her preferred activities at her desk and make sure there is a home note that helps Mom gives Hilary extra attention, away from her typical siblings, when she has a great day.

Example 3: Carlos is seventh grader with low functioning autism. He has been hitting girls when he goes to lunch or gym, not hard (affectionately referred to as "love pats.") He occasionally hits a boy with long hair, but his focus is usually girls. He usually grins after he has done it.

Function: Carlos is an adolescent boy, and he wants the attention of pretty girls (what boy doesn't?) He needs to learn to greet girls appropriately to get their attention.

Collecting Data to Understand the Child's Behavior

Data Collection Form

Name:

Date:

Social milieu during the period of time

Activity being performed during time period

Subject being taught during time period

Time of Day

Behavior:	7	8	9	10	11	12	1	2	3	4	5
-----------	---	---	---	----	----	----	---	---	---	---	---

***1.**

***2.**

3.

4.

Instruction: If there are periods of time when behavioral acting out goes up during the day, explore the possible connection with the time of day and the behavior and given instructional activities or events that occur during the course of the day. There is a high likelihood that the behavior could be connected to the subject matter being taught or the event.

*Priority is always given to the most dangerous behaviors first.

School-wide Needs

Psychological and Counseling Services:

Currently three types of service entities exist within the school district facilities: Kid's Corner, PVPSA, Special Education Psychologists, and one Acute Behavioral Interventionist. There is a need for these groups of individuals to articulate with each other in what they do in terms of services. There are presently significant differences in therapeutic orientations (Sand Play Therapy, Behavioral Therapy, Psychological Counseling, Psychodynamic Therapy, etc.) which range from scientifically validated therapy to no scientific validity. There is a strong need to establish a consistent and seamless therapeutic orientation based on what clearly works, given what is known scientifically, and so, also to re-train those clinicians who do not have the necessary clinical skills that are the most effective and applicable to a school setting. Among those skills are Family Systems Therapy, Cognitive Behavioral Therapy, Parent Counseling and Training, Home Interventions and Visitations, etc. There is also a need for the responses of all clinicians to have the cultures of these communities in mind and service them in accordance to some of the lifestyle differences that they present. As one example, home visitations allow a tremendous opportunity to learn about the family and their dynamics that no projective instrument, questionnaire, or test can possibly match and help in understanding and dealing with a family as a whole. The current practice of school psychologists in this school district is at odds with the national standards of our professional associations (NASP, 2010) and needs to be made current and relevant.

Effective Student Study Teams:

Everyone feels that the student study teams are working well. However, if it is not a problem solving unit that changes what teachers, parents, administrators, students do, then it probably is not working well.

My ideal SST should have present at each meeting a psychologist, an administrator, a speech pathologist, a resource teacher, a school nurse, clerical office staff, parents, specially invited guests from the local police and CPS departments, specialist teachers as needed. Prescriptions should be given to those who present with given areas of weakness so that the issue can be remedied.

Behavioral Technicians:

This category of staff should have training in how to carry out behaviorally oriented plans and be trained and certified in TPI. Behaviorism is a scientifically validated method of changing people that is both safe and effective. The biggest problem in carrying out a plan for behavior change is compliance by the people in stasis with the individual. There is a normal tendency to

maintain sameness among everyone in the human race. TPI is a method not just of restraint but of intervention that is clearly effective that includes diagnosing the mental state of an individual. The B.T. should be able to carry out with some direction from a psychologist the needed goals that are prescribed by the psychologist.

Prescriptions:

A prescription is adequate when it targets the cause of a problem. A cause can be very far removed from the judgment of a problem, i.e., he is a bad child, versus; he was abused as a child. Therefore, he behaves with a lot of resentment and anger when interacting with authority figures. This can only be discovered through a process of investigation, deep questioning and deductive elimination of issues. The investigation should encompass a process of uncovering the deep structures that underlie the behavior or difficulty. The goal is to arrive at a "thick description" of human behavior (Geertz, 1973) (Ryle, 1971)

School Site Intervention Team:

The purpose of a school site team is to assist in the integration of a student with behavioral problems into as much of the mainstream of the school population as is possible given a student's given abilities and capabilities.

Those persons on the team should be trained on the safe management techniques for dealing with children and should be able to respond upon be notified to report to a given location on the school campus.

