

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.

October 23, 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)
- 2.2 Public Employee Discipline/Dismissal/Release/Leaves
 - a. Ratification of Settlement for One (1) Certificated Employee
- 2.3 Negotiations Update
 - a. CSEA
 - b. PVFT
 - c. Unrepresented Units: Management and Confidential
 - d. Substitutes – Communication Workers of America (CWA)
- 2.4 Claims for Damages
- 2.5 Pending Litigation
- 2.6 Anticipated Litigation
- 2.7 Real Property Negotiations
- 2.8 6 Expulsions

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

- 3.1 Pledge of Allegiance
- 3.2 Welcome by Board President
Trustees Kim De Serpa, Leslie DeRose, Maria Orozco, Karen Osmundson, Lupe Rivas, 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
- 3.5 Student Recognition
 - Cesar Johnny Olivares – Freedom Elementary School
 - Carlos Cezar Vazquez – Alianza Charter School
 - Alexa Sarabia – Renaissance High School
 - Kara Jonsson – Aptos High School

4.0 APPROVAL OF THE AGENDA

5.0 APPROVAL OF MINUTES

a) Minutes for October 9, 2013

6.0 HIGH SCHOOL STUDENTS BOARD REPRESENTATIVES REPORT

7.0 BUDGET UPDATE

Report by Brett McFadden, CBO.

Board President closes regular Board meeting and opens Public Hearing.

8.0 PUBLIC HEARING: RESOLUTION #13-14-03, REGARDING SUFFICIENCY OF INSTRUCTIONAL MATERIALS K-12 AND SCIENCE LABORATORY EQUIPMENT FOR GRADES 9-12.

8.1 *Report by Susan Perez, Director, Education and English Language Services*

8.2 *Public comment*

8.3 *Board questions and comments*

Board President closes Public Hearing and resumes Board meeting.

9.0 VISITOR NON-AGENDA ITEMS

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

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

11.0 CONSENT AGENDA

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

11.1 Purchase Orders October 3 - 16, 2013

The PO's will be available in the Superintendent's Office.

11.2 Warrants September October 3 -1 6, 2013

The warrants will be available in the Superintendent's Office.

11.3 Approve Williams Uniform Complaint Quarterly Report: Number of Complaints: Zero.

11.4 Approve Resolution #13-14-05, Child Development Contracts Child Development Division Programs 2012-13 (CMIG-3017, CMSS 3017, CSPP-3561, CPKS-3102, CCTR-3295).

11.5 Approve Resolution #13-14-06, Child Development Department Repair and Renovation Contract 2013-2014 through 2015-2016 CRPM-3078.

11.6 Approve Award of Project of New Play Structure Installation for Amesti, Calabasas, Freedom, HA Hyde, Radcliff and Starlight Elementary to Villa and Sons.

11.7 Approve Award of Project of New Play Structure Installation for Bradley Elementary School to Earthworks Paving.

11.8 Approve CASHEE Passage Waiver for Student 13-14-08, English Language Arts, Watsonville High School.

11.9 Approve CASHEE Passage Waiver for Student 13-14-14, English Language Arts, Pajaro Valley High School.

- 11.10 Approve CASHEE Passage Waiver for Student 13-14-15, Mathematics, Pajaro Valley High School.
- 11.11 Approve CASHEE Passage Waiver for Student 13-14-16, English Language Arts, Watsonville High School.

The administration recommends approval of the Consent Agenda.

12.0 DEFERRED CONSENT ITEMS

13.0 REPORT, DISCUSSION AND POSSIBLE ACTION ITEMS

- 13.1 Report, discussion and possible action to approve Resolution #13-14-03, Regarding Sufficiency of Instructional Materials K-12 and Science Laboratory Equipment for Grades 9-12.
Report Given Under Item 8.1, Public Hearing.

14.0 REPORT AND DISCUSSION ITEMS

- 14.1 Report and discussion on Child Welfare and Attendance Update.
Report by Murry Schekman, Assistant Superintendent, Carol Ortiz, Student Services Director, and ShaKenya Edison, CWA Coordinator. 15 min. report; 10 min. discussion.
- 14.2 Report and discussion on Child Development Self Review Goals.
Report by Kathy Lathrop, Child Development Department Director. 10 min. report; 10 min. discussion.

15.0 ACTION ON CLOSED SESSION

16.0 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
November	▪ 13	▪
December	▪ 11 Annual Organization Mtg.	▪ Approve 1 st Interim Report

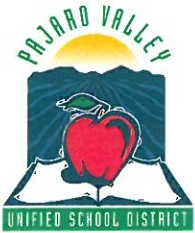
17.0 ADJOURNMENT

PAJARO VALLEY UNIFIED SCHOOL DISTRICT
CLOSED SESSION AGENDA
October 23, 2013

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

New Hires – Probationary	
2	Cafeteria Assistant
1	Instructional Assistant – General Ed
1	Instructional Assistant – M/S
1	Maintenance Specialist
1	Planning Assistant
New Hires	
1	Teachers
New Substitutes	
18	Substitutes
Promotions	
	None
Administrative Appointments	
1	Academic Coordinator
Transfers	
	None
Other	
	None
Extra Pay Assignments	
	None
Extra Period Assignments	
	None
Leaves of Absence	
1	Instructional Assistant – M/S
1	Groundskeeper II
1	Instructional Assistant – M/S
1	Teacher
Retirements	
	None
Resignations/Terminations	
	None

Supplemental Service Agreements	
1	Nurse
2	Counselor
36	Teacher
Miscellaneous Actions	
	None
Separations From Service	
1	Instructional Assistant – M/S
3	Teacher
Limited Term – Projects	
3	Enrichment Specialist
116	Instructional Assistant – General Ed
4	Office Assistant III
Exempt	
	None
Provisional	
	None
Limited Term - Substitute	
	None



October 9, 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 6:02 PM at 292 Green Valley Road, Watsonville, CA.

1.2 Public comments on closed session agenda.

None.

2.0 CLOSED SESSION (AND AFTER REGULAR SESSION IF NECESSARY)

2.1 Public Employee Appointment/Employment, Government Code Section 54957

- a. Certificated Employees
- b. Classified Employees

New Hires – Probationary	
	None
New Hires	
6	Teachers
2	<i>Academic Site Coordinators</i>
New Substitutes	
	None
Promotions	
	None
Administrative Appointments	
1	Principal (Interim)
1	Academic Coordinator
Transfers	
	None
Other	
	None
Extra Pay Assignments	
21	Coach
5	Department Chair

Extra Period Assignments	
	None
Leaves of Absence	
1	Instructional Assistant – M/S
1	Speech and Language Specialist
3	Teacher
1	TOSA
Retirements	
	None
Resignations/Terminations	
	None
Supplemental Service Agreements	
1	Nurse
1	Speech and Language Therapist
83	Teacher
Miscellaneous Actions	
1	Behavior Tech
1	Cafeteria Cook/Baker
Separations From Service	
1	Bus Driver
1	Teacher
Limited Term – Projects	
1	Behavior Tech
8	Enrichment Specialist
1	Instructional Assistant – General Ed
1	Office Assistant III
1	Translator
Exempt	
1	Childcare
11	Migrant OWE
3	Pupil
1	School Crossing Guard
8	Student Helper
38	Workability
3	Yard Duty Supervisor

Provisional	
1	Accounting Specialist
2	Instructional Assistant M/S
1	Site Computer Support Technician
Limited Term - Substitute	
1	Bus Driver
2	Campus Safety & Security officer
7	Instructional Assistant – Child Development
1	Instructional Assistant – M/M
1	Instructional Assistant M/S
1	Office Assistant III

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 J. Bolin vs. PVUSD

2.6 Anticipated Litigation

2.7 Real Property Negotiations

2.8 2 Expulsions

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

President Yahiro called the meeting of the board in public to order at 7:00 PM.

3.1 Pledge of Allegiance

Trustee De Serpa 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 and President Willie Yahiro were present. Trustee Jeff Ursino was absent.

3.3 Superintendent Comments

Superintendent Baker thanked everyone for being present and assured them that the Board also supports the same issues that are being brought up in negotiations, such as class size reduction, and looks forward to reaching agreements. She asked Mr. Murry Schekman to speak briefly about a successful achievement by one of his family members.

Mr. Schekman shared that his brother, Dr. Randy Schekman, had won the Nobel Prize in science and that in a speech Dr. Schekman thanked his teachers in public education for inspiring his curiosity.

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

- Report on Standing Committees Meetings

Trustee Osmundson reported that she had attended open house and enjoys visiting every classroom.

Trustee Rivas welcomed all to the meeting. She reported that she had attended the recent SELPA's Community Advisors Committee meeting; she thanked all parents who partake in these meetings.

Trustee DeRose commented that she had attended a lecture series at the Stanford Center for Opportunity in Public Education to hear Diane Ravitch discuss her book *Reign of Error*, which discusses education reform.

Trustee Orozco thanked all parents for their interest in their students' education.

4.0 APPROVAL OF THE AGENDA

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

5.0 APPROVAL OF MINUTES

a) Minutes for September 25, 2013

Trustee Orozco moved to approve the minutes for September 25, 2013. Trustee Rivas seconded the motion. The motion passed 6/0/1 (Ursino absent).

6.0 HIGH SCHOOL STUDENTS BOARD REPRESENTATIVES REPORT

LaMaya Gross and Alondra Garcia-Mendoza of Aptos High School spoke about the various activities and events at the school, including sports. They asked about how negotiations were going and thanked the board for their help in resolving the issues involved in negotiations.

Adam Ledesma and Vanessa Gonzalez of Watsonville High School showed pictures from the Cancer Awareness panel and commented on the event. They thanked panel members for sharing their stories. What's in a Name assembly took place as well; it was inspirational. Other upcoming events and activities, including homecoming, were reported.

Felicia Davidson of Pajaro Valley High school, reported on academics, spoke about their leadership conference, gave an update on athletics noting that the football team is undefeated, and listed upcoming activities and events, including the homecoming dance. She announced the passing of Ms. Diaz, a teacher at Cesar Chavez Middle School, saying she was a brilliant history teacher.

7.0 BUDGET UPDATE

Report by Brett McFadden, CBO.

Brett McFadden spoke of his role in protecting the fiscal stability of the district. Regarding the government shutdown, he noted that there is no immediate impact to the district as most programs are forward funded and 2013 appropriations have been made. However, the Child Development Department and the Food Services Department may see a delay in funding. It is recommended to continue operations as planned and staff will continue to monitor the situation closely. In the budget process update, Mr. McFadden noted that the district has been subject to 12 fiscal reviews the past 3 years and no major audit exceptions were found; in addition, the audits have concurred with the district's financial assumptions and projections. Currently, the districts in the county will be operating two financial and human resources systems as a switch to the Digital Schools system is implemented. Through this time, the district will require additional temporary assistance in HR and Finance to ensure a seamless transition.

A multi-year projection (MYP) is legally required to ensure the district maintains sufficient funds overtime. Mr. McFadden provided a preliminary Local Control Funding Formula (LCFF) MYP analysis, noting that PVUSD is the first district in California to propose a reinvestment package. The 2013-14 year shows a high beginning balance because the anticipated potential reductions which did not materialize due to the passage of

Proposition 30. Most new revenues have been invested in salary and position restoration and so there is a dramatic drop in the ending balance of 2014-15 and 2015-16. The MYP also includes the proposed 7% salary increase for PVFT members, although that has not yet been negotiated. The projection also shows a 3% reserve but Mr. McFadden cautioned that in budget trainings it has been recommended to have a 10% reserve. An outline of the district's phase one, approved in July and representing a total of about \$13 million dollars, was presented; the list included the figures on salary and prep time that were proposed but have not been approved in negotiations with the teachers' union. In reference to the proposals in negotiations, Mr. McFadden added that the proposal by PVFT amounts to approximately \$35 million dollars; the County Office of Education would not approve this proposal as it would place the district in danger of bankruptcy before the end of the school year. He added that his main concern is that there is an idea that the district can do a lot more than what it can to remain fiscally solvent.

Mr. McFadden offered a long term perspective on the implementation of the LCFF. The implementation is to take place in the next eight years and assumes a robust economy for the next twelve years but the ups and downs of economy history does not support that assumption. PVUSD is a district that is highly funded and as such, under LCFF, it is most vulnerable and a 10% reserve is recommended. The MYP shows a balance that does not leave much room for error.

In reference to the Local Control Accountability Plan (LCAP), it was noted that, although there is yet no guidance from the state, laws will require that the district develops a plan. Implementation will be a time and staff consuming project. Initial work is taking place; staff will meet with parents, both unions and other stakeholders to discuss and obtain input on LCAP. Staff will also present a plan to the board in November for discussion.

Board participated with comments and questions.

Public comment:

Jack Carroll, PVFT negotiator, thanked the board for placing this early on the agenda. The multi-year analysis is an item that we have been waiting for to finalize our proposals. He noted that the district has not provided PVFT with detailed proposals. Now that we have a better idea and the expenses that our proposal, we are prepared to be an active and responsible participant in the process. Union does not want district in bankruptcy.

Don Brown, teacher, stated that this district has been underpaying teachers for many years and has been on the bottom for a while.

Rita Ramirez and Yasmin Longeria, teachers, spoke about how prep time allows teachers and students to work well; they said that teachers are not respected.

Tony Navarro, teacher, wondered how many teachers the district loses to low salaries.

Ana Cardenas, student at Cesar Chavez, advocated for her teachers and her education, stating that what teachers are asking for is not much and they deserve it.

Esther Gallegos, student at WHS, stated that students are collateral damage to the lack of support. Teachers should worry about helping their students and they don't have enough time to give students what we need. Teachers deserve what they are asking.

Alexandria Brumley, student, asked for better pay for all teachers. They are giving us our future and they inspire all students.

Irma Lopez, parent, supports teachers and what they are requesting.

Brenda Navarro, parent, cares about her children's education and supports smaller classrooms.

Priscilla Ramirez, student, commented that she's losing teachers due to lack of support; she added that teachers are preparing students for the future.

Christine Ramirez, parent, stated that students are suffering; lack of support from teachers is hurting their educational options.

Martha Torres, parent, has seen parent support at the school to ensure their children get a good education. Teachers need better salaries and reduced class sizes.

Imelda Hernandez, parent, values her children's education and they deserve the best. Supports smaller classes, more preparation time and asked the board to stop delaying the contract.

Ron Rhodes, teacher, wants the best for our students, class size reduction will be helpful. Teacher wages should not be this low; Salinas offers 20% higher salaries. He asked to find a way to change the financial analysis to make it better for teachers.

Lowell Hurst, grandfather, all children deserve a quality education.

Eduardo Montesinos, parent and council member, advocated for better salaries and more prep time for teachers to avoid losing them.

Antonio Vivó, teacher, spoke for Reggie Roberts, a teacher who has a lot of other responsibilities, and offered a comparison between being a teacher and a bus boy; there are more earnings and many less requirements as a bus boy. He stated that Mr. Roberts has other jobs so that he is able to afford to teach.

Ameé Mizuno, reading intervention teacher, first grade group in a test is the lowest group they have tested and concluded that it is related to larger class sizes. Students will continue to be underprepared as long as CSR is not reinstated.

Marilyn Garrett, retired teacher, the problem is the disproportionate allocation of money from the country. Wi-Fi radiation is a huge concern. The best for children is to have a safe learning environment, including safe use of technology.

Jennifer Kahn, teacher, pointed out that test scores are better for schools that have 20:1 classrooms.

Leonardo Gonzalez-Torres, parent, advocated for teachers and asked the board to support their needs.

Bill Beecher, community member, teachers have been misled by union representation. Impasse process at this time due to lack of agreement. Union hopes that the district gives in before fact finding.

Barb Raab, teacher, spoke of her commitment to students' learning, the need of time to prepare and better compensation.

Board participated with additional comments.

At 9:22 pm, president Yahiro asked for a five minute break.

