

PAJARO VALLEY UNIFIED SCHOOL DISTRICT MISSION STATEMENT

The Mission of the Pajaro Valley Unified School District is to educate and to support learners in reaching their highest potential. We prepare students to pursue successful futures and to make positive contributions to the community and global society.

March 14, 2012 REGULAR BOARD MEETING

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

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

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

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

Notice to the Audience on Public Comment

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

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

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

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

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

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

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

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

2.0 CLOSED SESSION (AND AFTER REGULAR SESSION IF NECESSARY)

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

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

- 3.1 Pledge of Allegiance
- 3.2 Welcome by Board President
Trustees Kim De Serpa, Doug Keegan, Sandra Nichols, Karen Osmundson, Jeff Ursino, Willie Yahiro and President Leslie DeRose.
- 3.3 Superintendent Comments
- Recognizing Watsonville High School Soccer Team's 9th Central Coast Section Division I Championship.
- 3.4 Jacob Young Financial - Teacher of the Month Award for February 2012
- Gerardo Palafox, Radcliff Elementary School
- 3.5 Jacob Young Financial – Classified Employee of the Month Award for February 2012
- Vince Cendejas, Head Custodian, Watsonville High School

4.0 APPROVAL OF THE AGENDA

5.0 APPROVAL OF MINUTES

- a) *Minutes for February 22, 2012*

6.0 HIGH SCHOOL STUDENTS BOARD REPRESENTATIVES REPORT

7.0 POSITIVE PROGRAM REPORT

- 7.1 Report on Cultural Council of Santa Cruz County.
Report by Sonia Deetz, Arts Education Manager.

15 min.

President closes regular Board meeting and opens Public Hearings.

8.0 PUBLIC HEARING SELPA ANNUAL SERVICE AND BUDGET PLAN, 2011-2012

- 8.1 *Report by Ray Houser, SELPA Director*
- 8.2 *Public Comment*
- 8.3 *Board Comment*

9.0 PUBLIC HEARING PAJARO VALLEY FEDERATION OF TEACHERS (PVFT) SUNSHINE PROPOSAL.

- 9.1 *Report by Francisco Rodriguez, PVFT President*
- 9.2 *Public Comment*
- 9.3 *Board Comment*

President closes Public Hearings and resumes regular Board meeting.

10.0 VISITOR NON-AGENDA ITEMS

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

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

12.0 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).

- 12.1 Purchase Orders February 16 – March 7, 2012
The PO's will be available in the Superintendent's Office.
- 12.2 Warrants February 16 – March 7, 2012
The warrants will be available in the Superintendent's Office.
- 12.3 Approve CAHSEE Passage Waiver for Student #11-12-26, Math, Watsonville High School.
- 12.4 Approve CAHSEE Passage Waiver for Student #11-12-27, Math, Pajaro Valley High School.
- 12.5 Approve CAHSEE Passage Waiver for Student #11-12-28, Math, Pajaro Valley High School.
- 12.6 Approve CAHSEE Passage Waiver for Student #11-12-29, Math, Pajaro Valley High School.
- 12.7 Approve CAHSEE Passage Waiver for Student #11-12-30, English Language Arts, Pajaro Valley High School.
- 12.8 Approve CAHSEE Passage Waiver for Student #11-12-31, English Language Arts, Pajaro Valley High School.
- 12.9 Approve Travel to Costa Rica for 24 Aptos High School Students Beginning March 30, 2012 through April 7, 2012.

- 12.10 Approve Removal of Wood Steps and Replacement with Concrete Stairs with Railings at Rio del Mar Elementary School.
- 12.11 Approve Remodeling and Upgrade of Boys' and Girls' Bathrooms to Upgrade to DSA Standards at EA Hall Middle School.
- 12.12 Approve Remodeling and Upgrade of Boys' and Girls' Bathrooms to Upgrade to DSA Standards at Hall District Elementary School.
- 12.13 Approve Removal of Wood Steps and Replacement with Concrete Stairs with Railings and Chain Link Fencing at Aptos Jr. High School.

The administration recommends approval of the Consent Agenda.

13.0 DEFERRED CONSENT ITEMS

14.0 REPORT AND DISCUSSION ITEMS

- 14.1 Report and Discussion on Complaint Procedures.
Report by Albert Roman, Assistant Superintendent, HR. 10 min. pres; 10 min. discussion.

15.0 REPORT, DISCUSSION AND POSSIBLE ACTION ITEMS

- 15.1 Possible action on SELPA Annual Service and Budget Plan, 2011-12.
Report given under item 8.1.
- 15.2 Possible action on PVFT's Sunshine Proposal to PVUSD.
Report given under item 9.1.
- 15.3 Report, discussion and possible action to approve 2nd Interim Budget Report.
Report by Brett McFadden, CBO. 10 min. pres; 10 min. discussion.
- 15.4 Report, discussion and possible action to approve Resolution # 11-12-12, Recognizing Adult Education Week, March 12-16, 2012.
Report by Albert Roman, Assistant Superintendent, HR. 2 min. pres; 5 min. discussion.
- 15.5 Report and Discussion on Student Calendar for 2012-13 School Year, First Reading.
Report by Albert Roman, Assistant Superintendent, HR. 5 min. pres; 5 min. discussion.