The members of the team should be managing a child and the behavior plan that has been designed for a given student. They should also be available for responses to emergencies that occur on the school site. This team is not a substitute for calling 911/police department. Appropriate school site emergencies involve children who refuse to comply with the authority of a school employee, children attempting to escape from the classroom/school site, children who have some type of weapon capable of injuring others, serious fights and altercations among students, students that indicate they will perform some kind of self-harm, or some kind of harm to others, or are on a behavior plan that requires intermittent responses from a team.

Safe Room Concept:

Each school site needs a location that is safe for dealing with such students. This structure is needed for the safety of all the students and is a good location for debriefing and decelerating a student from their excited or upset state psychologically.

Behavioral Unit Concept:

This idea is a classroom where a student can be provided with their educational needs and simultaneously be re-oriented to more desirable behaviors. It should be staffed by a teacher who

has training and experience in behavioral management and at least two teacher's assistants that have specific training in carrying out these specialized instructions and techniques. An important and critical consideration is on-going parent training for the parents of a given child. In addition, parent group counseling/self-support grouping to ensure application of the basic principles needed for management of their child at home and a platform for parents to help each other are highly recommended platforms. It is strongly urged that in-vivo practice sessions with parents, the teaching of behavioral and cognitive methods and family systems be the principle focus of this type of intervention with parents.

Parent Training Concept and Component:

For many children the issue of behavior is not whether they can behave well, but rather, whether their parents can or have taught them clear basic ideas about social behavior. Behavioral requirements are not the same across the spectrum of social settings and in many setting there are higher requirements for self-control than many parents expect. Many parents are not aware that the behavioral requirements of their home are only one sub-set of behaviors in a vast array of compartments required of their children and assume that the behaviors they know in that setting are adequate for other settings. Into this mix arrive children who have experienced economic, familial hardship, family conflicts, and the huge stresses that come with these situations and who as a result of these difficulties, cannot function normally due to the effect of these elements on their lives. The need for this component should be self-evident. This component must be mandatory of each set of parents/caregivers with a special eye on single parent/caregivers whose continued stress and difficulties usually compound the difficulties of their children.

Leveraging Parental Participation:

Some parents will respond appropriately to concerns expressed by the school teacher, principal, and other staff. For those who resist there is sometimes a pattern that needs to be changed through additional means: Do we need to leverage help through SARB boards, SST meetings, child protective services agency, contractual agreements with parents, district attorney's office.

With resistant parents, care should be taken not to appear too forceful and there is a need for expressing care for the well-being of their child. This is a difficult balance to keep and it is easy to slip into the frustration states with child and parent. This should be avoided because it will tend to be destructive of the trust that parent has in a given school person. Without trust from a person, there will not likely be any leveraging of cooperation and much conflict.

Communication issues seem to precede breakdowns between parents and schools.

DATA Collection Forms for Teachers and Administrators

ANSWER THESE QUESTIONS

What behavior is of concern to you?

What does the student do?

When does it occur, time of day?

Whom else does it involve?

Where does it occur, location?

How often does it occur?

What direction, behaviorally, does it appear to take?

Can you identify the antecedent, behavior and consequence sequence for this student?

SELECT ONE FROM THIS LIST

Major Theories of Behavior:

To Obtain a preferred item or activity.

Escape or Avoidance: The behavior helps the child to escape from a setting or activity that she doesn't want.

To get Attention: Either from significant adults or peers.

To Communicate: This is especially true with children with disabilities that limit their ability to communicate.

Self-Stimulation: When the behavior itself provides reinforcement.

Control or Power: Some of our students feel particularly powerless and the problem may be that it may give them a sense of power or control.

INTERVENTIONS BASED ON QUICK AND DIRTY ASSESSMENT

(AKA, Remedies that likely will work if applied)

If obtaining a preferred object or activity, contingency can be used to motivate student.

If attention driven, give attention contingent on the completion of desired actions of teacher versus student.

If avoidant/escape driven, then do not suspend, expel, send home, etc. because this is the desired end result.

If self-stimulation, this can range from playing with their hands to self- injurious behavior. An extinction procedure is or can be the first treatment of choice for serious behavioral injury, also coverings, weighted jackets, etc. More common forms of self-stimulating appearing behavior can be obsessive behaviors such as chewing nails, skin, peeling skin, etc.

If communicating, sit observe, never rely on the recounting of information by others students, sit with the child to understand the form, and direction of his her communication.

Communication has many different objectives. The following does a good job of expressing the variety of communications in simple direct phrases.

If power and control, given power and control that is sanctioned and teach leadership opportunities.