Board resumed its meeting at 9:35 pm.

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

8.0 PUBLIC HEARING ON BOARD CSEA APPOINTED PERSONNEL COMMISSIONER

8.1 Public Hearing for Classified Employees' Appointment to the Personnel Commission:

Sharon Gray.

Report by Pam Shanks, Director, Classified

Pamela Shanks and Leticia Oropeza of CSEA noted that, per commission rules, CSEA has the authority to recommend their representative to the Personnel Commission. CSEA is re-nominating Sharon Gray to this post. Ms. Oropeza thanked the board for their support of Ms. Gray.

8.2 Public Comment

None.

8.3 Board Comment

None.

President Yahiro closed the Public Hearing and resumed the regular board meeting.

9.0 VISITOR NON-AGENDA ITEMS

Bill Leach, community member, listened to everyone's conversation and feels for students because there are too many students per classroom. Spoke about his experience with the CBO when he spoke with him about property taxes, stating he felt disrespected.

Celeste DeWald, Santa Cruz Alliance for Arts Education, thanked board members who will be attending their upcoming breakfast. Noticed that there is wonderful display of the art in the boardroom. Thanked Ylda Noguera and Lyn Olson for their assistance to ensure that we have information on the type of arts education currently in the schools.

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

Francisco Rodriguez, PVFT president, spoke about president Yahiro's comments regarding the rescinding of five furlough days, which were not due to a negotiated agreement with the union. Suggested to bring forward information on SB97, signed by the governor, which adds local bargaining units to groups that school districts and county offices of education must consult in the development of LCAP, adding that PVFT is ready to begin consultation on this issue.

Leticia Oropeza of CSEA, and Jack Carroll of PVFT, spoke about AB86, law on the consortium for the adult education program. He asked that the process be transparent. The purpose is to come up with a plan to avoid duplication of adult education services.

Dorma Baker clarified that she has received the survey regarding Adult Education and county districts are having conversations to discuss the survey and next steps.

11.0 CONSENT AGENDA

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

11.1 Purchase Orders September 19 – October 2, 2013

11.2 Warrants September 19 – October 2, 2013

11.3 Approve Award of Contract for Bottled Water Service, RFP#JL090613.

11.4 Approve Elementary School Rekeying Projects to Include Classrooms, Multi-purpose Room, Library and Other Large Capacity Rooms.

11.5 Approve CASHEE Passage Waiver for Student 13-14-05, English Language Arts, Pajaro Valley High School.

11.6 Approve CASHEE Passage Waiver for Student 13-14-06, English Language Arts, Watsonville High School.

- 11.7 Approve CASHEE Passage Waiver for Student 13-14-07, English Language Arts, Watsonville High School.
- 11.8 Approve CASHEE Passage Waiver for Student 13-14-09, Mathematics, Pajaro Valley High School.
- 11.9 Approve CASHEE Passage Waiver for Student 13-14-10, English Language Arts, Pajaro Valley High School.
- 11.10 Approve CASHEE Passage Waiver for Student 13-14-11, English Language Arts, Pajaro Valley High School.
- 11.11 Approve CASHEE Passage Waiver for Student 13-14-12, English Language Arts, Pajaro Valley High School.
- 11.12 Approve CASHEE Passage Waiver for Student 13-14-13, Mathematics, Renaissance High School.
- 12.0 **DEFERRED CONSENT ITEMS**
None.
- 13.0 **REPORT, DISCUSSION AND POSSIBLE ACTION ITEMS**
 - 13.1 **Action on Classified Employees' Appointment to the Personnel Commission: Sharon Gray. *Report given under item 8.1.***
Trustee Rivas moved to approve this item. Trustee Orozco seconded the motion. The motion passed 6/0/1 (Ursino absent).
 - 13.2 **Report, discussion and possible action to Approve Resolution #13-14-04 Setting Forth Final Guidelines For The Development and Use of Freedom Field At Aptos High School.**
Report by Brett McFadden, CBO.
Brett McFadden reported that there have been considerable conversations on this subject. On September 11 the County Supervisors approved the plans. After the approval, the district contacted neighbors to obtain input as guidelines were developed. Legal counsel reviewed this resolution.

Board participated with comments.

Trustee De Serpa moved to approve this resolution. Trustee Osmundson seconded the motion. The motion passed 6/0/1 (Ursino absent).
 - 13.3 **Report, discussion and possible Action on Diversion, Support and Deterrent Program Proposals.**
Report by Murry Schekman, Assistant Superintendent.
Murry Schekman offered some background information on deterrents to use on controlled substance. Proactive Canine was hired to provide this service at three schools, AVCI, New School and Aptos High. Data shows that there is positive impact. Board wanted to be proactive in preventative measures. Spoke of the activities that are currently in place. Aptos High School's suspension diversion program is a good example of a preventative service.

Mr. Casey O'Brien, Aptos High principal, spoke of the program and showed that data is supportive of this program. The program integrates other programs, such as ones offered by PVPSA, and uses on site suspension to ensure students spend their suspended time in an educational setting. Students who are suspended can opt for either : 1)out of school 3-5 days or 2) three days at the end of the month at school for support.

Mr. Schekman reported that expulsions have been reduced by 34% over the last three years. The district has very talented staff who seeks ways to best influence a student at risk. He commented on the Valor Program and how it helps expelled students.

Kenya Edison, Child Welfare and Attendance Coordinator, spoke about Growth Achievement and Progress (GAP), a program that allows for more direct involvement in getting students to support services before an expulsion happens. There was a large number of 6th graders at risk and GAP assists at this level.

At: 10:21 Trustee De Serpa moved to continue the meeting to 11:00 pm. Trustee DeRose seconded the motion. The motion passed 6/0/1 (Ursino absent).

Board continued with comments and questions.

Mr. Schekman noted that the total cost to support the three programs, GAP, canine deterrent and suspension diversion is about \$135,000.

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

The board continued with comments.

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

Given the time, the Board proceeded to discuss action on closed session item before the report and discussion item.

15.0 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 with the addition of 2 Academic Coordinators to New Hires and 1 TOSA under Leaves of Absence. Trustee Orozco seconded the motion. The motion passed 6/0/1 (Ursino absent).

b. Classified Employees

Trustee DeRose moved to approve the classified employees report as presented. Trustee Orozco seconded the motion. The motion passed 6/0/1 (Ursino absent).

2.8 2 Expulsions

Actions on Expulsions:

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

13-14-005

Trustee DeRose seconded the motion. The motion passed 6/0/1 (Ursino absent).

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

13-14-006

Trustee DeRose seconded the motion. The motion passed 6/0/1 (Ursino absent).

14.0 REPORT AND DISCUSSION ITEMS

14.1 Report and discussion on Drop Out Committee Report.

Report by Faris Sabbah, Director, Migrant Education.

Dr. Faris Sabbah offered a brief background on the creation of study group to assess dropout data. The group includes trustees Yahiro and Rivas, Murry Schekman, Carol Ortiz and community member Bill

Beecher. It was noted that there are different approaches to viewing data, some following cohorts until after the 12th grade and others, such as the CDE, looks at data in cohorts from 9th to 12th grades. On Dataquest, the California Department of Education reported a 7.5% drop out rate for PVUSD and a 78.7% graduation rate in 2013.

PVUSD looked at a cohort of 6th graders in 2006 and followed through 12th grade in 2012. All entries and withdrawals were collected and placed into one of three categories: graduated, went to another school outside the district, and potential drop out. The same methodology was used for a cohort of 6th graders in 2007. For the 2006 cohort, results show that 62.2% graduated and a potential dropout of 16.2%. When students who went to other institutions were excluded from the data, PVUSD shows a graduation rate of 79.3% and a dropout rate of 20.7%. CDE shows a rate of 78.6% for PVUSD in 2012. For the 2007 cohort, the numbers for graduation rate excluding students who went to other institutions at 77.4% and a dropout rate of 22.6%; CDE shows a 78.5% graduation rate for PVUSD in 2013.

The committee looks at data considering factors such as ethnicity, English learner (EL) status, schools of attendance and other demographic factors that can affect graduation rates. Data shows that, surprisingly, over 30% of potential dropouts occur in middle school; high numbers of dropout also occurs in 12th grade. It was noted that long term ELs are two to three times more likely to dropout than students who reclassify before 6th grade. Full English Proficient (FEP) students have the highest graduation rate of all groups.

Addressing next steps, it was noted that there is a lot more data that needs to be analyzed. The district is interested in tracking progress of students who go to other schools and in developing an early warning system for elementary and middles schools. The district's policy, resources, preventative steps and interventions are also being reviewed. Currently, there are many programs in place that are effective and can also contribute to mitigate dropout potentials and help with the concept of early alerts.

Board participated with comments and questions.

Public comment:

Tony Navarro, teacher, spoke about his experience with students feeling inadequate to continue in school, such as not being able to read well.

Board continued with comments and questions.

16.0 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
October	▪ 23	
November	▪ 13	▪
December	▪ 11 Annual Organization Mtg.	▪ Approve 1 st Interim Report

17.0 ADJOURNMENT

There being no further business to discuss, the meeting of the board adjourned at 11:15 pm.

Dorma Baker, Superintendent



PAJARO VALLEY UNIFIED SCHOOL DISTRICT



Board Agenda Backup

Item No: 7.0

Date: October 23, 2013

Item: Update on District's Budget and Fiscal Matters

Overview: The Board will have a brief presentation on recent updates and data regarding the District's budget.

Recommendation: Informational item only.

Prepared By: Brett McFadden, CBO

Superintendent's Signature: Dorm Bo



PAJARO VALLEY UNIFIED SCHOOL DISTRICT



Board Agenda Backup

Item No: 8.0 & 13.1

Date: October 23, 2013

Item: Resolution #13-14-03 Regarding Sufficiency of Instructional Materials K-12 and Science Laboratory equipment for grades 9 - 12

Overview: The governing board of each district in California is required to comply with the requirements of Education Code section 60119 and hold a public hearing on or before the eighth week of school regarding the sufficiency of instructional materials. Information received from principals indicates that all schools have sufficient textbooks for all students in all curriculum areas. Nineteen (19) Williams visitations were completed during the first, second and third week of school for all schools affected by the Williams settlement. The Santa Cruz COE lead for the Williams visits will follow up with the final report. All schools were contacted and requested to return the signed Verification of Sufficiency of Textbooks.

Contact with every Science Department Chair at the four High Schools was made to ensure sufficiency of Science laboratory equipment. Attached in this overview are the current district adoptions for K-8 in all curriculum areas and the current textbooks in use at each of the district high schools.

Recommendation: Approval of Resolution #13-14-03

Budget Considerations: N/A

Funding Source:

Budgeted: Yes: ☐ No: ☐

Amount:

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

Superintendent's Signature:

Dorm Bol

Pajaro Valley Unified School District

October 23, 2013

Resolution # 13-14-03

***WHEREAS**, the governing board of the Pajaro Valley Unified School District, in order to comply with the requirements of Education Code Section 60119 held a public hearing on Wednesday, October 23, 2013 at 7:00 o'clock which is on or before the eighth week of school (between the first day that students attend school and the end of the eighth week from that day) and which did not take place during or immediately following school hours, and;*

***WHEREAS**, the governing board provided at least 10 days notice of the public hearing by posting it in at least three public places within the district stating the time, place and purpose of the hearing, and;*

***WHEREAS**, the governing board encouraged participation by parents, guardians, teachers, members of the community, and bargaining unit leaders in the public hearing, and;*

***WHEREAS**, information provided at the public hearing detailed the extent to which textbooks and instructional materials were provided to all students, including English learners, in the Pajaro Valley Unified School District, and;*

***WHEREAS**, the definition of "sufficient textbooks or instructional materials" means that each student, including English Learners, has a textbook or instructional materials, or both, to use in class and to take home, and;*

***WHEREAS**, between the 2008-09 through the 2013-14 fiscal years, the definition of "sufficient textbooks or instructional materials" also means that all students who are enrolled in the same course within the Pajaro Valley Unified School District, have standards-aligned textbooks or instructional materials from the same adoption cycle, and;*

***WHEREAS**, sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in the following subjects:*

- Mathematics: (List adopted textbooks or instructional materials for this subject for each grade level or school) attached.*
- Science: (List adopted textbooks or instructional materials for this subject for each grade level or school) attached.*
- History-social science: (List adopted textbooks or instructional materials for this subject for each grade level or school) attached.*

- *English/language arts, including the English language development component of an adopted program: (List adopted textbooks or instructional materials for this subject for each grade level or school) attached.*

WHEREAS, sufficient textbooks or instructional materials were provided to each student enrolled in foreign language or health classes, and;

WHEREAS, laboratory science equipment was available for science laboratory classes offered in grades 9-12, inclusive;

THEREFORE, it is resolved that for the 2013- 2014 school year, the Pajaro Valley Unified School District, has provided each student with sufficient textbooks and instructional materials aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks.

PASSED AND ADOPTED THIS 23rd day of October, 2013, at a meeting, by the following vote:

AYES _____ NOES: _____ ABSTENTIONS: _____ ABSENT: _____

Attest:

President

Secretary



PAJARO VALLEY UNIFIED SCHOOL DISTRICT

Board Agenda Backup

Item No: 11.3

Date: October 23, 2013

Item: **Williams Uniform Complaint Quarterly Report
(July, August, September, 2013)**

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

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

During this quarter there were zero complaints submitted.

Recommendation: Approve Williams Quarterly Report as Submitted.

Prepared By: Sharon Roddick, Assistant Superintendent, HR

Superintendent's Signature:

Dormer Bork

**QUARTERLY DISTRICT STATUS REPORT OF UNIFORM COMPLAINTS
TO THE COUNTY SUPERINTENDENT OF SCHOOLS
QUARTER ENDED SEPTEMBER 2013**

DISTRICT: Pajaro Valley Unified School District **Date Reported to District Governing Board:** October 23, 2013

I. INSTRUCTIONAL MATERIALS

A) Insufficient text books or instructional materials in classroom:

# of Complaints 0	# of Complaints Resolved	# of Complaints Unresolved*
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- Explanation: _____

B) Insufficient textbooks or instructional materials to take home:

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

- Explanation: _____

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

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

- Explanation: _____

II. TEACHER VACANCY OR MISASSIGNMENT

A) No assigned certified teacher at beginning of semester:

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

- Explanation: _____

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

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

- Explanation: _____

D) Teacher instructing class lacking subject matter competency:

# of Complaints 0	# of Complaints Resolved	# of Complaints Unresolved*
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- Explanation: _____

III. FACILITIES

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

# of Complaints 0	# of Complaints Resolved	# of Complaints Unresolved*
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Board Agenda Backup

Item No: 11.4

Date: October 23, 2013

Item: Resolution # 13-14-05

**Child Development Contracts Child Development Division (CDD)
Programs 2012-13 (CMIG-3017,CMSS 3017, CSPP-3561, CPKS-
3102, CCTR-3295)**

Overview: PVUSD is contracted with the State Department of Education/ Child Development Division for early care and education services across a variety of full day and part day programs serving low income families. These programs provide full day preschool to working families, part day preschool classrooms, early care and education for the infants and toddlers of teen parents, and care and education for migrant families. This resolution will authorize acceptance of these contracts and any amendments that come forward during the 2013-14 fiscal year. All programs promote family involvement and school readiness.

The attached are annual for this school year. Child Development Department Funding provides funding to operate these programs.

Recommendation: Approve Resolution # 13-14-05

Budget Considerations:

Funding Source: California Dept. of Education/ Child Development Division

Budgeted: Yes: ☒ No: ☐

Amount: Total \$ 2,890,173

Prepared By: Kathy Lathrop Director, Child Development

Superintendent's Signature:

Dorinda Bae

RESOLUTION #13-14-05

This resolution must be adopted in order to certify the approval of the Governing Board to enter into this transaction with the California Department of Education for the purpose of providing child care and development services and **to authorize the designated personnel to sign contract documents for Fiscal Year 2013-2014**

RESOLUTION #13-14-05

BE IT RESOLVED that the Governing Board of Pajaro Valley Unified School District

authorizes entering into local agreement number/s for contracts and amendments for CSPP-3561, CPKS 3102, CMIG-3017, CMSS-301, CCTR 3295 that the person/s who is/are listed below, is/are authorized to sign the transaction for the Governing Board.