16.0 ACTION ON CLOSED SESSION

17.0 GOVERNING BOARD COMMENTS/REPORTS

18.0 UPCOMING BOARD MEETINGS/REMAINING BOARD MEETINGS FOR 2012

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

March	<ul style="list-style-type: none"> ▪ 21 ▪ 28 	<ul style="list-style-type: none"> ▪ Special Meeting: Migrant Head Start
April	<ul style="list-style-type: none"> ▪ 11 ▪ 25 	
May	<ul style="list-style-type: none"> ▪ 9 ▪ 23 	<ul style="list-style-type: none"> ▪ Approve 3rd Interim Report
June	<ul style="list-style-type: none"> ▪ 13 ▪ 27 	<ul style="list-style-type: none"> ▪ 10-11 Budget Adoption
July	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪ No Meetings Scheduled

August	<ul style="list-style-type: none"> ▪ 8 ▪ 22 	
September	<ul style="list-style-type: none"> ▪ 12 ▪ 26 	▪ Unaudited Actuals
October	<ul style="list-style-type: none"> ▪ 10 ▪ 24 	
November	<ul style="list-style-type: none"> ▪ 14 	▪
December	<ul style="list-style-type: none"> ▪ 5 Annual Organization Mtg. 	▪ Approve 1 st Interim Report

19.0 ADJOURNMENT

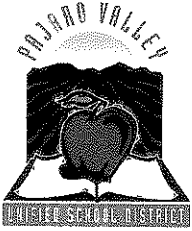
PAJARO VALLEY UNIFIED SCHOOL DISTRICT
 CLOSED SESSION AGENDA
 March 14, 2012

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

New Hires – Probationary	
	None
New Substitutes	
11	Substitutes
New Hires	
1	Primary Teacher
Promotions	
1	Heavy Equipment Mechanic II
Rehires	
	None
Administrative Appointments	
	None
Transfers	
	None
Extra Pay Assignments	
11	Coaches
Extra Period Assignments	
	None
Leaves of Absence	
4	Primary Teacher
1	Secondary Teacher
1	Behavior Technician
2	Cafeteria Assistant
1	Campus Safety Coordinator
1	Custodian II
1	Health Services Assistant
1	Instructional Assistant II
1	Lead Custodian I
Other	
9	Assistant Teacher
1	Pre School Teacher

Retirements	
6	Secondary Teacher
1	Migrant Education Teacher
Resignations/Terminations	
2	Primary Teachers
Supplemental Service Agreements	
4	Primary After School Teachers
24	Secondary After School Teachers
3	Transitional to Kinder Teacher
7	Education and English Language Services Teacher
22	English Language Development Services Teacher
5	Migrant Education
2	Extended Learning Program
Miscellaneous Actions	
2	Instructional Assistant I
2	Instructional Assistant II
Separations From Service	
1	Instructional Assistant II
Limited Term – Projects	
1	Administrative Secretary I
1	Campus Safety Coordinator
3	Community Services Liaison I
1	CWA Analyst
22	Enrichment Specialist
14	Instructional Assistant – General
1	Instructional Assistant II
2	Library Media Tech
1	Office Assistant I
5	Office Assistant II
3	Office Assistant III
1	Office Manager
1	Parent Education Specialist
1	Staff Accountant
Exempt	
3	Childcare
3	Migrant OWE

2	Safety Monitor
51	Student Helper
1	SPECTRA Artist
2	Yard Duty
Provisional	
1	Payroll Technician
1	Office Assistant III
Limited Term - Substitute	
2	Cafeteria Assistant
1	Instructional Assistant – Migrant/Childcare
1	Office Manager
1	Instructional Assistant – General Ed



February 22, 2012
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 DeRose called the meeting of the Board to order at 6:03 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. Certified Employees
- b. Classified Employees

New Hires – Probationary	
	None
New Substitutes	
	None
New Hires	
9	Primary Teacher
1	Secondary Teacher
Promotions	
1	Instructional Assistant I
Rehires	
	None
Administrative Appointments	
2	Interim Principals
Transfers	
	None
Extra Pay Assignments	
10	Coaches
Extra Period Assignments	
	None

Leaves of Absence	
2	Primary Teacher
1	Secondary Teacher
1	Administrative Assistant
1	Bus Driver
1	Health Services Assistant
1	Supervisor, Transportation
Other	
1	Primary Teacher
Retirements	
1	Secondary Teacher
Resignations/Terminations	
1	Secondary Teacher
Supplemental Service Agreements	
62	Primary After School Teachers
17	Secondary After School Teachers
4	Primary Reaching Intervention Teachers
3	DO Family Lit Teacher
13	ELD Services Training
3	Secondary Migrant Education Teachers
1	Education and EL Services Teacher
2	Kinder Support Teachers
1	Kinder Coach
5	Primary Teacher Smart Board Training
Miscellaneous Actions	
2	Behavior Technician
1	Administrative Assistant
1	Instructional Assistant – Migrant Children Center
1	Heavy Equipment Mechanic II
Separations From Service	
2	Instructional Assistant I
Limited Term – Projects	
9	Behavior Technician
1	Community Services Liaison I
1	Data Entry Specialist
3	Enrichment Specialist