(Downloaded on 3-22-13 from <http://www.iidc.indiana.edu/?pageId=508>)

Purpose or Desired Outcome	Example of Regulation
— Regulation of Others	
Wants tangible object.	Desires cheese. Stands by refrigerator and unconsciously assumes Mom will know his desire.
Wants action, event, or activity.	Wants push on swing. Signs “more.”
Wants attention.	Wants help. Turns person’s face to him.
Wants permission.	Wants approval to go watch TV; holds up the remote for 1 second.
Wants information.	Wants to know if time to go home. Gets jacket ready.
Wants reason/clarification.	“Why no grandma?” Bites self; screams.
Wants stop/avoid/refuse.	“No blue shirt.” Hits, screams.
Commands, directs, demands	“Jon-Jon go.” (away from me). Pushes child away.

any of the above.

Group # 2 Social Interaction—shared attention with others

In this second category, the child is not acting solely to meet his own needs. There is a social aspect and an interactive component rather than a controlling component. The interaction can be initiated by the child with ASD or by another adult or peer.

Purpose or Desired Outcome-Social	Example of Social Interaction/Shared Attention
Calling	Says, “Mom” to get her attention.
Greeting	Says “Hi” or waves to neighbor.
Requests interaction/interactive activity	Hits peer so he might chase the child with ASD (i.e., bid for chase game).
Comment/statement	Says “hot” to Mom as he touches his car-seat.
Naming (if not for personal enjoyment)	Says “Mario” to parent when he sees familiar Wii game in store.
Provides information/report	Tells teacher “Sara hurt” so teacher can provide assistance to the child who is crying.
Agree	Gives positive head shake when asked if he likes cheese.
Express feelings	Says “Sad. No more Grandma” as Dad helps him get into his car-seat after her funeral.
Social routines	Says “Thank you” when given an apple to eat.
Answers question	Points in a direction when Mom asks “Where’s your brother?”
Assertiveness	Says “Mine” when peer attempts to grab his

toy.

Exclamation

Says "Uh-oh." or "Oh, no!" to his teacher
when he drops his pencil for the 10th time.

Says something funny about teacher

laughter from peers in class

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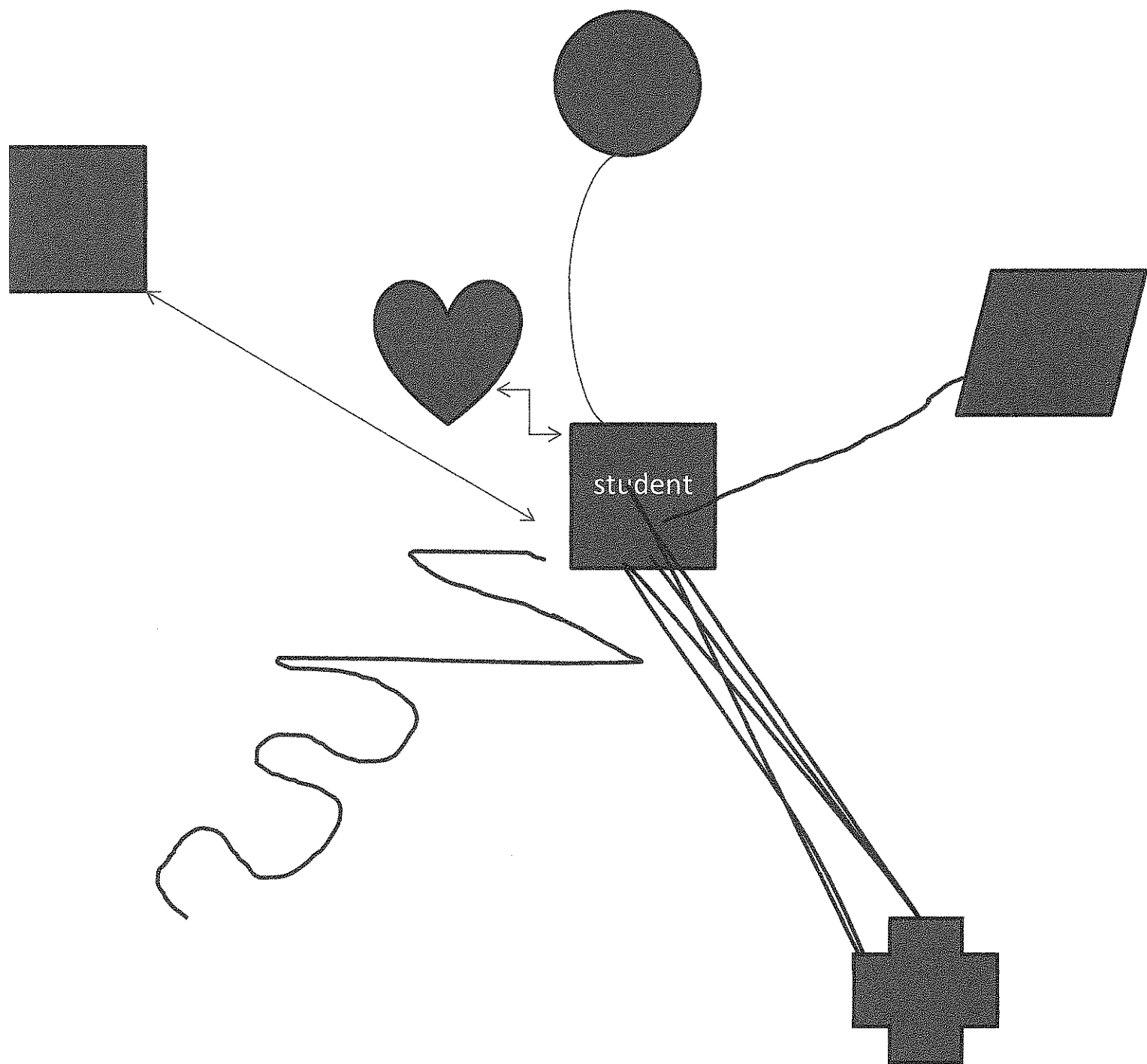
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Descriptive/Conceptual Model of Behavioral Stasis