NAME	TITLE	SIGNATURE
<u>Dorma Baker</u>	<u>Superintendent</u>	<u></u>
<u>Brett McFadden</u>	<u>Chief Business Officer</u>	<u></u>

PASSED AND ADOPTED THIS 10th day of August 2011, by the

Governing Board of **Pajaro Valley Unified School District**

of **Santa Cruz** County, California.

Kim De Serpa Clerk of the Governing Board of

Pajaro Unified School District of Santa Cruz County,

California, certify that the foregoing is a full, true and correct copy of a resolution adopted by the said Board at a general meeting thereof held at a regular public place of meeting and the resolution is on file in the office of said Board.

(Clerk's signature)

(Date)

**CALIFORNIA DEPARTMENT OF EDUCATION**

1430 N Street

Sacramento, CA 95814-5901

F.Y. 13 - 14**DATE:** July 01, 2013**CONTRACT NUMBER:** CMIG-3017**PROGRAM TYPE:** MIGRANT CHILD CARE**PROJECT NUMBER:** 44-6979-00-3**LOCAL AGREEMENT FOR CHILD DEVELOPMENT SERVICES****CONTRACTOR'S NAME:** PAJARO VALLEY UNIFIED SCHOOL DISTRICT

By signing this contract and returning it to the State, you are agreeing to provide services in accordance with the FUNDING TERMS and CONDITIONS (FT&C - available online at <http://www.cde.ca.gov/fg/aa/cd/>), the CURRENT APPLICATION, and an AGENCY SITE LISTING (ATTACHMENT A) which by this reference are incorporated into this contract. The FT&C and Requirements specify the contractual responsibilities of the State and the contractor. The Contractor's signature also certifies compliance with "General Terms and Conditions," (GTC-610/Exhibit A) for State Contracts which are attached hereto and by this reference incorporated herein.

Funding of this contract is contingent upon appropriation and availability of sufficient funds. This contract may be terminated immediately by the State if funds are not appropriated or available in amounts sufficient to fund the State's obligations under this contract.

The period of performance for this contract is July 01, 2013 through June 30, 2014. For satisfactory performance of the required services, the contractor shall be reimbursed in accordance with the Determination of Reimbursable Amount Section of the FT&C, at a rate not to exceed \$34.38 per child per day of full-time enrollment and a Maximum Reimbursable Amount (MRA) of \$497,999.00. Within the specified MRA, there is a maximum of \$74,700.00 identified for allowable Start-up costs. Start-up funds expended for allowable costs are not subject to service requirements; any portion not so expended may be used through services to additional eligible children.

SERVICE REQUIREMENTS

Minimum Child Days of Enrollment (CDE) 14,485.0
(adjusted for allowable Start-up expenditures)

Minimum Days of Operation (MDO) Requirement 129

Any provision of this contract found to be in violation of Federal or State statute or regulation shall be invalid but such a finding shall not affect the remaining provisions of this contract. Exhibit A, General Terms and Conditions attached.

STATE OF CALIFORNIA		CONTRACTOR			
BY (AUTHORIZED SIGNATURE) 		BY (AUTHORIZED SIGNATURE) 			
PRINTED NAME OF PERSON SIGNING Margie Burke, Manager		PRINTED NAME AND TITLE OF PERSON SIGNING Dorna Baker, Superintendent			
TITLE Contracts, Purchasing & Conference Services		ADDRESS 294 Green Valley Rd, Watsonville, CA 95076			
AMOUNT ENCUMBERED BY THIS DOCUMENT \$ 497,999	PROGRAM/CATEGORY (CODE AND TITLE) Child Development Programs		FUND TITLE General		Department of General Services use only federal cost - incomplete
PRIOR AMOUNT ENCUMBERED FOR THIS CONTRACT \$ 0	(OPTIONAL USE) 0656 23036-6979				
TOTAL AMOUNT ENCUMBERED TO DATE \$ 497,999	ITEM 30.10.020.004 6110-194-0001	CHAPTER B/A	STATUTE 2013	FISCAL YEAR 2013-2014	
OBJECT OF EXPENDITURE (CODE AND TITLE) 702 SACS: Res-6065 Rev-8530					
I hereby certify upon my own personal knowledge that budgeted funds are available for the period and purpose of the expenditure stated above.		T.B.A. NO.	B.R. NO.		
SIGNATURE OF ACCOUNTING OFFICER 		DATE SEP - 9 2013			

**CALIFORNIA DEPARTMENT OF EDUCATION**

1430 N Street

Sacramento, CA 95814-5901

F.Y. 13 - 14

Amendment 01

DATE: July 01, 2013

CONTRACT NUMBER: CMSS-3017

PROGRAM TYPE: MIGRANT SPECIALIZED
SERVICES

PROJECT NUMBER: 44-6979-00-3

LOCAL AGREEMENT FOR CHILD DEVELOPMENT SERVICES

increase

Budget Act (AB 110)

CONTRACTOR'S NAME: PAJARO VALLEY UNIFIED SCHOOL DISTRICT

This agreement with the State of California dated July 01, 2013 designated as number CMSS-3017, shall be amended in the following particulars but no others:

The Maximum Reimbursable Amount (MRA) payable pursuant to the provisions of this agreement shall be amended by deleting reference to \$74,700.00 and inserting \$79,557.00 in place thereof.

EXCEPT AS AMENDED HEREIN all terms and conditions of the original agreement shall remain unchanged and in full force and effect.

STATE OF CALIFORNIA**CONTRACTOR**

BY (AUTHORIZED SIGNATURE)

BY (AUTHORIZED SIGNATURE)

PRINTED NAME OF PERSON SIGNING

Margie Burke, Manager

PRINTED NAME AND TITLE OF PERSON SIGNING

Dorma Baker Superintendent

TITLE

Contracts, Purchasing & Conference Services

ADDRESS

294 Green Valley Rd., Watsonville, CA 95076

AMOUNT ENCUMBERED BY THIS DOCUMENT

\$ 4,857

PROGRAM/CATEGORY (CODE AND TITLE)

Child Development Programs

FUND TITLE

General

Department of General Services
use only

PRIOR AMOUNT ENCUMBERED FOR THIS CONTRACT

\$ 74,700

(OPTIONAL USE) 0656

23360-6979

ITEM 30.10.020.004

6110-194-0001

CHAPTER

20

STATUTE

2013

FISCAL YEAR

2013-2014

TOTAL AMOUNT ENCUMBERED TO DATE

\$ 79,557

OBJECT OF EXPENDITURE (CODE AND TITLE)

702

SACS: Res-6070 Rev-8530

I hereby certify upon my own personal knowledge that budgeted funds are available for the period and purpose of the expenditure stated above.

T.B.A. NO.

B.R. NO.

SIGNATURE OF ACCOUNTING OFFICER

DATE

**CALIFORNIA DEPARTMENT OF EDUCATION**

1430 N Street

Sacramento, CA 95814-5901

F.Y. 13 - 14**LOCAL AGREEMENT FOR CHILD DEVELOPMENT SERVICES****DATE:** July 01, 2013**CONTRACT NUMBER:** CSPP-3561**PROGRAM TYPE:** CALIFORNIA STATE
PRESCHOOL PROGRAM**PROJECT NUMBER:** 44-6979-00-3**CONTRACTOR'S NAME:** PAJARO VALLEY UNIFIED SCHOOL DISTRICT

By signing this contract and returning it to the State, you are agreeing to provide services in accordance with the FUNDING TERMS AND CONDITIONS (FT&C - available online at <http://www.cde.ca.gov/fg/aa/cd/>), the CURRENT APPLICATION, and an AGENCY SITE LISTING (ATTACHMENT A) which by this reference are incorporated into this contract. The FT&C and Requirements specify the contractual responsibilities of the State and the contractor. The contractor's signature also certifies compliance with "General Terms and Conditions," (GTC 610/Exhibit A) which by this reference is incorporated herein.

Funding of this contract is contingent upon appropriation and availability of sufficient funds. This contract may be terminated immediately by the State if funds are not appropriated or available in amounts sufficient to fund the State's obligations under this contract.

The period of performance for this contract is July 01, 2013 through June 30, 2014. For satisfactory performance of the required services, the contractor shall be reimbursed in accordance with the Determination of Reimbursable Amount Section of the FT&C, at a rate not to exceed \$34.38 per child per day of full-time enrollment and a Maximum Reimbursable Amount (MRA) of \$1,799,891.00.

SERVICE REQUIREMENTS

Minimum Child Days of Enrollment (CDE) Requirement 52,353.0

Minimum Days of Operation (MDO) Requirement 248

Any provision of this contract found to be in violation of Federal and State statute or regulation shall be invalid, but such a finding shall not affect the remaining provisions of this contract.

Exhibit A, General Terms and Conditions attached.

STATE OF CALIFORNIA		CONTRACTOR	
BY (AUTHORIZED SIGNATURE) 		BY (AUTHORIZED SIGNATURE) 	
PRINTED NAME OF PERSON SIGNING Margie Burke, Manager		PRINTED NAME AND TITLE OF PERSON SIGNING Norma Baker, Superintendent	
TITLE Contracts, Purchasing & Conference Services		ADDRESS 294 Green Valley Rd, Watsonville, CA	
AMOUNT ENCUMBERED BY THIS DOCUMENT \$ 1,799,891	PROGRAM/CATEGORY (CODE AND TITLE) Child Development Programs	FUND TITLE Department of General Services use only	
PRIOR AMOUNT ENCUMBERED FOR THIS CONTRACT \$ 0	(OPTIONAL USE) See Attached	SEP 08 2013	
TOTAL AMOUNT ENCUMBERED TO DATE \$ 1,799,891	ITEM See Attached	CHAPTER	STATUTE
	OBJECT OF EXPENDITURE (CODE AND TITLE) 702	FISCAL YEAR	
I hereby certify upon my own personal knowledge that budgeted funds are available for the period and purpose of the expenditure stated above.		T.B.A. NO.	B.R. NO.
SIGNATURE OF ACCOUNTING OFFICER See Attached		DATE SEP 10 2013	

**CALIFORNIA DEPARTMENT OF EDUCATION**

1430 N Street

Sacramento, CA 95814-5901

F.Y. 13 - 14**LOCAL AGREEMENT FOR CHILD DEVELOPMENT SERVICES****DATE:** July 01, 2013**CONTRACT NUMBER:** CPKS-3102**PROGRAM TYPE:** PREKINDERGARTEN AND
FAMILY LITERACY PROG**PROJECT NUMBER:** 44-6979-00-3**CONTRACTOR'S NAME:** PAJARO VALLEY UNIFIED SCHOOL DISTRICT

By signing this contract and returning it to the State, you are agreeing to use the funds identified below for support and to promote the interactive literacy activities for children and families enrolled in the Prekindergarten and Family Literacy Program, in accordance with the attached PROGRAM REQUIREMENTS FOR PREKINDERGARTEN AND FAMILY LITERACY PROGRAM, Exhibit B, (also available online at <http://www.cde.ca.gov/fg/aa/cd/>) which by this reference are incorporated into this contract. The Contractor's signature also certifies compliance with "General Terms and Conditions," (GTC-610/Exhibit A) which are attached hereto and by this reference incorporated herein.

Funding of this contract is contingent upon appropriation and availability of funds. This contract may be terminated immediately by the State if funds are not appropriated or available in amounts sufficient to fund the State's obligations under this contract. The period of performance for this contract is July 01, 2013 through June 30, 2014. The total amount payable pursuant to this agreement shall not exceed \$17,500.00.

Expenditure of these funds shall be reported quarterly to the Child Development Fiscal Services (CDFS) on form CDFS-9529. Reporting must be submitted for reimbursement of expenditures. For non-local educational agencies, expenditures made for the period July 1, 2013 through June 30, 2014 shall be included in their fiscal year 2013-14 audit due by the 15th day of the month following the end of the contractor's fiscal year or earlier if specified by CDE. The audits for School Districts and County Offices shall be submitted in accordance with Education Code Section 41020.

Any provision of this contract found to be in violation of Federal or State statute or regulation shall be invalid but such a finding shall not affect the remaining provisions of this contract.

Exhibit A, General Terms and Conditions attached.

STATE OF CALIFORNIA		CONTRACTOR	
BY (AUTHORIZED SIGNATURE) 		BY (AUTHORIZED SIGNATURE) 	
PRINTED NAME OF PERSON SIGNING Margie Burke, Manager		PRINTED NAME AND TITLE OF PERSON SIGNING Dorma Baker, Superintendent	
TITLE Contracts, Purchasing & Conference Services		ADDRESS 294 Green Valley Rd, Watsonville, CA	
AMOUNT ENCUMBERED BY THIS DOCUMENT \$ 17,500	PROGRAM/CATEGORY (CODE AND TITLE) Child Development Programs	FUND TITLE General	
PRIOR AMOUNT ENCUMBERED FOR THIS CONTRACT \$ 0	(OPTIONAL USE) 0656 24859-6979	Department of General Services use only	
TOTAL AMOUNT ENCUMBERED TO DATE \$ 17,500	ITEM 30.10.010. 6110-196-0001	CHAPTER B/A	STATUTE 2013
	OBJECT OF EXPENDITURE (CODE AND TITLE) 702 SACS: Res-6052 Rev-8590	FISCAL YEAR 2013-2014	
I hereby certify upon my own personal knowledge that budgeted funds are available for the period and purpose of the expenditure stated above.		T.B.A. NO.	B.R. NO.
SIGNATURE OF ACCOUNTING OFFICER 		DATE SEP - 9 2013	

**CALIFORNIA DEPARTMENT OF EDUCATION**

1430 N Street

Sacramento, CA 95814-5901

F.Y. 13 - 14**DATE:** July 01, 2013**CONTRACT NUMBER:** CCTR-3295**PROGRAM TYPE:** GENERAL CHILD CARE &
DEV PROGRAMS**PROJECT NUMBER:** 44-6979-00-3**LOCAL AGREEMENT FOR CHILD DEVELOPMENT SERVICES****CONTRACTOR'S NAME:** PAJARO VALLEY UNIFIED SCHOOL DISTRICT

By signing this contract and returning it to the State, you are agreeing to provide services in accordance with the FUNDING TERMS AND CONDITIONS (FT&C - available online at <http://www.cde.ca.gov/fg/aa/cd/>), the CURRENT APPLICATION, and an AGENCY SITE LISTING (ATTACHMENT A) which by this reference are incorporated into this contract. The FT&C and Requirements specify the contractual responsibilities of the State and the contractor. The contractor's signature also certifies compliance with "General Terms and Conditions," (GTC 610/Exhibit A) which by this reference is incorporated herein.

Funding of this contract is contingent upon appropriation and availability of sufficient funds. This contract may be terminated immediately by the State if funds are not appropriated or available in amounts sufficient to fund the State's obligations under this contract.

The period of performance for this contract is July 01, 2013 through June 30, 2014. For satisfactory performance of the required services, the contractor shall be reimbursed in accordance with the Determination of Reimbursable Amount Section of the FT&C, at a rate not to exceed \$34.38 per child per day of full-time enrollment and a Maximum Reimbursable Amount (MRA) of \$494,695.00.

SERVICE REQUIREMENTS

Minimum Child Days of Enrollment (CDE) Requirement 14,389.0

Minimum Days of Operation (MDO) Requirement 248

Any provision of this contract found to be in violation of Federal and State statute or regulation shall be invalid, but such a finding shall not affect the remaining provisions of this contract.

Exhibit A, General Terms and Conditions attached.