24	Instructional Assistant – General Education
2	Instructional Assistant II
1	Lead Custodian II
2	Office Assistant I
2	Office Assistant III
1	Site Computer Support Technician
1	Testing Specialist I
Exempt	
2	Childcare
2	Migrant OWE
1	Pupils
4	Student Helper
4	Workability
7	Yard Duty
Provisional	
1	Payroll Technician
1	Office Assistant III
Limited Term - Substitute	
2	Behavior Technician
1	Cafeteria Assistant
1	Health Services Assistant
2	Delivery Driver
4	Custodian I
1	Instructional Assistant II

- 2.2 **Public Employee Discipline/Dismissal/Release/Leaves**
 - 2.2 a **Resolution #11-12-17 – Non-reelection of Certain Probationary Certificated Administrators.**
 - 2.2 b **Resolution #11-12-18 – Non-reelection of Certain Probationary Certificated Employees.**
- 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 7 Expulsions

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

President DeRose called the meeting of the Board in public to order at 7:12 pm.

3.1 Pledge of Allegiance

Trustee Nichols led the Board in the Pledge of Allegiance.

3.2 Welcome by Board President

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

3.3 Superintendent Comments

Superintendent Baker welcomed all to the meeting and noted that she looked forward to the recognition of students, a favorite part of the board meeting.

3.4 Student Recognition

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

- *Kayla Salazar-Cadena – H.A. Hyde Elementary School*
- *Eve Jones – Valencia Elementary School*
- *Perla Lizeth Cruz – Mintie White Elementary School*
- *Dante Thompson – Landmark Elementary School*
- *Annika SanMiguel – Mar Vista Elementary School*

Dr. Nancy Bilicich presented a certificate of recognition on behalf of McDonalds.

4.0 APPROVAL OF THE AGENDA

Trustee Ursino moved to approve the agenda. Trustee Keegan seconded the motion requesting to move item #12.1, regarding charter schools, after item #6.0 as a courtesy to principals presenting.

Trustee Ursino amended the motion to include the change. The motion passed unanimously.

5.0 APPROVAL OF MINUTES

a) Minutes for February 1, 2012, Study Session, Facilities

Trustee Nichols moved to approve the minutes for February 1, 2012. Trustee Keegan seconded the motion. The motion passed unanimously.

b) Minutes for February 8, 2012

Trustee Nichols moved to approve the minutes for February 22, 2012. Trustee Keegan seconded the motion. The motion passed unanimously.

6.0 HIGH SCHOOL STUDENTS BOARD REPRESENTATIVES REPORT

Fernando Crescencio, Kimberly Ortiz and Maria Santos of Renaissance High commented on food issues, namely that there isn't sufficient food for all students, nor are there many choices of food. The issues include lack of water and spoiled milk. They also commented that there are sewer problems at the school. The school will graduate at least 22 students but there are a couple that may complete their credits still and graduate. They mentioned that staff is very supportive of all students.

Aaryn Ashworth and Nikki Hiltz of Aptos High School commented on the various school fundraising and school spirit activities taking place. Regarding the facility, they noted that visitor stands in the field need attention, as well as the bathrooms near the fields. Both issues are affecting sports to some degree. The month of March will include many events to keep student interest high.

12.0 REPORT AND DISCUSSION ITEMS

12.1 Report and discussion on Charter Schools' Annual Report:

- *Watsonville Charter School of the Arts, Trish Hucklebridge, Principal*
- *Alianza Charter School, Michael Jones, Principal*
- *Linscott Charter School, Robin Higbee, Principal*
- *Pacific Coast Charter School, Suzanne Smith, Principal*
- *Academic Vocational Charter Institute, Bruce White, Principal*
- *Ceiba College Preparatory Academy, Tom Brown*

Report by Albert Roman, Assistant Superintendent, and Charter School Principals.

Albert Roman commented that the District enjoys a positive relationship with all charter schools.

Principals Bruce White of AVCI, Michael Jones of Alianza, Tom Brown of Ceiba, Robin Higbee of Linscott, Suzanne Smith of Pacific Coast Charter School, and Trish Hucklebridge of WCSA, reported on their school's mission, vision, goals, test results and on improvement actions. They commented on the uniqueness of their program and how their students benefit from what they offer. Ms. Hucklebridge noted that the art adorning the Boardroom's walls was from students at WCSA.

Board participated with comments and questions.

President closes regular Board meeting and opens Public Hearing.

President DeRose closed the regular Board meeting and opened the public hearing.

7.0 PUBLIC HEARING ON PAJARO VALLEY UNIFIED SCHOOL DISTRICT (PVUSD) SUNSHINE PROPOSAL FOR 2012-2013, 2013-2014, 2014-15 SCHOOL YEARS TO PAJARO VALLEY FEDERATION OF TEACHERS (PVFT).