Appendix A

Model for Comprehensive and Integrated School Psychological Services Helping children achieve their best In school. At home. In life.

NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGISTS

NASPP PRACTICE MODEL OVERVIEW

The NASP Practice Model Helps

Schools Successfully:

Improve Academic Engagement and Achievement

High expectations and academic rigor for all students set the foundation for schools that both raise expectations and close achievement gaps. However, providing rich content and rigor alone is not enough for struggling students. School psychologists work with educators and families to:

- Identify and remedy barriers to learning, such as disabilities; mental or physical health problems; or social, cultural, language, or family issues
- Implement appropriate academic interventions by monitoring the effectiveness of academic interventions, developing student organizational skills, and promoting the use of learning strategies
- Implement appropriate social–emotional and behavioral strategies such as those that are designed to improve attention, strengthen motivation, and promote student problem-solving

Interventions that foster students' engagement in learning contribute to more positive, orderly classroom environments, increase time focused on learning, and increase school attendance and graduation rates.

Facilitate Effective Instruction

Rigorous, quality curricula must be matched with effective instruction that meets the individual needs of diverse learners. School psychologists consult with teachers on how to:

- Individualize instruction
- Manage classroom behavior
- Monitor student progress
- Evaluate classroom data

- Adjust intervention and instructional strategies to make content accessible to every student

Increasingly, this consultation occurs within a response-to-intervention or problem-solving process, which has been shown to improve achievement for students in the general education classroom and reduce inappropriate referrals to special education. Teachers who consult with their school psychologist receive support for working with struggling students, improve their classroom management and teaching skills, and are more able to focus on effective instruction for all students.

Support Positive Behavior and Socially Successful Students

Promoting students' positive behavior and social interactions directly supports their academic achievement and contributes to a healthy learning environment. School psychologists provide services that promote children's communication and social skills, problem solving, anger management, conflict resolution, self-regulation, self-determination, resilience, and optimism. They consult with teachers and administrators on:

- Classroom management strategies
- Programs promoting positive peer relationships and social problem solving
- School-wide positive behavior interventions and supports
- The use of effective discipline policies and practices
- Programs to promote student wellness and reduce risk-taking

Additionally, school psychologists provide mental health services, including wellness and prevention programming, risk assessment and interventions, and counseling, which are proven to reduce discipline referrals and increase attendance and academic performance. They also coordinate community services provided in schools to ensure their link to learning.

Support Diverse Learners

Successfully meeting the needs of a wide range of diverse learners can be a challenge for schools. School psychologists have special expertise in working with students who have disabilities or health problems, who face cultural or linguistic barriers, or whose family or socioeconomic situation affects their learning. They work with teachers and other staff to:

- Assess learning and behavior needs and distinguish between issues related to family, culture, or language and a learning style or disability
- Plan appropriate Individualized Education Programs for students with disabilities

- Modify and adapt curricula and instruction
- Adjust classroom facilities and routines to promote greater student engagement
- Promote positive relationships among all students
- Monitor and effectively communicate with parents about student progress
- Coordinate links to community services

School psychologists work with school administrators to ensure that education plans are designed and implemented so students with disabilities receive a free appropriate public education in the least restrictive environments.