STATE OF CALIFORNIA		CONTRACTOR	
BY (AUTHORIZED SIGNATURE) 		BY (AUTHORIZED SIGNATURE) 	
PRINTED NAME OF PERSON SIGNING Margie Burke, Manager		PRINTED NAME AND TITLE OF PERSON SIGNING Norma Baker, Superintendent	
TITLE Contracts, Purchasing & Conference Services		ADDRESS 294 Green Valley Rd, Watsonville, CA	
AMOUNT ENCUMBERED BY THIS DOCUMENT \$ 494,695	PROGRAM/CATEGORY (CODE AND TITLE) Child Development Programs		FUND TITLE
PRIOR AMOUNT ENCUMBERED FOR THIS CONTRACT \$ 0	(OPTIONAL USE) See Attached		
TOTAL AMOUNT ENCUMBERED TO DATE \$ 494,695	ITEM See Attached	CHAPTER	STATUTE
	FISCAL YEAR		
OBJECT OF EXPENDITURE (CODE AND TITLE) 702			
I hereby certify upon my own personal knowledge that budgeted funds are available for the period and purpose of the expenditure stated above.		T.B.A. NO.	B.R. NO.
SIGNATURE OF ACCOUNTING OFFICER See Attached		DATE SEP 10 2013	

Department of General Services
use only
fed cert - incomplete



Board Agenda Backup

Item No: 11.5

Date: October 23, 2013

Item: Resolution # 13-14-06
Child Development Repair Renovation and Repair
Contract 13-14 thru 15-16 CRPM-3078

Overview: PVUSD contracts with the State Department of Education/ Child Development Division (CDE/CDD) for early care and education services. Periodically CDE/CDD makes available opportunity to apply for funding for repair and renovation of child development facilities. The attached contract is an award of funding for extensive repair at Bradley State Preschool including roof, carpet and paint. At Buena Vista Children's Center repair infant deck and change carpet. At other centers minor repair and replacements.

Recommendation: Approve Resolution # 13-14-06

Budget Considerations:

Funding Source: California Dept. of Education/ Child Development Division

Budgeted: Yes: ☒ No: ☐

Amount: Total \$100,000.00

Prepared By: Kathy Lathrop Director, Child Development

Superintendent's Signature: Dorinda Bal

RESOLUTION # 13-14-06

This resolution must be adopted in order to certify the approval of the Governing Board to enter into this transaction with the California Department of Education for the purpose of providing child care and development services and **to authorize the designated personnel to sign contract documents for Fiscal Year 2013-14**

RESOLUTION #13-14-06

BE IT RESOLVED that the Governing Board of Pajaro Valley Unified School District

authorizes entering into local agreement number CRPM # 3078 that the person/s who is/are listed below, is/are authorized to sign the transaction for the Governing Board.

NAME	TITLE	SIGNATURE
<u>Dorma Baker</u>	<u>Superintendent</u>	<u></u>
<u>Brett McFadden</u>	<u>Chief Business Officer</u>	<u></u>

PASSED AND ADOPTED THIS 24th of October of 2013, by the

Governing Board of **Pajaro Valley Unified School District**

of **Santa Cruz** County, California.

Kim De Serpa Clerk of the Governing Board of

Pajaro Valley Unified School District of Santa Cruz County,

California, certify that the foregoing is a full, true and correct copy of a resolution adopted by the said Board at a general meeting thereof held at a regular public place of meeting and the resolution is on file in the office of said Board.

(Clerk's signature)

(Date)

**CALIFORNIA DEPARTMENT OF EDUCATION**

1430 N Street

Sacramento, CA 95814-5901

F.Y. 13-14 thru 15-16**DATE:** July 01, 2013**CONTRACT NUMBER:** CRPM-3078**PROGRAM TYPE:** FACILITIES RENOVATION
AND REPAIR**PROJECT NUMBER:** 44-6979-00-3**LOCAL AGREEMENT FOR CHILD DEVELOPMENT SERVICES****CONTRACTOR'S NAME:** PAJARO VALLEY UNIFIED SCHOOL DISTRICT

By signing this contract and returning it to the State, you are agreeing to use the funds identified below for the purpose of child care and development renovation and repair projects to maintain compliance with State health and safety requirements, to comply with the American with Disabilities Act (ADA), or to purchase or replace equipment necessary for the health and safety in accordance with the CHILD CARE AND DEVELOPMENT FUND-PROGRAM REQUIREMENTS FOR FACILITIES RENOVATION AND REPAIR PROJECTS (Exhibit D), the attached APPLICATION (Exhibit C) with any modifications noted, and SERVICE LOCATION(s) (Exhibit B) which by this reference are incorporated herein. The Contractor's signature also certifies compliance with "General Terms and Conditions," (GTC-610/Exhibit A) for State Contracts which are attached hereto and by this reference incorporated herein.

These funds shall not be used for any purpose considered nonreimbursable pursuant to the current Center-Base Funding Terms and Conditions (FT&Cs) and Title 5, California Code of Regulations.

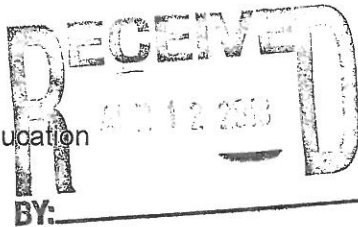
Funding of this contract is contingent upon appropriation and availability of funds. This contract may be terminated immediately by the State if funds are not appropriated or available in amounts sufficient to fund the State's obligations under this contract. The period for which expenditures may be made with these funds shall be from July 01, 2013 through June 30, 2016. The total amount payable pursuant to this agreement shall not exceed \$100,000.00.

Expenditure of these funds shall be reported quarterly to the Child Development Fiscal Services Division (CDFS) on Form CDFS-9529. Quarterly reporting must be submitted for reimbursement of expenditures. For non-local educational agencies, expenditures made for the period July 1, 2013 through June 30, 2014 shall be included in their 2013-14 audit. Expenditures for the period July 1, 2014 through June 30, 2015 shall be included in the 2014-15 audit. Expenditures for the period July 1, 2015 through June 30, 2016 shall be included in the 2015-16 audit. All audits are due by the 15th of the fifth month following the end of the contractor's fiscal year or earlier if specified by the CDE. The audits for School Districts and County Offices shall be submitted in accordance with Education Code Section 41020.

Any provision of this contract found to be in violation of Federal or State statute or regulation shall be invalid but such a finding shall not affect the remaining provisions of this contract. Exhibit A, General Terms and Conditions attached.

STATE OF CALIFORNIA		CONTRACTOR			
BY (AUTHORIZED SIGNATURE)		BY (AUTHORIZED SIGNATURE)			
PRINTED NAME OF PERSON SIGNING Margie Burke, Manager		PRINTED NAME AND TITLE OF PERSON SIGNING Brett McFadden, Chief Business Officer			
TITLE Contracts, Purchasing & Conference Services		ADDRESS 294 Green Valley Rd., Watsonville, CA 95076			
AMOUNT ENCUMBERED BY THIS DOCUMENT \$ 100,000 PRIOR AMOUNT ENCUMBERED FOR THIS CONTRACT \$ 0 TOTAL AMOUNT ENCUMBERED TO DATE \$ 100,000	PROGRAM/CATEGORY (CODE AND TITLE) Child Development Programs		FUND TITLE General		Department of General Services use only
	(OPTIONAL USE) 0656 24861-6979				
	ITEM 30.10.020. 6110-702-0620	CHAPTER 20	STATUTE 2013	FISCAL YEAR 2013-2014	
	OBJECT OF EXPENDITURE (CODE AND TITLE) 702 SACS: Res-6145 Rev-8590				
	I hereby certify upon my own personal knowledge that budgeted funds are available for the period and purpose of the expenditure stated above.				
SIGNATURE OF ACCOUNTING OFFICER		T.B.A. NO.		B.R. NO.	
		DATE			

California Department of Education
Child Development Division
March 2013



ORIGINAL

FY 2013-14 FRR Application

This shaded section is for CDD Use Only						
Notification	County Code	Log Number		Suffix	District Code	School Code
FY 2013-14 FRR	44	107		00	69799	0000000

Exhibit C

Fiscal Year 2013-14 Facilities Renovation and Repair Application

Return to the following address: FY 2013-14 FRR Application Child Development Division 1430 N Street, Suite 3410 Sacramento, CA 95814-5901	Submit one (1) original and three (3) copies of the completed Application by April 12, 2013, at 5 p.m.
--	---

A. California Department of Education Contractor Information	
Contractor's Legal Name	Pajaro Valley Unified School District
Vendor Number	6979
Headquarters' Mailing Address	294 Green Valley Rd
City, State, ZIP Code	Watsonville, CA 95076
County Name	Santa Cruz
Mr./Ms./Dr./Supt. or other Title	Superintendent
Executive Officer's Name	Dorma Baker
Executive Officer's Telephone Number	(831) 786-2100
Executive Officer's E-mail Address	Dorma_baker@pvusd.net
Contact Person's Name	Kathy Lathrop
Contact Person's Telephone Number	(831) 786-8270
Contact Person's E-mail Address	Kathy_lathrop@pvusd.net

B. Certification
By submitting this application, the applicant signifies acceptance of responsibility to comply with all applicable state and federal rules and regulations including, but not limited to, Title 22, Community Care Licensing Regulations and Americans with Disabilities Act of 1990. The applicant understands the California Department of Education (CDE) is not obligated to fund any projects until a contract is fully executed and projects have been approved. Further, the applicant understands that expenditures incurred outside the approved contract period of performance will not be reimbursed. The applicant understands a CDE funded program will operate at the facility(ies) benefiting from the use of these funds for at least three consecutive years from the date of contract completion, and the contractor may be billed for any portion of the three years the facility is not in use by a CDE program. The Authorized Official certifies under penalty of perjury that to the best of his/her knowledge, the information contained in this application is correct and complete.

C. Signature of Authorized Official (Use Blue Ink)			
Signature		Title	Assistant Superintendent Secondary and Alternative Ed.
Printed Name	Murry Shekman	Date	4/11/13

Form 5
Total Estimated Costs
Summary Worksheet of all Sites

For Instructions: See FY 2013-14 FRR Instructions, Page 13

For each site, multiply Column B times Column C to obtain the Prorated Portion of Total Estimated Costs. Sum Column D to obtain the Contractor's Grand Total.

Contractor Legal Name		Pajaro Valley Unified School District		Vendor Number	6979
	A.	B.	C.	D.	
Site No.	Site Name(s)	Grand Total of Estimated Costs for all Projects for each Site (See Form 3)	Percent of Subsidized Enrollment (See Form 2)	*Prorated Portion of Total Estimated Costs	
1.	Bradley State Preschool	\$66,150	100%	\$66,150	
2.	Buena Vista Children's Center	\$23,000	100%	\$23,000	
3.	Cal-Safe IDC @ WHS	\$7,500	100%	\$7,500	
4.	Watsonville Children's Center	\$3,350	100%	\$3,350	
5.		\$		\$	
6.		\$		\$	
7.		\$		\$	
8.		\$		\$	
9.		\$		\$	
10.		\$		\$	
Contractor's Grand Total* (Sum: Columns B and D)					
*Enter the Grand Total of Column D on Application, Section F, Prorated Portion of Total Estimated Costs for Subsidized Enrollment.		100,000 \$100,000.00		100,000 \$100,000.00	
This shaded section is for CDD use only					
CDD's Adjusted Grand Total		\$ 34,450		\$ 34,450	

STAT
STAT

STAT

77,000

34,450



Board Agenda Backup

Item No: 11.6

Date: October 23, 2013

Item: Amesti, Calabasas, Freedom, H.A. Hyde, Radcliff, and Starlight Elementary Schools– New Play Structure Installation

Overview: Per the District's Facilities Master Plan and the Measure L Bond Program, Amesti, Calabasas, Freedom, H.A. Hyde, Radcliff, and Starlight Elementary Schools are slated to receive new play structures, site improvements designed to address accessibility, and modifications to existing play structure boxes to accommodate new equipment.

On October 10, 2013, at 1:00PM, Bids for this work were received at the District Office, M, O, & Facilities Office. Three responsive bids were received and the apparent low bidder is Villa and Sons of Hollister, with a bid of \$433,887. This compares favorably with the Engineer's Estimate of \$450,000, which was revised upward from the original bid in August as a result of discovering that several sheets of project documents had been omitted from the original bid sets, therefore some project scope had not been accounted for in the original bid process.

The attached Bid Summary document shows the Bid Results, the Subcontractor's List and the contract amount to be approved.

Recommendation: It is recommended that the Board approve the award of this project to Villa and Sons, the apparent low bidder, and authorize the Director of Maintenance, Operations, and Facilities to enter into contracts with Villa and Sons, Inc. in the amount of \$433,887.00.

Budget Considerations:

Funding Source: Measure L Bond

Budgeted: Yes: ☒ No: ☐

Amount: \$433,887.00 Total Project Budget

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

Superintendent's Signature: _____
Dorma Baker



Name of Reviewer
Gene Ely
Reviewer Signature

PVUSD MEASURE L BOND PROGRAM
Amesti, Calabasas, Freedom, HA Hyde, Radcliff, and Starlight ES's
PLAY STRUCTURES INSTALLATIONS
PAJARO VALLEY UNIFIED SCHOOL DISTRICT - MAINTENANCE, OPERATIONS & FACILITIES DEPARTMENT
Bid Date – Thursday, October 10, 2013 - before 1:00 pm
BL#02-1013-8341, 8361, 8372, 8381, 8391, 8401

	<u>Villa & Sons</u>	<u>Earthworks Paving</u>	<u>Don Chapin Co.</u>			
	<u>Contractor A</u>	<u>Contractor B</u>	<u>Contractor C</u>	<u>Contractor D</u>	<u>Contractor E</u>	<u>Contractor F</u>
Bid Form	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			
Bid Bond	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			
Sub-Contractor List	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			
Non-Collusion Affidavit	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			
# of Addenda	2	2	2			

Bid Amounts

Amesti ES	8341		\$88,148	\$87,000	\$113,000	
Calabasas ES	8361	A	\$22,306	\$73,000	\$36,000	
Calabasas ES	8361	B	\$80,050	\$49,000	\$121,000	
Freedom ES	8372		\$61,486	\$50,000	\$53,000	
HA Hyde ES	8381		\$60,674	\$59,000	\$55,000	
Radcliff ES	8391		\$61,783	\$60,000	\$80,000	
Starlight ES	8401		\$59,440	\$92,000	\$69,000	
Total Base Bid			\$433,887.00	\$470,000.00	\$527,000.00	\$0.00 \$0.00 \$0.00

Bid Summary Sheet/Sub Contractors List
BL#02-1013-8341, 8361, 8372, 8381, 8391, 8401

<u>Contractor's Name</u>	<u>Villa & Sons</u>	<u>Earthworks</u>	<u>Don Chapin Co.</u>					
	<u>Contractor A</u>	<u>Contractor B</u>	<u>Contractor C</u>	<u>Contractor D</u>	<u>Contractor E</u>	<u>Contractor F</u>		
Sub Contractor 1 - Equip Install	Community Playgrounds	Edwards & Assoc.	Playgrounds Plus					
Sub Contractor 2 - Concrete		Diamond D						
Sub Contractor 3 -Rubber Tile	Edwards & Assoc.		Playgrounds Plus					
Sub Contractor 4 -Signage & Striping			Boyd's Asphalt					
Sub Contractor 5 -Gates & Fencing		Abacherli Fence						
Sub Contractor 6								
Sub Contractor 7								
Sub Contractor 8								
Sub Contractor 9								



Board Agenda Backup

Item No: 11.7

Date: October 23, 2013

Item: Bradley Elementary School – New Play Structure Installation

Overview: Per the District's Facilities Master Plan and the Measure L Bond Program, Bradley Elementary School is slated to receive two new play structures, one replacing the existing 2-5 age group structure, and the other a new structure for ages 5-12 which is in addition to existing play equipment on site. In addition to the play equipment, site improvements for accessibility will be part of the scope of work. Modifications to existing play area boxes to expand the area for the 2-5 age group structure are also planned.