7.1 Report by Albert Roman, Assistant Superintendent, Human Resources

Albert Roman reported that the current contract with PVFT comes to an end on June and they are proposing revisions that would align the expectations with current budget challenges. The agreement would be for three years, starting July 2012 through June 2015. The Rodda Act requires districts to hold a public hearing for initial bargaining proposals to provide an opportunity to the public to comment. The district is interested in proposing to review issues around compensation and benefits. The district believes that there is a mutual interest in maintaining teacher quality and financial solvency. District proposes to work closely with the union to reduce costs and maintain a financially solvent district while meeting the needs of students and staff.

7.2 Public Comment

Jennifer Murphy, parent, stated that she volunteers at a school and was surprised at the large size of the class. The classroom intervention specialist recently hired for the sites are a positive addition but it is still a challenge for teachers. She presented about 300 signatures in support of class size reduction. She noted that budgetary transparency is important.

Bill Beecher, community member, speaking about the contract, noted that the phrase "to maintain or improve quality of instruction in the district" should be included in various parts of the contract. The contract does not meet standard contract procedures as there seems to be no consideration or reciprocity for the district. He recommended additional language on expectations for teachers, under responsibility and evaluation.

7.3 Board Comment

Board participated with comments and questions.

The board back up noted that the contract expired at the end of the 2012-13 school year; however, it should read 2011-2012. Regarding having a contract for three years, Albert explained that it is a matter of preference but PVUSD has historically done it for three years. However, it was noted that the contract includes opener language so issues can be addressed anytime either party determines it appropriate. Albert further clarified that the list of items to be addressed are general and allows for

opportunity to negotiate one way or another. This language allows the district to discuss many issues that are currently of interest to both parties.

President closes Public Hearing and resumes regular Board meeting.

President DeRose closed the public hearing and resumed the regular meeting.

8.0 VISITOR NON-AGENDA ITEMS

Darlene Sawyer, parent, presented the signatures (together with Jennifer Murphy) from parents supporting smaller class sizes. Kindergarten through third grade, she said, have a significant impact on students later on and investing in students now will be a cost-savings measure in the future.

Bill Beecher, community member, spoke about his impression that high schools are not adequately preparing students to compete in higher education. He noted the overall ranking for each school and stated that demographics should not to be blamed but that English learners should be reclassified faster. Teaching methods need to be changed and departments need to be held accountable for student performance.

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

Jack Carroll of PVFT commented that mediation, as part of a grievance process, had been completed. Regarding Breakfast in the Classroom, he stated that PVFT does not support it primarily because it potentially takes away from instructional time. Regarding Migrant Head Start staff, he stated that there are negotiable issues for this program that should take place, such as reduction of staff. PVFT will have a sunshine proposal; he asked to be placed on the following board agenda.

Michael Jones, PVAM, stated that four of the six of the charter schools are not independent. Consideration for the special and unique needs of the schools, including facilities, would be appreciated. He asked that charter schools be included as planning for a bond takes place.

10.0 CONSENT AGENDA

Trustee Keegan moved to approve the consent agenda deferring item #10.4 and recognizing the Walker family for their contribution to Bradley school. Trustee Osmundson seconded the motion. The motion passed 6/0/1 (De Serpa abstained).

10.1 Purchase Orders February 2 - 15, 2012

10.2 Warrants February 2 - 15, 2012

10.3 Accept with Gratitude Donation a \$9,600 from Marjorie Walker, Charles Walker, and John Walker to support the Bradley's library, classroom book collections, Accelerated Reader "lunch Bunch" and the "Walk to Learn" program.

10.4 Approve 2010-11 School Accountability Report Card (SARC).
This item was deferred.

10.5 Approve CAHSEE Passage Waiver for Student #11-12-20, Math, Watsonville High School.

10.6 Approve CAHSEE Passage Waiver for Student #11-12-21, Math, Watsonville High School.

10.7 Approve CAHSEE Passage Waiver for Student #11-12-22, Math, Watsonville High School.

10.8 Approve CAHSEE Passage Waiver for Student #11-12-23, Math, Pajaro Valley High School.

10.9 Approve CAHSEE Passage Waiver for Student #11-12-24, Math, Renaissance High School.

10.10 Approve CAHSEE Passage Waiver for Student #11-12-25, Math, Renaissance High School.

11.0 DEFERRED CONSENT ITEMS

10.4 Approve 2010-11 School Accountability Report Card (SARC).

Trustee Keegan expressed his concern about the number of typographical errors on the documents.

Susan Perez, Director of Educational Services, was present and replied that she would look into the report cards to ensure accuracy.

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

At 10:15 pm, trustee Yahiro moved to extend the meeting until 12 midnight. Trustee Ursino seconded the motion. The motion passed unanimously.

12.0 REPORT AND DISCUSSION ITEMS (Continued)

12.2 Report and discussion on the 2012 – 13 Budget and Fiscal Update.

Report by Brett McFadden, CBO.