Create Safe, Positive School Climates

Positive school climate is a critical factor in student achievement. No matter how good the curriculum and instruction are, a negative learning environment will interfere with student outcomes. School psychologists work with school leadership teams to help choose, design, and evaluate evidence-based approaches to address issues such as bullying prevention, student connectedness, family engagement, cultural responsiveness, and crisis response planning. They

NASP Practice Model Organizational

Principles

The NASP Practice Model is framed on six organizational principles that reflect and link to the broader organizational principles of effective schools. These principles are summarized below.

Principle 1. Services are coordinated and delivered in a comprehensive and seamless continuum that considers the needs of consumers and utilizes an evidence-based program evaluation model.

Principle 2. The professional climate facilitates effective service delivery that allows school psychologist to advocate for and provide appropriate services.

Principle 3. Physical, personnel, and fiscal systems support appropriately trained and adequate numbers of school psychologists, and provide adequate financial and physical resources to practice effectively.

Principle 4. Policies and practices exist that result in positive, proactive communication among employees at all administrative levels.

Principle 5. All personnel have levels and types of supervision and/or mentoring adequate to ensure the provision of effective and accountable services.

Principle 6. Individual school psychologists and school systems create professional development plans annually that are both adequate for and relevant to the service delivery priorities of the school system.

NASP Practice Model

The National Association of School Psychologists (NASP) has set standards for the provision of school psychological services for over 30 years. Despite this long-standing guidance to states and local school districts, school psychologists' roles and practice vary significantly across the country. In March 2010, NASP approved a formal model of practice designed to improve the consistent implementation of school psychological services to help ensure their maximum effectiveness, efficiency, and quality in schools nationwide. The NASP Model for Comprehensive and Integrated School Psychological Services also known as the NASP Practice Model, represents NASP's official policy regarding the delivery of school psychological services. It delineates what services can reasonably be expected from school psychologists across 10 domains of practice, and the general framework within which services should be provided. The recommended ratio for schools implementing this comprehensive model is one school psychologist to 500–700 students. Implementation of the NASP model creates the capacity to make the best, most cost-effective use of school psychologists' skills and expertise, which are an existing but sometimes underutilized resource in schools. The NASP model allows flexibility for agencies and professionals to develop policies and procedures that meet local needs, while also providing sufficient specificity to ensure appropriate, comprehensive service provision.

The NASP Practice Model Helps Schools Successfully:

- Improve academic engagement and achievement
- Facilitate effective instruction
- Support positive behavior and socially successful students
- Support diverse learners
- Create safe, positive school climates
- Strengthen family–school–community partnerships
- Improve assessment and accountability
- Invest existing resources wisely and effectively

Model for Services by School Psychologists Data-Based Decision Making and Accountability Consultation and Collaboration DIRECT AND INDIRECT SERVICES FOR CHILDREN, FAMILIES, AND SCHOOLS Student-Level Services Interventions and Instructional Support to Develop Academic Skills Interventions and Mental Health Services to Develop Social and Life Skills Systems-Level Services School-Wide Practices to Promote Learning Preventive and Responsive Services Family–School Collaboration Services FOUNDATIONS OF SERVICE DELIVERY Diversity in Development and Learning Research and Program Evaluation Legal, Ethical, and Professional Practice NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGISTS HELPING STUDENTS AND SCHOOLS ACHIEVE THEIR BEST PRACTICES THAT PERMEATE ALL ASPECTS OF SERVICE DELIVERY Model Based Decision Making and Accountability Consultation and Collaboration DIRECT and Instructional Support to Develop Academic Skills Interventions and Mental Health Services to Develop Social and Life Skills Systems-Wide Practices to Promote Learning Preventive and Responsive Services Family–School Collaboration Services FOUNDATIONS OF SERVICE DELIVERY Diversity in Development and Learning Research and Program Evaluation Legal, Ethical, and Professional Practice NATIONAL PSYCHOLOGISTS HELPING STUDENTS AND SCHOOLS ACHIEVE THEIR BEST The NASP Practice Model Improves Outcomes for Students and Schools.