On October 9, 2013, at 1:00PM, Bids for this work were received at the District Office, Maintenance, Operations, and Facilities Office. Four responsive bids were received and the low bidder was Earthworks Paving Inc. with a bid of \$62,600. This compares favorably with the Engineer's Estimate of \$70,000.

The attached Bid Summary document shows the Bid Results, the Subcontractor's List and the contract amount to be approved.

Recommendation: It is recommended that the Board approve the award of this project to Earthworks Paving, the apparent low bidder, and authorize the Director of Maintenance, Operations, and Facilities to enter into contracts with Earthworks Paving in the amount of \$62,600.00.

Budget Considerations:

Funding Source: Measure L Bond

Budgeted: Yes: ☒ No: ☐

Amount: \$62,600.00 Total Project Budget

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

Superintendent's Signature: Dorma Baker
Dorma Baker



Name of Reviewer
Eugene Ely
Reviewer Signature

PVUSD MEASURE L BOND PROGRAM

Bradley ES

PLAY STRUCTURES INSTALLATIONS

PAJARO VALLEY UNIFIED SCHOOL DISTRICT - MAINTENANCE, OPERATIONS & FACILITIES DEPARTMENT

Bid Date – Wednesday, October 9, 2013 - before 1:00 pm

BL#02-0713-8121

Don Chapin James Sommerville Comm. Plbg. & Bldg. Earthworks _____

	<u>Contractor A</u>	<u>Contractor B</u>	<u>Contractor C</u>	<u>Contractor D</u>	<u>Contractor E</u>	<u>Contractor F</u>
Bid Form	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Bid Bond	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Sub-Contractor List	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Non-Collusion Affidavit	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
# of Addenda	2	2	2	2		

Bid Amounts

Bradley ES	\$94,900.00	\$66,288.00	\$71,680.00	\$62,600.00		
Unit Price, remove fibar	\$150 per yd.	\$110 per yd.	\$300 per yd.	\$62 per yd.		
Unit Price, pick up 5 yds	\$1,200	\$240	\$300	\$280		
Unit Price, pick up 10 yds.	\$1,750	\$300	\$600	\$540		
Credit, 1 yard unit	\$100	\$0	\$50	\$9		
Credit, 5 yard unit	\$50	\$240	\$75	\$46		
Total Base Bid	\$94,900.00	\$66,288.00	\$71,680.00	\$62,600.00	\$0.00	\$0.00

Bid Summary Sheet/Sub Contractors List

BL#02-0713-8121

<u>Contractor's Name</u>	Don Chapin Contractor A	James Sommerville Contractor B	Comm. Plbg. & Bldg. Contractor C	Earthworks Contractor D	Contractor E	Contractor F
Sub Contractor 1 - Equip Install	Playgrounds Plus	Edwards & Assoc.	Leonards Constr.	Edwards & Assoc.		
Sub Contractor 2 - Concrete				Diamond D		
Sub Contractor 3 - Temp. Fencing		United Site Service				
Sub Contractor 4 - Rubber tile	Playgrounds Plus					
Sub Contractor 5						



Board Agenda Backup

Item No: 11.8

Date: October 9, 2013

Item: CAHSEE Passage Waiver
English Language Arts (WHS 13-14-08)

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

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

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

Recommendation: Approve

Budget Considerations: None

Funding Source:

Budgeted: Yes: ☐

No: ☐

Amount: \$

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

Superintendent's Signature: Denise Banghart

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Date: 9/19/13

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).

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

Signature of Principal: _____

Date: 9/30/13

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

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

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

Signature of Parent: _____

9/25/13

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 ID Number _____

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

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

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

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

possesses weak auditory processing skills and a slow processing speed. - struggles with reading, writing because of his SLA.

- 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):

H.M. 10/7/13. used alternate setting; extended time to pass the ~~ELA~~ CAHSEE. He used the modification of having the test read aloud to him to pass the ELA portion. State the rationale for applying the modification(s) used to achieve an equivalent passing score on the CAHSEE for this student.

had not been successful in passing the ELA portion with accommodations.

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

test questions/directions read aloud

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

Certified by:

Elaine Reguete
Principal's Signature

9/27/13
Date

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

Heather Morrison

Signature of Student's Special Education Teacher

9/20/13
Date

Heather Morrison

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.

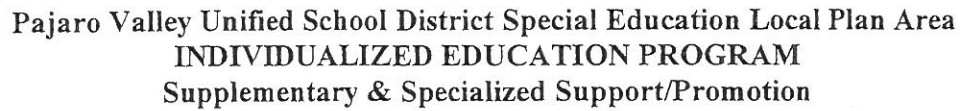
Federico Castaneda

Signature of Student's Academic Counselor

9-20-13

Federico Castaneda

Printed Name of Student's Academic Counselor



Date of Birth.

IEP Meeting Date 4/28/2013

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

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

PROMOTION STANDARDS

- CALIFORNIA HIGH SCHOOL EXIT EXAMINATION (CAHSEE)

- ☐ No accommodations or modifications ☐ Exempt due to eligibility for participation in CAPA
☒ Modifications (specify) Reading passages read to student ☐ 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 ~~12/06/12~~ 1/28/2013

INSTRUCTIONAL ACCOMMODATIONS

Area of Difficulty	Accommodation	Responsible Agency/Personnel	Start Date
Auditory Memory	seat near visuals, Preferential Seating, Provide with Notes, Spelling Checker, Visual Models	District of Service, Gen. Ed. Teacher, RS	12/06/12
Processing Speed	Extra Time: Assignments/Tests (2.0), Take Tests in Alternate Setting	District of Service, Gen. Ed. Teacher, RS	12/06/12
<i>Auditory memory Processing Speed</i>	<i>Reading Passages read aloud to student as needed. the following accommodations</i>	<i>District of Service Gen Ed + RSP Teacher</i>	<i>1/28/2013</i>

ajaro Valley Unified School District

Date: 6/12/2009

ated: 6/7/2013

Of: 2013

School Name/Address

Watsonville High School
250 East Beach St
Watsonville, CA 95076

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

Counselor: Castaneda F

CrsID	Course Title	Mark	Credit	CrsID	Course Title	Mark	Credit	Credit Summary - High School			
Watsonville High School Grd 09 12/2009				Watsonville High School Grd 11 6/2012				Subject Area	Req	Cmp	Def
9240	Advisory 9th	A-	0.500	9240	Advisory	A	0.500	A English	40.00	35.00	5.00
2435	Algebra Readiness	A	5.000	2512	Bridge to Geo 1A	D	5.000	B Math	20.00	20.00	
1120	P English 1 (SDAIE)	D	5.000	8370	Directed Study (ACM)	A	5.000	C Biological Science	10.00	10.00	
3910	Health	D-	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	C	5.000	E Health	5.00	5.00	
4510	N PE 9	A-	5.000	7540	P Psychology	B	5.000	F Fine Arts / Foreign L	10.00	10.00	
8365	Tutorial 9-12	A	5.000	7220	P US History (SD)	D	5.000	G Physical Education	20.00	20.00	
Crs Att: 30.500 Cmp: 30.500 Total GPA: 2.525				Crs Att: 30.500 Cmp: 25.500 Total GPA: 1.869				H Applied Arts	10.00	10.00	
Watsonville High School Grd 09 6/2010				Watsonville High School Grd 12 12/2012				I World Civilization	10.00	10.00	
9240	Advisory 9th	A+	0.500	9245	Advisory IEP	A-	0.500	J US History	10.00	10.00	
2435	Algebra Readiness	B+	5.000	9292	CAHSEE Tutorial English B-	5.000		K Federal Government	5.00	5.00	
1120	P English 1 (SDAIE)	C-	5.000	9294	CAHSEE Tutorial Math A	5.000		L Economics	5.00	5.00	
3605	P Integ Science I	D-	5.000	6050	P Ceramics	C+	5.000	M Electives	45.00	45.00	
5051	Intro Computers	C	5.000	5415	Food/ Nutrition	A	5.000	N Algebra	10.00	10.00	
4510	N PE 9	A-	5.000	4610	N Physical Education 2	A	5.000	O Science	10.00	10.00	
8365	Tutorial 9-12	A-	5.000	7310	P US Government	B-	5.000	X Electives 2	0.00	24.00	
Crs Att: 30.500 Cmp: 30.500 Total GPA: 2.689				Crs Att: 30.500 Cmp: 30.500 Total GPA: 3.344				---Total Credits---			
Watsonville High School Grd 10 12/2010				Watsonville High School Grd 12 6/2013				GPA Summary			
9243	Advisory 12th	A+	0.500	9245	Advisory IEP	B+	0.500	Academic GPA:	2.445	Rank 221 out of 413	
2410	P Algebra 1A/B	D+	5.000	9292	CAHSEE Tutorial English A	5.000		Total GPA:	2.554	Rank 205 out of 413	
3210	P Biology	C	5.000	6050	P Ceramics	B	5.000	UC/CSU GPA:	1.625		
5463	Child Dev/ Leadership	B-	5.000	7410	P Economics	C	5.000	Testing Information			
1220	P English 2 (SDAIE)	C	5.000	5415	Food/ Nutrition	A	5.000	CA HSEE ELA	CAHSEE_ELA-1-1		
8364	Math Tutorial	A	5.000	8373	IS Program (SpEd)	P	5.000	F	3/12/2013		
7120	P World Civ (SDAIE)	D	5.000	4610	N Physical Education 2	B	5.000	CA HSEE Math	CAHSEE_Math-1-1		
Crs Att: 30.500 Cmp: 30.500 Total GPA: 2.197				Crs Att: 30.500 Cmp: 30.500 Total GPA: 3.196				P	11/7/2012		
Watsonville High School Grd 10 6/2011				Watsonville High School Grd 11 12/2011							
9243	Advisory 12th	A	0.500	9240	Advisory	A	0.500				
2410	P Algebra 1A/B	C	5.000	2512	Bridge to Geo 1A	C	5.000				
3210	P Biology	C	5.000	8370	Directed Study (ACM)	A	5.000				
5463	Child Dev/ Leadership	A	5.000	1330	P English 3	D	5.000				
1220	P English 2 (SDAIE)	C	5.000	3251	P Marine Biology	D	5.000				
8364	Math Tutorial	A	5.000	7540	P Psychology	C+	5.000				
7120	P World Civ (SDAIE)	C	5.000	7220	P US History (SD)	C+	5.000				
Crs Att: 30.500 Cmp: 30.500 Total GPA: 2.689				Crs Att: 30.500 Cmp: 30.500 Total GPA: 2.033							

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

Comments:
CAHSEE ELA-Waived

Polio
DTP
MMR
HEP B
Varicella

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

Date: 9/16/2013

Grade: 12

School: 4437901 - Watsonville High

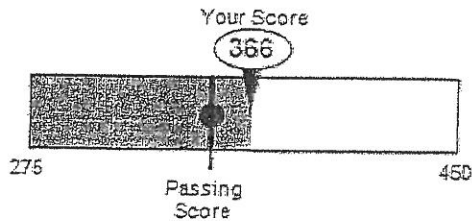
District: 69799 - Pajaro Valley Unified

County: 44 - Santa Cruz Coun

Test Date: 03/12/2013

Total Score	Score Required to Pass	Status
366	350	MODIFIED

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



READING

	Number of Questions	Number Correct
Word Analysis	7	6
Reading Comprehension	18	13
Literary Response & Analysis	20	16

WRITING

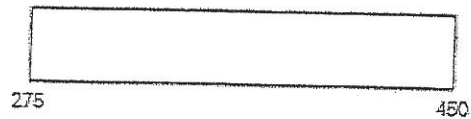
Writing Strategies	12	10
Writing Conventions	15	8

Essay 2.0

Test Date: 03/13/2013

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.



	Number of Questions	Number Correct
--	---------------------	----------------

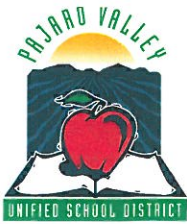
Probability & Statistics

Number Sense

Algebra & Functions

Measurement & Geometry

Algebra I



Board Agenda Backup

Item No: 11.9

Date: October 23, 2013

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

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:

Dann Bol

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Date: 9-9-13

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)

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

Signature of Principal _____

Date: 9/12/2013

I request that my child
passing score one or more
graduation requirement.

with a modification and earned the equivalent of a
CAHSEE, be granted a waiver of this California

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.

X Signature of Parent _____

Date: 9/16/13

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

Number:

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

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

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

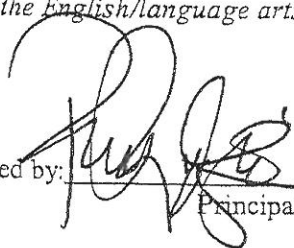
See attached

Student

1. This student has delays in processing speed and auditory memory and both create difficulty for her in the areas of reading comprehension and written language skills. She is a slow reader and writer and would not do well with a timed test.
2. During the ELA portion of the test she was given one day or more to complete the test and was offered the modification of having test questions read aloud.
3. This student's reading comprehension, reading fluency and word recognition skills are below grade level because of her auditory memory and processing speed deficits. Since she is a slow reader the extra time provided helped her manage her time better which increased her probability of being more successful. Also, since her word recognition and reading comprehension scores are below grade level the oral reading of test questions helped to increase her understanding of the questions.
4. This student receives a number of instructional accommodations on a daily basis which include; double time to complete assignments and tests, can take tests in an alternate setting where questions can be read aloud, can take tests in short segments, can use a calculator if necessary, can have preferential seating and is provided with visual models and a visual schedule and is provided with notes as well. All of her general education teachers have been provided with a copy of her IEP goals and instructional accommodations in order to provide her with the least restricted environment.

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

Certified by:


Principal's Signature

9/19/13
Date

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



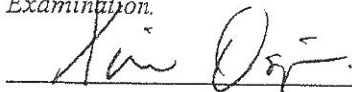
Signature of Student's Special Education Teacher

9/17/13
Date

Nicholas E. Ballag

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

9/20/13
Date

Ximena Ospina

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 02/15/13

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: _____

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

PROMOTION STANDARDS

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

CALIFORNIA HIGH SCHOOL EXIT EXAMINATION (CAHSEE)

- ☐ No accommodations or modifications ☐ Exempt due to eligibility for participation in CAPA
☒ Modifications (specify) Calculator, ELA Q's Read Aloud ☐ Grade Exempt (below grade 10)
☒ Accommodations (specify) ELA > 1 Day; Math Q's Read Aloud ☐ 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 02/15/13

INSTRUCTIONAL ACCOMMODATIONS

Area of Difficulty	Accommodation	Responsible Agency/Personnel	Start Date
Auditory Memory, Visual Perception	Preferential Seating, Visual Models, Visual Schedule	District of Service, Assistant, Gen. Ed. Teacher, RS	02/15/13
Processing Speed	Calculator, Extra Time, Assignments/Tests (2.0), Provide with Notes, Shortened Assignments, Take Tests in Alternate Setting, Tests in Short Segments	District of Service, Assistant, Gen. Ed. Teacher, RS	02/15/13

Date: 8/28/2013



California High School Exit Examination

See back for details

Student and Parent Report

Student Name

Date of

Student

Grade:

School: 0105858 - Pajaro Valley High

District: 69799 - Pajaro Valley Unified

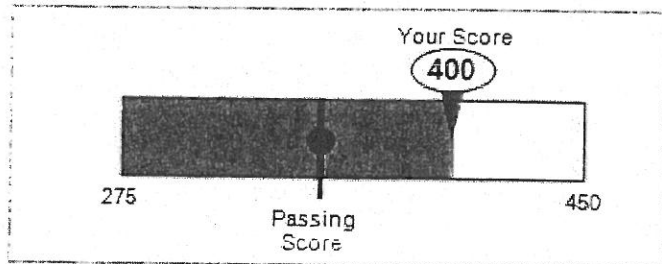
County: 44 - Santa Cruz Coun

English-Language Arts

Test Date: 03/12/2013

Your Total Score	Score Required to Pass	Status
400	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	7
---------------	---	---

Reading Comprehension	18	16
-----------------------	----	----

Literary Response & Analysis	20	20
------------------------------	----	----

WRITING

Writing Strategies	12	7
--------------------	----	---

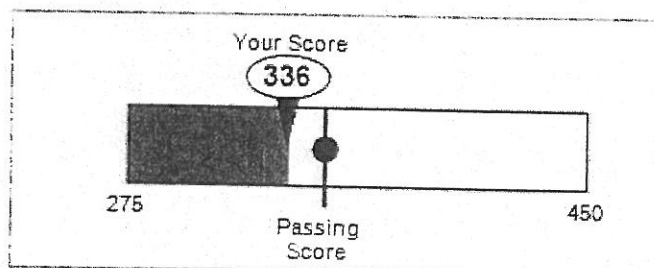
Writing Conventions	15	15
---------------------	----	----

Mathematics

Test Date: 03/13/2013

Your Total Score	Score Required to Pass	Status
336	350	NOT PASSED

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



Strands for Mathematics

	Number of Questions	Number Correct
--	---------------------	----------------

Probability & Statistics	13	7
--------------------------	----	---

Number Sense	17	9
--------------	----	---

Algebra & Functions	20	11
---------------------	----	----

Measurement & Geometry	18	6
------------------------	----	---

Algebra I	12	2
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Writing Applications Score

Essay

Your Score

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 20% of the total English-Language Arts score.