Brett McFadden began by stating that the recession's effect has been sweeping wide in the State of California and within all school districts. While there is some economic recovery, it is extremely slow and the budget continues to demonstrate its volatility. There is a risk of further reductions to programs, especially if the Governor's November tax initiative fails. The District needs to plan for the worst case scenario and implement the actual. At this point, the worst would include approximately \$6.3 million of ongoing loss to the district, which would become most evident in the 2012-13 as mid-year reductions. In addition, there is the potential of losing Home-to-School transportation funds from the state, which is about \$2.5 million; this program costs approximately \$7 million to operate. This program is the largest encroachment in the general fund but the district has very little option as it is critical in getting students to school. Planning for the worst case scenario is the common message that is given to districts from County Offices of Education. Budget assumptions will be presented at the March 14 meeting during the 2nd Interim report and will include planning for the worst, including loss of transportation funds and the expected change of moving kindergarten enrollment to November 1st. A dramatic alteration between the 1st and 2nd Interim reports to revenues and expenditures should be expected during the March 14 budget update.

The district has tried and will continue to attempt to identify ways to affect possible changes without impacting core programs much; however, this is very difficult and seems virtually impossible to achieve. PVUSD is at maximums in contractual and operational expenditures and this will be evident in a large negative fund balance in 2013-14. Important to notice that there will not be any general-fund related layoff notices for the 2012-13 school year. Any reductions will be related to probationary, temporary and categorically funded positions.

The board participated with comments and questions.

Given the lateness of the night, President DeRose continued with item #12.4 and tabled item #12.3.

12.4 Report and discussion on Financing and Installation of Solar Power Generation at Specific School Sites.

Report by Brett McFadden, CBO.

Brett McFadden reported that staff has been analyzing solar power generation designs for school sites because they would offer significant cost savings. In December of 2011, the California Public Utilities Commission reauthorized local electrical utilities entities to offer solar installation rebates to public and

private organizations. The district has been working with Chevron, their Solar Technologies Division, to further evaluate the possibility of obtaining a 20-30% reduction in installation costs of solar power generation at some school sites, a potential savings of \$2 – \$5 million dollars. It is estimated that the cost of the project is about \$12 - \$15 million. The caveat is that the district will need to commit to completing the project within 18 months of being awarded the rebates. Brett introduced the team to further discuss the project: Tamra Cihla and David Baldwin of Chevron, and Courtney Jenkins Program, Development Manager.

Mr. Jenkins spoke of the benefits of working towards developing “green” facilities. Mr. Baldwin and Ms. Cihla commented on the process for an energy analysis, including PG&E evaluation of energy use, a comprehensive on-site energy analysis, reviewing technical objectives of the project, and any additional components to consider to increase environmental benefits and opportunities for students. Regarding the installation of solar photovoltaic options, it was explained that there are three options: ground mounted, on shade canopies and on roof tops. An overview of the California Solar Initiative Rebate Program was given; it is a program funded by the California Public Utilities Commission and administered by PG&E. The program pays an incentive to clean power system producers for five years. Based on the initial analysis, this would amount to approximately \$2.1 million in direct incentives for PVUSD. The project would generate local jobs by using local contractors and claims to use only American-made equipment. The process is transparent and has a competitive approach; bids will be shared with Board and administrators to ensure such transparency.

Funding options were addressed by the team and they include a few. Chevron offers financing and funding strategies and can work with the district. In addition, funds can be obtained from a bond or capital-funded projects. If a bond is not approved by voters, a self-funded program that cash flows positive each year is feasible.

The project also offers PVUSD students the opportunity for hands-on learning with classroom and professional development for teachers to integrate innovative educational methods.

In conclusion, it was noted that, while there are economic challenges, the rebate incentive and the guaranteed long-term savings are factors that should be considered.

The Board participated with comments and questions.

12.3 Report and Discussion on Complaint Procedures.

Report by Albert Roman, Assistant Superintendent, HR.

This item was postponed for a future meeting due to lack of time.

13.0 REPORT, DISCUSSION AND POSSIBLE ACTION ITEMS

13.1 Possible action on Pajaro Valley Unified School District (PVUSD) Sunshine Proposal For 2012-2013, 2013-2014, 2014-15 School Years To Pajaro Valley Federation Of Teachers.

Report given under item 7.1.

Trustee Osmundson moved to approve this item. Trustee Nichols seconded the motion. The motion passed unanimously.

13.2 Report, discussion and possible action to approve Final 2012-2022 Facilities Master Plan and Needs Assessment.

Report by Brett McFadden, CBO.

Brett McFadden reported that the final plan has incorporated comments from board and others during the study session of February 1st. The intent is to review the plan on an annual basis and revise every five years. The district will hold meeting with the financing team and lay out financing plans. In addition, when the funding mechanism is determined, there will be meetings with the board and other stakeholders to prioritize projects. The plan tonight does not commit to any financing.

Trustee Osmundson moved to approve the item. Trustee Yahiro seconded the motion.

The Board participated with comments and questions.

The motion passed unanimously.

13.3 Report, discussion and possible action to approve Resolution #11-12-13, School Administrator Week, march 4 – 10, 2012.

Report by Albert Roman, Assistant Superintendent.

President DeRose commented about the important job of an administrator. They are at the sites and the district office and they work collaboratively always. The recognition is well deserved, she stated.

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

13.4 Report, discussion and possible action to approve Resolution #11-12-14, to Determine Criteria for Certificated Tie Breaker Criteria for 2012-2013.