All children deserve a high-quality, genuinely accessible education that supports their high academic achievement and healthy development, and prepares them for responsible citizenship and success in a global economy. Services and supports that lower barriers to learning, like those provided by school psychologists, are central to this mission.

School psychologists are uniquely qualified members of school teams that support teachers' ability to teach and children's ability to learn. They provide direct educational, behavioral, and mental health services for children and youth, as well as work with families, school administrators, educators, and other professionals to create supportive learning and social environments for all students.

10 Domains of Practice Practices That Permeate All Aspects of Service Delivery

Domain 1: Data-Based Decision Making and Accountability

School psychologists have knowledge of varied models and methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.

Domain 2: Consultation and Collaboration

School psychologists have knowledge of varied models and strategies of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and methods to promote effective implementation of services.

Direct and Indirect Services for Children, Families, and Schools

Student-Level Services

Domain 3: Interventions and Instructional Support to Develop Academic Skills

School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies.

Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills

School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies to promote social–emotional functioning and mental health.

Systems-Level Services

Domain 5: School-Wide Practices to Promote Learning

School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote learning and mental health.

Domain 6: Preventive and Responsive Services

School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response.

Domain 7: Family–School Collaboration Services

School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning and mental health; and strategies to develop collaboration between families and schools.

Foundations of School Psychological Service Delivery

Domain 8: Diversity in Development and Learning

School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse student characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role difference; and evidence-based strategies to enhance services and address potential influences related to diversity.

Domain 9: Research and Program Evaluation

School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings.

Domain 10: Legal, Ethical, and Professional Practice

School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.

For more information on the NASP Practice Model and the full NASP Standards visit <http://www.nasponline.org/standards/2010standards.aspx>. Please cite this document as: National Association of School Psychologists. (2010). Model for Comprehensive and Integrated School Psychological Services, NASP Practice Model Overview. [Brochure]. Bethesda, MD: Author. This brochure is based on the NASP 2010 Standards.

The mission of the National Association of School Psychologists (NASP) is to represent school psychology and support school psychologists to enhance the learning and mental health of all children and youth.

Helping children achieve their best. In school. At home. In life.

4340 East West Highway, Suite 402

Bethesda, MD 20814

(301) 657-0270

(866) 331-NASP, toll free

(301) 657-0275, fax

(301) 657-4155, TTY

www.nasponline.org

- Data collection and analysis
- Social–emotional learning
- Child development and behavior
- Violence prevention
- Crisis and trauma prevention and response
- Home–school–community collaboration

Positive school climates contribute to improved academic achievement, graduation rates, student attitudes, and connection in school, and to more trusting, respectful relationships among school staff, students, and families.

Strengthen Family–School Partnerships

Students whose families are engaged in their school experience do better academically, socially, and emotionally. How and to what extent parents and other caregivers are involved in their children’s learning and extracurricular activities depends on many factors, including opportunity, culture, language, attitudes toward school, past experience, access to information, and school climate. School psychologists provide specific support to help families:

- Understand and support their children’s learning and mental health needs
- Navigate special education processes
- Connect with community service providers when necessary
- Engage with teachers and other school staff effectively
- Reinforce the school–family–community partnership

School psychologists work with staff to enhance understanding and acceptance of diverse cultures and backgrounds and to promote culturally responsive schools, which is essential to engaging all families in school life.

Improve Assessment and Accountability

A critical part of making informed decisions is the effective use of data. School psychologists bring extensive knowledge of data collection and analysis to school improvement efforts. They can help school leaders and teachers to:

- Generate and interpret valuable student outcome data
- Make decisions regarding programs and interventions at the district, building, classroom, and individual student levels
- Monitor individual student progress in academics and behavior
- Collect and analyze data on risk and protective factors related to student outcomes

The capacity to both collect the right data and know what to do with the information is essential to meeting the needs of students and making adequate yearly progress and other mandated accountability measures.

A Wise Investment of Existing Resources

School psychologists serve in almost every school in the country. They are a ready resource. Adopting the NASP Practice Model enables schools to make best use of their skills and expertise, and to give all students access to the services that can help them stay engaged and successful in school. School leaders and policy makers interested in moving service provision to the model can work with their school psychologists to assess current practice, resources, and steps toward implementation. NASP provides tools and further guidance to assist in this process; available online at www.nasponline.org/practicemodel. The comprehensive implementation of school psychological services has consistently been shown to support teachers' ability to teach and students' ability to learn, and is a cost-effective investment in the success of all students.