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



Board Agenda Backup

Item No: 11.10

Date: October 23, 2013

Item: CAHSEE Passage Waiver
Math (PVHS 13-14-15)

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: Dormer

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Date: 3/4/2013

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)

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

Signature of Principal:  Date: 3/4/13

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

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

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

Signature of Parent _____ Date: 3/10/2013

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

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

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

Student ID#

1a.

Student has a specific learning disability impacting his visual-processing integration skills which impede his performance in completing math computation assignments. Visual processing difficulties make the student out-put difficult for student, even when he understands the subject matter. Standard scores are low average in broad mathematics.

1b.

Student has the use of a calculator on math tests.
Questions were read aloud to the student in administering the CAHSEE math test.

1c.

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

1d.

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

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

Certified by: _____

Principal's Signature

Date

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

Signature of Student's Special Education Teacher

Date

Print Name of Student's Special Education Teacher

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

Signature of Student's Academic Counselor

Date

Printed Name of Student's Academic Counselor



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

Student _____

Date of Birth _____

IEP Meeting Date 05/14/12

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: if requested, flexible setting, extra time
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: if requested, flexible setting, extra time
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: if requested, flexible setting, extra time
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: if requested, flexible setting, extra time
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) Flexible setting, directions read aloud, questions read aloud, extended time, calculator

PROMOTION STANDARDS

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

CALIFORNIA HIGH SCHOOL EXIT EXAMINATION (CAHSEE)

- ☐ No accommodations or modifications ☐ Exempt due to eligibility for participation in CAPA
☒ Modifications (specify) Calculator ☐ Grade Exempt (below grade 10)
☒ Accommodations (specify) Questions and directions read aloud ☐ 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 05/14/12

INSTRUCTIONAL ACCOMMODATIONS

Area of Difficulty	Accommodation	Responsible Agency/Personnel	Start Date
Other: Visual Processing	Calculator, Directions Read Aloud, Extra Time: Assignments/Tests (2.0), Preferential Seating, Provide with Notes, Shortened Assignments, Study Buddy, Take Tests in Alternate Setting, Tests in Short Segments, Visual Models, Other: Qs read aloud; model assigned tasks; prompt for memory; check for understanding	District of Service/ Gen. Ed. Teacher, Assistant, RS	05/11/2012

Pajaro Valley Unified School District

Enter Date: 8/23/2010

Graduated:

Class Of: 2014

School Name/Address

Pajaro Valley High School
500 Harkins Slough
Watsonville, CA 95076

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

Counselor: Murphy, E

SSID:

Community

CrsID	Course Title	Mark	Credit	CrsID	Course Title	Mark	Credit	CrsID	Course Title	Mark	Credit
Pajaro Valley High School Grd 09 12/2010				Pajaro Valley High School Grd 11 12/2012							
2413	P Algebra 1A/B (Support9T	I	0.000	9291	Basic Skills CA Exit Ex B		5.000				
9270	Directed Study	A+	5.000	9270	Directed Study	A	5.000				
1130	P English 1	C+	5.000	6020	P Draw/Paint	C-	5.000				
3910	Health	B+	5.000	1330	P English 3: American Lit	D+	5.000				
3610	P Integrated Science I	D-	5.000	3510	P Physics	D-	5.000				
2976	Math B (9th)	C-	5.000	7210	P US History	D+	5.000				
4510	N Physical Education 9	D	5.000	Crs Att: 30.000 Cmp: 30.000							
Crs Att: 35.000 Cmp: 30.000 Total GPA: 2.167				After School Pajaro Valley High Grd 11 12/2012							
Pajaro Valley High School Grd 09 6/2011				AS2510 P GEOMETRY - 1st Sem. D+ 0.000							
Crs Att: 5.000 Cmp: 0.000 Total GPA: 2.000											
Credit Summary - High School											
Subject Area Req Cmp Def											
A English 40.00 25.00 15.00											
B Math 20.00 20.00											
C Biological Science 10.00 10.00											
D Physical Science 10.00 10.00											
E Health 5.00 5.00											
F Fine Arts / Foreign L 10.00 5.00 5.00											
G Physical Education 20.00 20.00											
H Applied Arts 10.00 5.00 5.00											
I World Civilization 10.00 10.00											
J US History 10.00 5.00 5.00											
K Federal Government 5.00 0.00 5.00											
L Economics 5.00 0.00 5.00											
M Electives 45.00 25.00 20.00											
N Algebra 10.00 5.00 5.00											
O Science 10.00 5.00 5.00											

---Total Credits--- 220.00 150.00 70.00											
GPA Summary											
Academic GPA: 2.222 Rank 237 out of 360											
Total GPA: 2.258 Rank 243 out of 360											
CSU GPA: 1.615											
Cal Grant GPA: 2.000											
Testing Information											
CAHSEE_ELA-1-1											
CA HSEE ELA P 2/7/2012											
CAHSEE_Math-1-1											
CA HSEE Math F 11/7/2012											

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

Comments:

Polio 10/6/1995 12/21/1995 3/6/1996 9/13/1999
DTB 10/6/1995 11/20/1995 12/21/1995 3/6/1996 9/13/1999
MMR 11/20/1995 9/13/1999
HEP B 10/6/1995 12/21/1995 6/12/1996
Varicella 9/13/1999

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

Date: 3/4/2013



California High School Exit Examination

See back for details

Student and Parent Report

Student Name

Date of Birth

Student ID:

Grade: 11

School: 0105858 - Pajaro Valley High

District: 69799 - Pajaro Valley Unified

County: 44 - Santa Cruz

English-Language Arts

Test Date: 11/06/2012

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.

275 450

Strands for English-Language Arts

READING

Number of Questions Number Correct

Word Analysis
Reading Comprehension
Literary Response & Analysis

WRITING

Writing Strategies
Writing Conventions

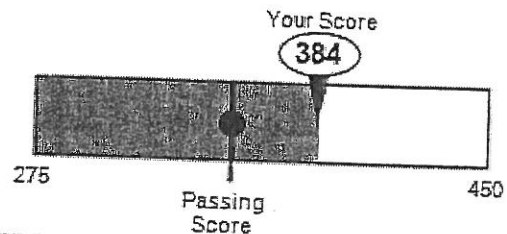
Essay

Mathematics

Test Date: 11/07/2012

Your Total Score	Score Required to Pass	Status
384	350	MODIFIED

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



Strands for Mathematics

	Number of Questions	Number Correct
Probability & Statistics	13	10
Number Sense	17	14
Algebra & Functions	20	17
Measurement & Geometry	18	14
Algebra I	12	6

* Each student essay receives two scores that range from 1 (lowest) to 4 (highest) or non-scoring (NS). The average of these two scores is noted above under the heading "Your Score". The Writing Applications score counts as 20% of the total English-Language Arts score.

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



Board Agenda Backup

Item No: 11.11

Date: October 23, 2013

Item: CAHSEE Passage Waiver
English Language Arts (WHS 13-14-16)

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:

Dorinda Bat

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Date: 9/20/13

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).

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

Signature of Principal: Elaine Depina Date: 10/1/13

I request that my child, _____ 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 a progress in the high school level curriculum sufficient to have attained the skills and knowledge otherwise needed to pass the CAHSEE.
3. An individual score report showing that my child has received the equivalent of a passing score on the CAHSEE while using a modification that fundamentally alters what the high school examination measures as determined by the State Board of Education.

Signature: _____

Date: 10/9/13

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 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 examination in order to receive a diploma. This student has taken the high school exit examination with one or more modifications that fundamentally alter what the test measures as determined by the State Board of Education, and has achieved the equivalent of a passing score on one or both parts of the examination.

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

1. Has an individualized education program (IEP) adopted pursuant to the Individuals with Disabilities Education Act that specifies the use of the modification(s) on the exit examination, standardized testing, or classroom instruction and assessments.
(Attach the section of the IEP that specifies the modifications). ✓
 - a. Describe the nature of the student's disability as identified on the IEP (please note if this will result in overt identification of the student).
_____ possesses both auditory and visual processing deficits. She requires information to be presented multi-modally in order to learn.
 - 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):
_____ required the test questions to be read aloud to her in order to pass the ELA CAHSEE.
 - c. State the rationale for applying the modification(s) used to achieve an equivalent passing score on the CAHSEE for this student.
_____ had not been successful in passing the CAHSEE ELA portion with accommodations (flexible setting, extended time).
 - d. Describe the modification(s) that the student regularly uses in the classroom and on other assessments.
_____ has test questions & directions ~~read~~ read aloud to her regularly.

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

Certified by: Elaine Lopez
Principal's Signature

9/27/13
Date

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

Heather Morrison
Signature of Student's Special Education Teacher

9/20/13
Date

Heather Morrison
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.

Federico Castaneda
Signature of Student's Academic Counselor

9/27/13

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 02/19/15

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) Use of calculator; 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 02/19/13

INSTRUCTIONAL ACCOMMODATIONS

Area of Difficulty	Accommodation	Responsible Agency/Personnel	Start Date
Auditory Memory	Calculator, Extra Time: Assignments/Tests (1.5), Provide with Notes, Take Tests in Alternate Setting, Visual Models	District of Service, Gen. Ed. Teacher, RS	02/21/13
Visual Perception	Calculator, Directions Read Aloud, Tests read aloud, Preferential Seating, Spelling Checker	District of Service, Gen. Ed. Teacher, RS	02/21/13
Auditory Perception	keep directions simple; check for understanding, Provide with Notes, Visual Models	District of Service, Gen. Ed. Teacher, RS	02/21/13

ajaro Valley Unified School District

Date: 8/12/2009

ated: 6/7/2013

Of: 2013

School Name/Address

Watsonville High School
250 East Beach St
Watsonville, CA 95076

Tel: (831)728-6390

Fax: (831)761-6013

Counselor: Castaneda F

SSID:

Community

CrsID	Course Title	Mark	Credit	CrsID	Course Title	Mark	Credit	CrsID	Course Title	Mark	Credit
Watsonville High School Grd 09 12/2009				Watsonville High School Grd 11 12/2011				Watsonville High School Grd 12 6/2013			
9240	Advisory 9th	A	0.500	4610	N Adv PE	A	5.000	9245	Advisory IEP	B-	0.500
2450	Algebra Connections	C	5.000	9242	Advisory 11th	A+	0.500	9292	CAHSEE Tutorial English A	A	5.000
2450	Algebra Connections	C	5.000	8370	Directed Study (ACM)	B+	5.000	9294	CAHSEE Tutorial Math	A	5.000
1130	P English 1	C	5.000	1330	P English 3	D	5.000	6120	P Digital Photography	C	5.000
3910	Health	B	5.000	3050	P Environmental Horticult	C	5.000	7410	P Economics	D	5.000
4510	N PE 9	A-	5.000	2510	P Geometry	F	0.000	1430	P English 4	D	5.000
8365	Tutorial 9-12	A	5.000	7210	P US History	P	5.000	8373	IS Program (SpEd)	P	5.000
Crs Att: 30.500 Cmp: 30.500 Total GPA: 2.852				Crs Att: 30.500 Cmp: 25.500				Crs Att: 30.500 Cmp: 30.500 Total GPA: 2.412			
Watsonville High School Grd 09 6/2010				After School Watsonville High Grd 11 12/2011				Credit Summary - High School			
9240	Advisory 9th	A	0.500	AS7110	World Civilization AS-2 C	5.000					
2450	Algebra Connections	F	0.000	Crs Att: 5.000 Cmp: 5.000 Total GPA: 2.033				Subject Area	Req	Cmp	Def
2450	Algebra Connections	F	0.000	Watsonville High School Grd 11 6/2012				A English	40.00	40.00	
1130	P English 1	D	5.000	4610	N Adv PE	B	5.000	B Math	20.00	20.00	
5051	Intro Computers	A	5.000	4610	N Adv PE	0.000		C Biological Science	10.00	10.00	
4510	N PE 9	A	5.000	9242	Advisory 11th	A+	0.500	D Physical Science	10.00	5.00	5.00
8365	Tutorial 9-12	B	5.000	9294	CAHSEE Math	A+	5.000	E Health	5.00	5.00	
Crs Att: 30.500 Cmp: 20.500 Total GPA: 2.033				8370	Directed Study (ACM)	B+	5.000	F Fine Arts / Foreign L	10.00	10.00	
Watsonville High School Grd 10 12/2010				8370	Directed Study (ACM)	0.000		G Physical Education	20.00	20.00	
9241	Advisory 10th	A+	0.500	1330	P English 3	F	0.000	H Applied Arts	10.00	10.00	
3210	P Biology	RF	0.000	3050	P Environmental Horticult	B-	5.000	I World Civilization	10.00	10.00	
2512	Bridge to Geo 1A	D	5.000	2510	P Geometry	0.000		J US History	10.00	10.00	
1230	P English 2	B	5.000	7210	P US History	P	5.000	K Federal Government	5.00	5.00	
8365	Tutorial 9-12	A	5.000	Crs Att: 30.500 Cmp: 25.500 Total GPA: 2.627				L Economics	5.00	5.00	
6015	P Visual Arts	B-	5.000	Watsonville High School Grd 11 7/2012				M Electives	45.00	45.00	
7110	P World Civ	D	5.000	SS2410	P ALGEBRA 1-2nd Sem Credi	C	5.000	N Algebra	10.00	15.00	
Crs Att: 30.500 Cmp: 25.500				SS9695	Digital Media Arts-1st	0.000		O Science	10.00	10.00	
After School Watsonville High Grd 10 12/2010				SS9695	Digital Media Arts-1st	A-	5.000	X Electives 2	0.00	4.00	
AS9250	AS ENRICHMENT/ELECTIVE	0.000		Crs Att: 10.000 Cmp: 10.000 Total GPA: .000				---Total Credits---			
Crs Att: 2.500 Cmp: 0.000 Total GPA: 2.431				Watsonville High School Grd 12 12/2012				220.00	224.00	5.00	
Watsonville High School Grd 10 6/2011				9245	Advisory IEP	A-	0.500	GPA Summary			
9241	Advisory 10th	A	0.500	3518	P Ag Engineering/Applied	D+	5.000	Academic GPA:	2.179	Rank 290 out of 413	
3210	P Biology	RF	0.000	9292	CAHSEE Tutorial English C	5.000		Total GPA:	2.317	Rank 276 out of 413	
2512	Bridge to Geo 1A	F	0.000	9294	CAHSEE Tutorial Math	B	5.000	UC/CSU GPA:	1.923		
1230	P English 2	B	5.000	1430	P English 4	C-	5.000	Testing Information			
8365	Tutorial 9-12	B	5.000	3251	P Marine Biology	C-	5.000	CA HSEE ELA	CAHSEE_ELA-1-1		
6015	P Visual Arts	A	5.000	7310	P US Government	C	5.000	F	3/12/2013		
7110	P World Civ	F	0.000	Crs Att: 30.500 Cmp: 30.500 Total GPA: 2.033				CAHSEE_Math-1-1			
Crs Att: 30.500 Cmp: 15.500 Total GPA: 2.039				Watsonville High School Grd 10 7/2011				CA HSEE Math	2	2/6/2013	
Watsonville High School Grd 10 7/2011				SS3211	P BIOLOGY-1st Sem	B-	5.000				
Crs Att: 5.000 Cmp: 5.000 Total GPA: 3.000											

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

Polio	2/1/1995	4/25/1995	6/7/1995	7/27/1999	
DTP	2/1/1995	4/25/1995	6/7/1995	9/17/1997	7/27/1999
MMR	2/14/1996	7/27/1999			
HEP B	2/17/1995	4/25/1995	9/17/1997		
Varicella					

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

Date: 9/16/2013

California High School Exit Examination

See back for details

Student and Parent Report

Student Name

Date of Birth

Student ID:

Grade: 12

School: 443

District: 69799 - Pajaro Valley Unified

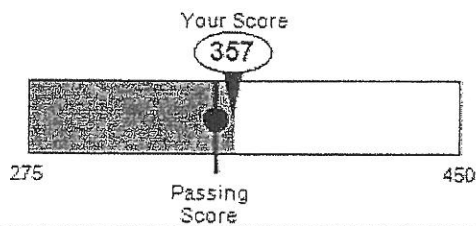
County: 44 - Santa Cruz County

English-Language Arts

Test Date: 02/05/2013

Your Total Score	Score Required to Pass	Status
357	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.