Report by Albert Roman, Assistant Superintendent.

Albert Roman stated that this would give the district the ability to break ties when there is staff with the same seniority dates. This criteria has been used for a few years and the union has revised it as well.

Board participated with questions.

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

13.5 Report, discussion and possible action to approve Resolution #11-12-11, Reassignment of Certificated Administrators.

Report by Albert Roman, Assistant Superintendent.

Albert Roman presented Exhibit A for reassignment of one administrator into classroom or another administrative position.

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

13.6 Report, discussion and possible action to approve Resolution #11-12-15, to Determine Criteria for Deviation from Terminating a Certificated Employee in Order of Seniority (“Skipping” Criteria).

Report by Albert Roman, Assistant Superintendent.

Albert Roman explained that each year notifications are prepared based on seniority and credentials. Education Code allows deviation from seniority based on district needs. Two criteria were identified for skipping seniority: 1- staff who hold Bilingual Cross-Cultural Language and Development certification (BCLAD) and, 2 – staff who hold Cross-Cultural Language and Development certification (CLAD). This criteria allows the district to meet the needs of students.

Trustee De Serpa moved to approve this item. Trustee Keegan seconded the motion. The motion passed 6/0/1 (Ursino away from his seat).

13.7 Report, discussion and possible action to approve Resolution #11-12-19, Reduction or Discontinuation of Particular Kinds of Service for Certificated Employees.

Report by Albert Roman, Assistant Superintendent.

Albert Roman reported that there is a 31.5% reduction to the Child Development program that merits this action. In addition, notices may be sent out due to a decline in enrollment projections. The district needs to plan for worst-case scenarios.

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

13.8 Report, discussion and possible action to approve PVUSD Board's Participation in the Santa Cruz County School Boards Association.

Report by Dorma Baker, Superintendent.

This item was postponed for a future meeting.

14.0 ACTION ON CLOSED SESSION

2.1 Public Employee Appointment/Employment, Government Code Section 54957

a. Certificated Employees

Trustee Nichols moved to approve this item with the following additions: 2 secondary teachers under resignations/retirements. Trustee Keegan seconded the motion. The motion passed 6/0/1 (De Serpa away from her seat).

b. Classified Employees

Trustee Nichols moved to approve this item with the following additions: 1 Behavior Technician and 1 Instructional Aide (Special Education) under separation of services. Trustee Keegan seconded the motion. The motion passed 6/0/1 (De Serpa away from her seat).

2.2 Public Employee Discipline/Dismissal/Release/Leaves

2.2 a Resolution #11-12-17 – Non-reelection of Certain Probationary Certificated Administrators.

Trustee Nichols reported that the Board approved Resolution #11-12-17 with a vote of 6/0/1 (De Serpa absent).

2.2 b Resolution #11-12-18 – Non-reelection of Certain Probationary Certificated Employees.

Trustee Nichols reported that the Board approved Resolution #11-12-18 with a vote of 6/0/1 (De Serpa absent).

2.8 7 Expulsions

Action on Expulsions:

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

11-12-039

Trustee Keegan seconded the motion. The motion passed 6/0/1 (De Serpa away from her seat).

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

11-12-044

Trustee Yahiro seconded the motion. The motion passed 6/0/1 (De Serpa away from her seat).

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

11-12-045

Trustee Ursino seconded the motion. The motion passed 6/0/1 unanimously.

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

11-12-046

Trustee Nichols seconded the motion. The motion passed unanimously.

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

11-12-047

Trustee Ursino seconded the motion. The motion passed unanimously.

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

11-12-048

Trustee Nichols seconded the motion. The motion passed unanimously.

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

11-12-046

Trustee Nichols seconded the motion. The motion passed unanimously.

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

11-12-049

Trustee Nichols seconded the motion. The motion passed unanimously.

15.0 GOVERNING BOARD COMMENTS/REPORTS

Trustee Ursino thanked president DeRose for keeping these meetings going so well.

16.0 UPCOMING BOARD MEETINGS/REMAINING BOARD MEETINGS FOR 2012

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

March	<ul style="list-style-type: none"> ▪ 14 ▪ 21 ▪ 28 	<ul style="list-style-type: none"> ▪ Approve 2nd Interim Report ▪ Special Meeting: Migrant Head Start
April	<ul style="list-style-type: none"> ▪ 11 ▪ 25 	
May	<ul style="list-style-type: none"> ▪ 9 ▪ 23 	<ul style="list-style-type: none"> ▪ Approve 3rd Interim Report
June	<ul style="list-style-type: none"> ▪ 13 ▪ 27 	<ul style="list-style-type: none"> ▪ 10-11 Budget Adoption
July	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪ No Meetings Scheduled
August	<ul style="list-style-type: none"> ▪ 8 ▪ 22 	
September	<ul style="list-style-type: none"> ▪ 12 ▪ 26 	<ul style="list-style-type: none"> ▪ Unaudited Actuals
October	<ul style="list-style-type: none"> ▪ 10 ▪ 24 	
November	<ul style="list-style-type: none"> ▪ 14 	<ul style="list-style-type: none"> ▪
December	<ul style="list-style-type: none"> ▪ 5 Annual Organization Mtg. 	<ul style="list-style-type: none"> ▪ Approve 1st Interim Report

17.0 ADJOURNMENT

There being no further business to discuss, the meeting of the Board was adjourned at 11:47 pm.

Dorma Baker, Superintendent

PAJARO VALLEY UNIFIED SCHOOL DISTRICT



Board Agenda Backup

Item No: 3.3

Date: March 14, 2012

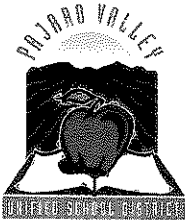
Item: Recognition of Watsonville High's CCS Championship Soccer Team

Overview: The Watsonville High Boys Varsity Soccer team won its 9th Central Coast Championship on Saturday, March 10 with a 3 to 1 victory over previously unbeaten Menlo Atherton. It is unprecedented to win this many championships at the Division I level in any varsity sport. They were nationally ranked throughout this past season. They are coming to the board meeting and will begin the meeting with the Pledge of Allegiance. Their Head Coach, Roland Hedgepeth, retired teacher from our district, will also be there. It should also be noted that 8 of the 9 seniors on this team have been accepted to a California State University. Congrats to the WHS Boys Varsity Soccer Team. Go Wildcatz!

Prepared By: Murry Schekman, Assistant Superintendent, Secondary Education

Superintendent's Signature: *Dorma Baker* (AS)

PAJARO VALLEY UNIFIED SCHOOL DISTRICT



Board Agenda Backup

Item No: 7.1

Date: March 14, 2012

Item: **Positive Program Report on the Partnership of the Cultural Council of Santa Cruz County (CCSCC) and PVUSD.**

Overview: PVUSD community is fortunate to enjoy the benefits of Arts Education/ SPECTRA grants and the Mariposa's Art Teach and Guitar Teach Programs offered by the CCCSCC. Given the current financial challenges in our education system, it is a gift that many of our students are able to enjoy opportunities to explore the various forms of arts.

Attached is information on the schools that are served and the number of students that benefit from the programs. In addition, you will find information pertaining to the Arts Teach program as well as information regarding arts education in California.

CCSCC is presenting a performance of students in the Guitar Teach programs for the Board's enjoyment.

Prepared By: Dorma Baker, Superintendent

Superintendent's Signature: *Dorma Baker*



Arts Education/SPECTRA Grants 2011-12 Year to Date

PVUSD

School	Artist	Description	Discipline	Type	Grades	Student Count	SPECTRA Matching Grants	SI Grant *	Grant Total
Amesti Elementary	Steinmann, Terri	Page to Stage	Theatre	Residency	K-5	550	\$3,000	\$6,750	\$9,750
Ann Soldo	Trimingham, Susan	Intro. To painting	Visual	Workshop	K-1	259	\$1,000		\$1,000
Bradley Elementary	Cover, Linda	Art and Science Around Us	Literary	Residency	1-4	30	\$1,833		\$1,833
Calabassas Elementary	Multiple	Family Art Night	Multiple	Workshop	K-5			\$1,000	\$1,000
Cesar Chavez MS	TBA	TBA	TBA	TBA	K-5		\$1,000		\$1,000
Freedom Elementary	Multiple	Family Art Night	Multiple	Workshop	K-5			\$1,000	\$1,000
H. A. Hyde Elementary	Hoffmann, Heidrun	Artist-Teacher Partnership	Music	Residency	1		\$1,350	\$1,350	\$2,700
Lakeview Middle	Alvarez, Augusto	Dance Instruction	Dance	Residency	6, 7	200	\$3,000		\$3,000
Linscott Charter	Cover, Linda	Visual Art Exploration	Visual	Residency	6-8	15	\$1,000		\$1,000
Mar Vista Elementary	Imbrie, Dawn	Creative Dance	Dance	Residency	K-3	240	\$3,000		\$3,000
Mintie White Elementary	Trimingham, Susan	ELD through Visual Arts	Visual	Residency	K-5	550	\$2,000	\$8,500	\$11,050
Mintie White Elementary	Multiple	Family Art Night	Multiple	Workshop	K-5			\$1,000	\$1,000
Ohlone	Karl Schaffer/Saki	Dance & Math	Dance	Residency	4		\$1,350	\$1,350	\$2,700
Ohlone	Multiple	Family Art Night	Multiple	Workshop	K-5			\$1,000	\$1,000
Pajaro Middle	Karl Schaffer/Saki	Dance/Math	Dance	Residency	8			\$540	\$540
Pajaro Valley High	Myer Silton, Susan	Romeo and Juliet	Theatre	Residency	9-12	15	\$3,000		\$3,000
Starlight Elementary	Trimingham, Susan	Artist-Teacher Partnership	Visual	Residency	K		\$1,620	\$1,620	\$3,240
Starlight Elementary	Multiple	Family Art Night	Multiple	Workshop	K-5			\$1,000	\$1,000
Total Grants						1,859	\$23,153	\$25,110	\$48,813

*Special Initiative Grants (SI): California Arts Council, Women In Philanthropy (WIP), and Santa Cruz County Office of Education