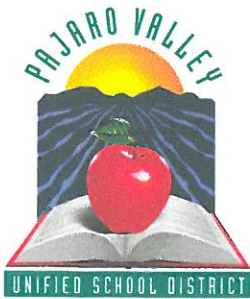
Breakdown for English-Language Arts

	Number of Questions	Number Correct
READING		
Word Analysis	7	5
Reading Comprehension	18	14
Literary Response & Analysis	20	15
WRITING		
Writing Strategies	12	7
Writing Conventions	15	8
Essay		2.0

Each student's essay response is scored on a scale from 1 (lowest) to 4 (highest) or non-scorable (0). The writing subscore counts as 20% of the total English-Language Arts score. A student must correctly state the subject area examination (English-Language Arts).



PAJARO VALLEY UNIFIED SCHOOL DISTRICT



Board Agenda Backup

Item No: 14.1

Date: October 23, 2013

Item: Child Welfare & Attendance Update

Overview: September was School Attendance Awareness Month. The Child, Welfare and Attendance Department organized a public relations campaign to get the information out regarding daily school attendance and the law, where to report truants, as well as resources that are available within and outside of the district. The district organized a press conference with our collaborative partners: Judge Heather Morse, District Attorney Bob Lee, County Office of Education Superintendent Michael Watkins, and WPD Lieutenant Jorge Zamora and Officer Alejandro Rodriguez. In an effort to reduce the number of truants or chronic absentees, Child Welfare & Attendance (CWA) has reinstated past interventions, improved current interventions, and implemented new interventions. CWA is meeting bi-weekly to review attendance data throughout the district and are implementing strategic practices to positively impact and promote daily school attendance. Our campaign is, "On Time. All Day. Every Day." The Board presentation will discuss the following:

1. The Law
2. Attendance Data
3. Interventions and Support
4. Impact and Outcomes

Goal:

Reduce the number of truants and chronic absentees dramatically across the district and continue to effectively support site attendance workers.

Recommendation:

Budget Considerations:

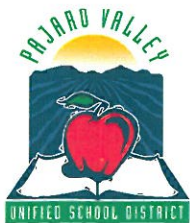
Funding Source:

Budgeted: Yes: ☐ No: ☐

Amount: \$

Prepared By: ShaKenya Edison, Child Welfare & Attendance Coordinator

Superintendent's Signature: Dorm B. B.



Board Agenda Backup

Item No: 14.2

Date: October 23, 2013

Item: Child Development Department Self Review Goals 2013-14

Overview: PVUSD State Funded Child Development Programs currently offer services to 530 children in fourteen centers and through contracting with Family Childcare homes in the community. Funding for these programs is provided by California Department of Education/ Child Development Division. The Funding terms and conditions for these contracts require and annual self-review by each contract type. The attached goals were established from the self-review after comprehensive data collection using Early Childhood Environmental Rating Scale, Child outcome data from the Desired Results Developmental Profile and Parent Surveys. Goals also reflect an alignment to PVUSD goals and best early childhood practices that support later student achievement.

Recommendation: Review by Board. No Action needed.

Budget Considerations:

Funding Source: California Dept. of Education/ Child Development Division

Budgeted: Yes: ☐ No: ☒

Amount: Total \$

Prepared By: Kathy Lathrop Director, Child Development/ Early Childhood Education

Superintendent's Signature: Dorm Bok

Program Self-Evaluation Annual Report

Contractor's Legal Name PAJARO VALLEY UNIFIED SCHOOL DISTRICT			
Vendor Number 6979			<input type="checkbox"/> Cal-SAFE CDS Code
Contract and Age	<input checked="" type="checkbox"/> CSPP		
	<input type="checkbox"/> CCTR – (Infant/Toddler)		
	<input type="checkbox"/> CCTR – (School Age)		
	<input type="checkbox"/> Education Network (Infant/Toddler)		
	<input type="checkbox"/> Education Network (Preschool)		
	<input type="checkbox"/> CHAN		
	<input type="checkbox"/> CMIG - (Infant/Toddler)		
	<input type="checkbox"/> CMIG - (Preschool)		
Date Program Self-Evaluation Completed			
Number of Classrooms		Number of Family Child Care Homes	
<p>Describe the Program Self-Evaluation Process:</p> <p>Desired Results Developmental Profile is a yearlong process for PVUSD preschool sites. Staff is trained formally and supported individually on observation and record taking. A focus for staff development in 2012-13 was on supporting assistant and associate teachers in their support role in the classroom with DRDP. Training on taking anecdotal observations and using check lists was offered fall 2013. This year PVUSD staff worked at data team meetings lead by administration to linking instruction to DRDP findings. Site Supervisors were asked to share DRDP data reports from Child Care Results and work on site plan with their staff. Monthly curriculum planning meetings were conducted with lesson plans linked to DRDP Measures. All CSPP Sites reviewed the DRDP Fall data findings and made an action plan setting goals to improve outcomes for this year's children. Fall Data was shared with parents at November Parent Conferences. Goals to support their child's learning were created with parents. These plans were reviewed in May and sites recorded the progress reflected in Spring data, as well as set plans for next year's focus for their site according to Spring DRDP data.</p> <p>Spring data undergoes a similar process. Sites use data for 2nd conferences conducted in May, reviewing growth for this year's students. Data is shared with Kindergarten classrooms via First 5 Snap Shot and School Readiness correlation. Each Site completed Form 4000B with individual goals for their site. A highlight of spring data review for 2013 was a School Board presentation made by Kathy Lathrop on May 22 sharing the growth students made in English Language Development. The DRDP data collected demonstrated that large numbers of children were making significant growth in learning English and that the program goals set the previous year and actions taken had been successful. DRDP Self Review information was shared with PAC advisory meeting, and then distributed through parent representatives back to sites. In addition to DRDP data findings, Coordinators Linda Orosco and Karen Hamman conducted an ECERS on each site across the months of March, April, and May. They have shared this information with site teachers and site supervisors to develop ECERS Action Plan. Agency wide patterns in the findings for ECERS will be shared in June at the end of the year Site Supervisor Meeting. One finding reported overall from the ECERS is that all sites had come up in the area of Language and Reasoning. This had been an action plan focus in 2011-12.</p> <p>The Parent Survey was conducted in March at each site. Some key findings from parent survey; 100 % of parents are either satisfied or very satisfied with the quality of the program, 98% of parents received information on what they can do to help their child learn, and 98% on how their child is doing in the program. Agency goals for parent involvement will be set at June end of the</p>			

year Site Supervisor meeting. This year agency level administrators reviewed DRDP individual site data and goals and agency level data to create Agency plan for the contract. These plans and the data that informed them are then shared with PVUSD School Board, Superintendent, Parent Advisory Committee, and all staff. Resourcing and professional development for 2013-14 will focus on implementation of the Agency Contract Goals.

The CSPP contract serves 386 children across 12 part day and 3 full day preschool sessions / classrooms.

A copy of the Program Self-Evaluation will be presented to the Governing Board. Will be sent to PVUSD Board with Contracts		Date Summer 2013
A copy of the Program Self-Evaluation will be presented to teaching/program staff. Site Supervisors 6/6/2013, Full Instructional Staff 8/ 16/13, Full day staff 7/2013		Date 6/6/2013
A copy of the Program Self-Evaluation will be presented to parents.		Date 10/15/2013
Statement of Completion I certify that a Program Self-Evaluation was completed.	Signature <i>Kathy Katrop</i> Name, Title, and Phone Number <i>Director ECE/Child Development</i> <i>(831) 786-8271</i>	Date <i>5/31/13</i>

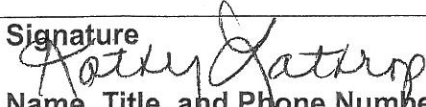
**Desired Results Developmental Profile Summary of Findings
And Program Action Plan – Program or Network Level**

Contractor Name PAJARO VALLEY UNIFIED SCHOOL DISTRICT	
Contract Type: CSPP	Age Group Preschool
Planning Date May 21, 2013	Lead Planner's Kathy Lathrop Director ECE /Child Development PVUSD
Follow-up Date(s) October 15, 2013 and January 15, 2014 , April 15, 2015	Planner's Name and Position Karen Hamman & Linda Orosco Coordinators

Key Findings from Developmental Profiles And Educational Goal	Action Steps (Including materials and training needed, schedule, space and supervision changes)	Expected Completion Date and Persons Responsible
Finding: 82% of students experienced positive growth across the English Language Development Domain. Average growth was 1 level 16% of students showed no growth. Educational Goal Reduce number of students that do not show growth in English development to less than 5%.	Curriculum and Assessment	
	1. Reflection on effective identified strategies implementation for ELD. Set goals for improved effectiveness in the area of English	1. Coordinators /Site Supervisors/ Teachers / Staff in routine planning and staff meetings August 2013-April 2014
	2. Refine small group lessons to target appropriate language support in instruction	2. Coordinators /Site Supervisors/ Teachers / Staff in routine planning and staff meetings August 2013-April 2014
	3. Increase effectiveness of adult child interaction in second language through discussion, video taping in classroom, and practicing specific scaffolding strategies. Provide coaching and feedback to individual instructional staff.	3. Coordinators /Site Supervisors/ Teachers / Staff in routine planning and staff meetings and site visits. August 2013-April 2014
	4. Use DRDP and IGDIs (Individual Growth and Development Indicators in Literacy) to provide individualized support for children in English language and literacy	4. Teachers/ Americore Reading Core Volunteers
	5. Identify 3 Super Simple Songs per month for instructional staff to learn and teach children.	5. Coordinators /Site Supervisors/ Teachers / Staff in routine planning and staff meetings August 2013-April 2014
	6. Create theme based vocabulary lists for targeted interactions with staff and children.	6. Coordinators / Teachers Develop. Review in routine planning and staff meetings August 2013-April 2014
	7. Review 2012-13 data and 2013-14 data related to children showing no growth in English.	7. Director / Coordinators/ Site Supervisors June 2013 and May 2014
	Parent Involvement	
	1. Provide information for parents on second language	1. Site Supervisors/ Teachers in routine parent

	development and how to support their children's learning.	education meetings August 2013-April 2014
	2. Develop supports to be used with resources provided to parents (Prompts for picture dictionary etc.)	2. Summer 2013
	3. Share lyrics to selected Super Simple songs with families	3. August 13 – April 2014
	4. Share theme based vocabulary lists with families & ideas for real life & community connections to learn concepts & words in first and second language	4. August – May 2013-14
	5. Discuss language goals in parent conferences with families.	5. Site Supervisors/ Teachers / Staff in routine family conferences November & 2013-May 2014
	6. Provide ELD Class information to families as part of resources offered	6. Site Supervisors/ Teachers parent education meetings August 2013-April 2014
	Professional Development	
	1. Meet with PVUSD ELD "experts " in education department to gather information on reasonable / optimum rate of growth in language development	1. Director/ Coordinator summer 2013 2. Site Supervisors/ Teachers Fall 2013
	2. Revisit scaffolding strategies for language support. Chunk out practice of strategies across year. Include feedback in site visits and monitoring. Include in reflective practice discussions for instructional staff.	3. Coordinators /Site Supervisors/ Teachers / Staff in routine planning and staff meetings August 2013-April 2014
	3. Study ELL Foundations and Frameworks and incorporate into lesson planning	4. Coordinators /Site Supervisors/ Teachers / Staff in routine planning and staff meetings August 2013-April 2014
	4. Continue reflective practice across all efforts to refine and improve effectiveness in supporting English language development	5. Coordinators /Site Supervisors/ Teachers / Staff in routine planning and staff meetings August 2013-April 2014

Program Self-Evaluation Annual Report

Contractor's Legal Name Pajaro Valley Unified School District- Buena Vista			
Vendor Number 6979		<input type="checkbox"/> Cal-SAFE CDS Code	
Contract and Age	<input type="checkbox"/> CSPP <input type="checkbox"/> CCTR – (Infant/Toddler) <input type="checkbox"/> CCTR – (School Age) <input type="checkbox"/> Education Network (Infant/Toddler) <input type="checkbox"/> Education Network (Preschool) <input type="checkbox"/> CHAN <input type="checkbox"/> CMIG - (Infant/Toddler) <input checked="" type="checkbox"/> CMIG - (Preschool)		
Date Program Self-Evaluation Completed		May 30, 2013	
Number of Classrooms		Number of Family Child Care Homes	
Describe the Program Self-Evaluation Process (Note: This area expands as necessary.) Desired Results Developmental Profile is a quick process for PVUSD CMIG contract as services from enrollment to close down is six months. CMIG site, Buena Vista Children's Center conducts the DRDP assessment twice during the season. The information is sent to Child Care Results for data analysis and collation. Two conferences are held each program year to build partnerships with Parents, but also to discuss and plan for individual children's needs. The results are also shared and analyzed by staff to outline goals and planning for curriculum development. Also, to individualize curriculum to children's needs. A Parent Survey is also conducted and results are shared with families during the monthly Parent Meetings. Feedback from families is crucial and goals are made to improve upon the suggestions that Parents give to the program. ECERS was conducted and a Summary of Findings was submitted to Administration. The program staff reviewed these findings to take appropriate action to improve scores. Administration reviewed all data (DRDP, Parent Survey, ECERS) and goals to create a program plan for Buena Vista. CMIG and CSPP plan so as to maximize administrative capacity to support sites due to the shortened program calendar for migrant programs. The Data and Goals are shared with PVUSD School Board, Parent Advisory Committee, as well as Staff. Resourcing and professional development for 2013-14 focus on implementation of the Agency Contract Goals.			
A copy of the Program Self-Evaluation will be presented to the Governing Board. Will be presented to PVUSD Board with Contracts.		Date Summer 2013	
A copy of the Program Self-Evaluation will be/has been presented to teaching/program staff.		Date 6/12/13	
A copy of the Program Self-Evaluation will be/has been presented to parents.		Date 7/7/13	
Statement of Completion I certify that a Program Self-Evaluation was completed.	Signature  Name, Title, and Phone Number Director ECE/Child Dev.		Date 5/31/13 (831) 786 - 8271

**Desired Results Developmental Profile Summary of Findings
And Program Action Plan – Program or Network Level**

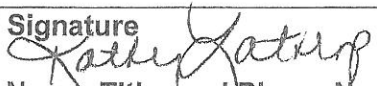
Contractor Name PVUSD / Buena Vista Children's Center	
Contract Type, Education Network, and/or Cal-SAFE CMIG	Age Group (Infant/Toddler, Preschool, School-Age) Preschool
Planning Date May 14, 2013	Lead Planner's Name and Position Maria R. Flores Site Supervisor, Linda Orosco, Coordinador
Follow-up Date(s) October 25, 2013	Lead Planner's Name and Position Maria Medina / Marina Antuna, Teachers

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Key Findings from Developmental Profiles And Educational Goal (What will be accomplished for children?)	Action Steps (Including materials and training needed, schedule, space and supervision changes)	Expected Completion Date and Persons Responsible									
Finding: Average growth for preschoolers in ELD increased greatly. Average Developmental Level increase Spring to Fall (May to October) <table><tr><td></td><td>2011 Season</td><td>2012 Season</td></tr><tr><td>3's</td><td>.6 to .3</td><td>.7 to .9</td></tr><tr><td>4's</td><td>.6 to 1.6</td><td>.9 to 1.9</td></tr></table>		2011 Season	2012 Season	3's	.6 to .3	.7 to .9	4's	.6 to 1.6	.9 to 1.9	Curriculum and Assessment	
		2011 Season	2012 Season								
	3's	.6 to .3	.7 to .9								
	4's	.6 to 1.6	.9 to 1.9								
	1. Reflection on effective identified strategies implementation for ELD. Set goals for improved effectiveness in the area of English	1. Coordinators /Site Supervisors/ Teachers / Staff in routine planning and staff meetings Ongoing-October 2013									
2. Refine small group interactions through the day (meal times, nap times, center choice) to target appropriate language support in instruction	2. Coordinators /Site Supervisors/ Coordinators /Site Supervisors/ Teachers / Staff in routine planning and staff meetings Ongoing-October 2013										
3. Increase effectiveness of adult child interaction in second language through discussion, video tapping in classroom, and practicing specific scaffolding strategies. Provide coaching and feedback to individual instructional staff.	3. Coordinators /Site Supervisors/ Teachers / Staff in routine planning and staff meetings Ongoing-October 2013										

Educational Goal <i>Increase English Language learning growth.</i>	4. Identify 2 Super Simple Songs per month for instructional staff to learn and teach children.	4. Coordinators /Site Supervisors/ Teachers / Staff in routine planning and staff meetings Ongoing-October 2013
	5. Create theme based vocabulary lists for targeted interactions with staff and children.	5. Coordinators /Site Supervisors/ Teachers / Staff in routine planning and staff meetings Ongoing-October 2013
	6. Begin regular use of Early Learning Concepts Video program for modeling of simple English and increased vocabulary.	6. Teachers / Assistant Teachers May 2013 to October 2013
	Parent Involvement	
	1. Provide information for parents on second language development and how to support their children's learning.	1. Coordinators /Site Supervisors/ Teachers / Staff in routine planning and staff meetings Ongoing-October 2013
	2. Share lyrics to selected Super Simple songs with families	2. August 13 – April 2014
	3. Share theme based vocabulary lists with families & ideas for real life & community connections to learn concepts & words in first and second language	3. August – May 2013-14
	4. Discuss language goals in parent conferences with families.	4. Site Supervisors/ Teachers / Staff in routine family conferences Ongoing-October 2013
	5. Provide Adult Education ELD Class information to families as part of resources offered	5. Site Supervisors/ Teachers parent education meetings Ongoing-October 2013
	Professional Development	•
	1. Meet with PVUSD ELD "experts" in education department to gather information on reasonable / optimum rate of growth in language development	1. Director/ Coordinator summer 2013 2. Site Supervisors/ Teachers Fall 2013
	2. Revisit scaffolding strategies for language support. Chunk out practice of strategies across year. Include feedback in site visits and monitoring. Include in reflective practice discussions for instructional staff.	3. Coordinators /Site Supervisors/ Teachers / Staff in routine planning and staff meetings Ongoing-October 2013
	3. Study ELL Foundations and Frameworks and incorporate into lesson planning	4. Coordinators /Site Supervisors/ Teachers / Staff in routine planning and staff meetings Ongoing-October 2013
	4. Continue reflective practice across all efforts to refine and improve effectiveness in supporting English language development	5. Coordinators /Site Supervisors/ Teachers / Staff in routine planning and staff meetings Ongoing-October 2013
	5. Train staff on Early Learning Concepts Videos	6. June 2013

Program Self-Evaluation Annual Report

Contractor's Legal Name PAJARO VALLEY UNIFIED SCHOOL DISTRICT			
Vendor Number 6979		<input type="checkbox"/> Cal-SAFE CDS Code	
Contract and Age	<input type="checkbox"/> CSPP <input checked="" type="checkbox"/> CCTR – (Infant/Toddler) <input type="checkbox"/> CCTR – (School Age) <input type="checkbox"/> Education Network (Infant/Toddler) <input type="checkbox"/> Education Network (Preschool) <input type="checkbox"/> CHAN <input type="checkbox"/> CMIG - (Infant/Toddler) <input type="checkbox"/> CMIG - (Preschool)		
Date Program Self-Evaluation Completed			
Number of Classrooms		Number of Family Child Care Homes	
<p>Describe the Program Self-Evaluation Process:</p> <p>The Desired Results Process for PVUSD Family Childcare Home Network begins in August. PVUSD staff review DRDP, FCCERS and Parent Survey results to inform program planning for the year. DRDP forms and resources are distributed to all Contracted Providers to begin the documentation process. FCCH are visited regularly for quality assurance and monitoring of children's developmental progress by PVUSD Child Development teacher qualified staff. The DRDP is completed by the provider (who are at least Associate Teacher qualified) in collaboration with PVUSD staff. The data from scoring is submitted to the department and sent to Child Care Results for collation. PVUSD Child Development and Providers review Fall data on children at a meeting and develop DRDP Action plans for individual children together. Spring data undergoes a similar process. Providers also meet with parents twice per year and use data to share developmental strengths and ways they can support their children's learning.</p> <p>PVUSD FCCH Coordinator completes FCCERS on each site and provides a FCCERS Plan for Improvement for all areas that scored below five. Staff makes follow up visits to homes to document progress made on Improvement Plans at the site. The Parent Survey is conducted at each site in April and this data is collected and reviewed. Agency goals for FCCERS and Parent Involvement are set by May.</p> <p>FCCH Review DRDP FCCH child data at agency level to create Agency plan for the contract. These plans and the data that informed them are then shared with PVUSD School Board, Parent Advisory Committee, as well as Staff. Resourcing and professional development for the following year focus on implementation of the Agency Contract Goals.</p>			
A copy of the Program Self-Evaluation will be presented to the Governing Board. Will be sent to PVUSD Board with Contracts			Date Summer 2013
A copy of the Program Self-Evaluation will be presented to teaching/program staff. Site Supervisors 6/6/2013, Full Instructional Staff 8/ 16/13, Full day staff 7/2013			Date 6/6/2013
A copy of the Program Self-Evaluation will be presented to parents.			Date 10/15/2013
Statement of Completion I certify that a Program Self-Evaluation was completed.	Signature  Name, Title, and Phone Number Director ECE/Child Dev. (831) 786-8271		Date 5/31/13


**Desired Results Developmental Profile Summary of Findings
And Program Action Plan – Program or Network Level**

Contractor Name PAJARO VALLEY UNIFIED SCHOOL DISTRICT	
Contract Type: CCTR	Age Group Infant Toddler
Planning Date May 21, 2013	Lead Planner's Karen Hamman /Child Development PVUSD
Follow-up Date(s) October 15, 2013 and January 15, 2014, April 15, 2015	Planner's Name and Position


Key Findings from Developmental Profiles And Educational Goal	Action Steps (Including materials and training needed, schedule, space and supervision changes)	Expected Completion Date and Persons Responsible
Finding: 75 % of infants 23-28 months were at the Expanding Responses (level 2) or below in Measure 29, Classification and Matching after the second assessment of the 2012-2013 year. Educational Goal Reduce number of infants 23-28 months at level 2 and below in Classification and Matching to below 40%.	Curriculum and Assessment	
	1. Survey the FCCH Environments and evaluate the accessibility to quality materials that foster learning in classification and matching.	1. Coordinator/FCCH Staff 10/30/13
	2. Complete an observation on FCCH focused on interactions and activities occurring to foster classification and matching. Give provider feedback and ideas for next steps.	2. Coordinator/FCCH Staff 12/30/13
	3. Purchase materials that promote classification and matching for FCCH's.	3. Coordinator 12/30/13
	4. Use DRDP to provide individualized support for children in Classification and Matching.	4. Coordinator/Providers 8/30/13
	5. Help providers to increase conversations on mathematical concepts during both play and routines.	5. Coordinator/FCCH Staff 12/30/13
	Parent Involvement	
	1. Provide written information for parents on mathematical development and how to support their children's learning.	1. Coordinator/FCCH Staff 10/30/13
	2. Share learning goals and ideas for support of mathematical concepts development at parent conferences	2. Providers 11/30/13
	3. Provide Creative Curriculum Learning games to families that promote classification and matching	3.Coordinator/FCCH Staff 11/30/13
	Professional Development	
	1. Provide training to FCCH Providers on Math development and ideas for developmentally appropriate	1.Coordinator 9/30/13

	ways to help infants and toddlers develop classification and matching skills.	
	2. Provide technical assistance on site to providers on fostering math learning through the environment and interactions	1. Coordinator/FCCH Staff 12/30/13
	3. Study Infant/Toddler Foundations on cognitive development and incorporate into lesson planning and training	2. Coordinator/FCCH Staff 12/30/13

Program Self-Evaluation Annual Report

Contractor's Legal Name Pajaro Valley Unified School District			
Vendor Number 6979		 Cal-SAFE CDS Code Watsonville High School 44697994437901	
Contract and Age	<input type="checkbox"/> CSPP <input type="checkbox"/> CCTR – (Infant/Toddler) <input type="checkbox"/> CCTR – (School-Age) <input type="checkbox"/> Education Network (Infant/Toddler) <input type="checkbox"/> Education Network (Preschool) <input type="checkbox"/> CHAN <input type="checkbox"/> CMIG - (Infant/Toddler) <input type="checkbox"/> CMIG - (Preschool)		
Date Program Self-Evaluation Completed		May 29, 2013	
Number of Classrooms	1	Number of Family Child Care Homes	
<p>Describe the Program Self-Evaluation Process (Note: This area expands as necessary.) Every year all the staff at PVUSD Infant Development Center participates in data collection, and observations for the DRDP. Staff also individually completes an ITERS scale of the site. All Staff are trained formally and supported individually through observation. Lisa Sandoval (program coordinator) and a representative from Early Head Start Partner (EHS) also complete separate ITERS. All data is then collected and share. (staff, program coordinator and EHS)</p> <p>The IDC classroom follows the CDD process for DRDP. The data from scoring is submitted to the department and sent to Child Care Results for collation. The DRDP process for this age group is very difficult. The span of the scale is so large that it is confines the growth development that is happening. As we struggle with the reflected scoring every year we really dig deep to utilize the data as appropriate.</p> <p>Staff uses Fall data on children to conduct goal setting conferences with families as well as DRDP Summary plans, individualized curriculum needs as well as group needs. The data from the DRDP and the Parent Surveys also support the topics to be addressed in parent meetings and referrals for outside agencies. Spring data undergoes a similar process. This data helps support growth and focus areas for the next school area.</p> <p>This year the ITERs and input from the EHS federal reviewer really played an integral part in setting up the class environment and daily lesson plan. Our primary age group served is 4 weeks to 20 months which can be difficult for planning some areas such as science and outdoor time. The staff put a lot of time looking at different ideas to include science and outdoor time and adapting it to this age group. The classroom blossomed with live plants, fish, insects and even cooking together. While outdoor time is still a struggle for our napping infants it has developed and will more next year.</p> <p>DRDP child data at agency level was used to create Agency plan for the contract. These plans</p>			

and the data that informed them are then shared with PVUSD School Board, Parent Advisory Committee, as well as Staff. Resourcing and professional development for 2013-14 focus on implementation of the Agency Contract Goals.

A copy of the Program Self-Evaluation will be/has been presented to the Governing Board.		Date Will be sent to PVUSD board with contracts
A copy of the Program Self-Evaluation will be/has been presented to teaching/program staff.		Date June 3, 2013
A copy of the Program Self-Evaluation will be/has been presented to parents.		Date June 3, 2013
Statement of Completion I certify that a Program Self-Evaluation was completed.	Signature  Kathy Lathrop, Director ECE/Child Development PVUSD (831) 786-8871	Date May 30, 2013

**Desired Results Developmental Profile Summary of Findings
And Program Action Plan – Program or Network Level**

Contractor Name Pajaro Valley Unified School District	
Contract Type Cal-SAFE	Age Group Infant/Toddler
Planning Date May 28, 2013	Lead Planner's Name and Position Lisa Sandoval PVUSD Cal-SAFE Teen Parent Coordinator
Follow-up Date(s) October , 2013	Lead Planner's Name and Position

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Key Findings from Developmental Profiles and Educational Goal (What will be accomplished for children?)	Action Steps (Address pedagogical approaches, professional development, curriculum, materials required, staff or program schedules, child-staff interactions, program or classroom use of space, parent education, and/or community outreach)	Expected Completion Date and Persons Responsible
<p>Finding:</p> <p>Through observations and the DRDP rating we discovered that 50% of the infant/toddlers had a decline of 1 or 2 Measures with in the Self and Social Development Domain after the second assessment for the 2012-2013 school year.</p> <p>Educational Goal:</p> <p>75% of the infant toddlers will show growth in the Self and Social Development Domain after the second assessment for the 2013-2014 school year.</p>	<p>Assessment/Curriculum:</p> <ul style="list-style-type: none"> Observe the classroom, review environment impacts, including traffic patterns, and interactive areas. Observe time spent with children and adult interactions (both familiar and unfamiliar adults) Incorporate relationship interaction into curriculum planning Review DRDP findings and work to tailor growth for individual need into curriculum planning Review current curriculum and materials available onsite. Implement ASQ surveys. 	<p>Aug.-Sept 2013 Program Coordinator & Site Supervisor</p> <p>Aug.- June 2014 All Site Staff</p> <p>Monthly beginning Sept 2013 Site supervisor & Assoc. teacher</p> <p>October 2013 Program Coordinator & Site Sup</p> <p>August 2013 Program Coordinator</p> <p>September 2013 Site Supervisor</p>
	<p>Parent Involvement:</p> <ul style="list-style-type: none"> Gather information from parents about child cues, language and care routines, before a child starts care in the program. 	<p>Upon Enrollment of Child Site Supervisor</p>

	<ul style="list-style-type: none"> • Ask parents about experiences with adults and other children at home. • Parents will receive monthly activities and or supportive materials to foster social emotional development with their child outside of the program. • Parents will be encouraged to participate in other programs that will offer additional support for child and parent. (ie: Early Head Start, Planned Parenthood, WIC groups etc.) 	Upon Enrollment of Child Site Supervisor May 2014 Program Coordinator & Site Sup Ongoing 2013-2014 School year All Staff
	Professional Development: <ul style="list-style-type: none"> • Monthly meeting with staff to reflect upon current strategies, best practices and supports in the classroom. • Curriculum resources readily accessible to all staff. • Introduce and train staff on parts or all of the CSEFEL infant/toddler Modules. 	Monthly 2013-2014 School Year All Staff August/Sept 2013 Program Coordinator 2013-2014 Program Coordinator