Mariposa's Art Teach and Guitar Teach Programs

2011-2012 school year at PVUSD

School	Artist	Description	Discipline	Grades	Annual Student Count
Alianza Elementary	Julie Baird	8 quarter long programs	Art Teach	K-5	160
Alianza Middle School	Ali Copus	8 quarter long programs	Art Teach	6-8	160
Amesti Elementary	Ali Copus	8 quarter long programs	Art Teach	K-5	160
Anne Soldo Elementary	Ali Copus and Maria Orr	16 quarter long programs	Art Teach	K-5	320
Anne Soldo Elementary	Amanda Mehl and McCoy	4 semester long programs	Guitar Teach	K-5	80
Calabassas Elementary	Ali Copus	8 quarter long programs	Art Teach	K-5	160
Cesar Chavez Middle	Amanda Mehl	1 year long program	Guitar Teach	6-8	20
Freedom Elementary	Adrian Torres	8 quarter long programs	Art Teach	K-5	160
H.A. Hyde Elementary	Julie Baird	8 quarter long programs	Art Teach	K-5	160
Landmark Elementary	Adrian Torres	8 quarter long programs	Art Teach	K-5	160
Mintie White Elementary	Julie Baird	8 quarter long programs	Art Teach	K-5	160
Mintie White Elementary	Amanda Mehl	4 semester long programs	Guitar Teach	K-5	80
Ohlone Elementary	Adrian Torres	8 quarter long programs	Art Teach	K-5	160
Pajaro Valley High School	Adrian Torres and Maria Orr	1 year long program	Art Teach	9-12	20
Pajaro Valley High School	Amanda Mehl	1 year long program	Guitar Teach	9-12	20
Pajaro Valley High School	Amanda Mehl	1 year long program	High School Guitar	9-12	20
Radcliff Elementary	Julie Baird	8 quarter long programs	Art Teach	K-5	160
Starlight Elementary	Maria Orr	8 quarter long programs	Art Teach	K-5	160
Watsonville High School	Ali Copus and Julie Baird	1 year long program	Art Teach	9-12	20
Watsonville High School	Amanda Mehl	1 year long program	Guitar Teach	9-12	20
					2,360

* 118 programs throughout the school year [20 students per program], totalling 2,360 students per year

10 Lessons the Arts Teach

1. The arts teach children to make good judgments about qualitative relationships.

Unlike much of the curriculum in which correct answers and rules prevail, in the arts, it is judgment rather than rules that prevail.

2. The arts teach children that problems can have more than one solution

and that questions can have more than one answer.

3. The arts celebrate multiple perspectives.

One of their large lessons is that there are many ways to see and interpret the world.

4. The arts teach children that in complex forms of problem solving

purposes are seldom fixed, but change with circumstance and opportunity. Learning in the arts requires the ability and a willingness to surrender to the unanticipated possibilities of the work as it unfolds.

5. The arts make vivid the fact that neither words in their literal form nor numbers exhaust what we can know. The limits of our language do not define the limits of our cognition.

6. The arts teach students that small differences can have large effects.

The arts traffic in subtleties.

7. The arts teach students to think through and within a material.

All art forms employ some means through which images become real.

8. The arts help children learn to say what cannot be said.

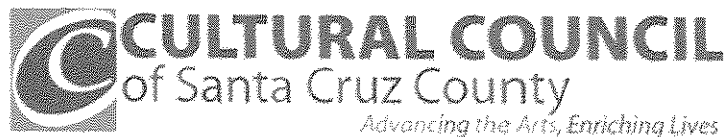
When children are invited to disclose what a work of art helps them feel, they must reach into their poetic capacities to find the words that will do the job.

9. The arts enable us to have experience we can have from no other source

and through such experience to discover the range and variety of what we are capable of feeling.

10. The arts' position in the school curriculum symbolizes to the young what adults believe is important.

SOURCE: Eisner, E. (2002). *The Arts and the Creation of Mind*, In Chapter 4, What the Arts Teach and How It Shows. (pp. 70-92). Yale University Press. Available from NAEA Publications. NAEA grants reprint permission for this excerpt from Ten Lessons with proper acknowledgment of its source and NAEA.



10 Important Things to Know About Arts Education in California

California is falling behind. For the past thirty years arts education in California's schools has been disappearing at an alarming rate. Between 1999 and 2004, student enrollment in music education declined by 47%. The state's recent fiscal crisis has resulted in still more dramatic cuts to visual and performing arts education programs.

Extensive research has demonstrated that arts education engages students in learning, contributes to higher test scores and reduces truancy and dropout rates.

Teaching creativity and the arts contributes to higher test scores across the board in every subject area.

Arts education helps prepare our students for the expectations of the twentyfirst century workforce, which include the ability to innovate, communicate and collaborate. California industries like film and entertainment, software and design all require workers who are well-educated and creative.

A recent Harris Poll shows that a resounding **93% of Americans consider the arts to be vital to providing a well-rounded education** for children and a critical link to learning and success.

As schools have felt increasing pressure from standardized tests and federal mandates to spend more time on reading and math, school curricula is narrowing in focus, leading to a **22% reduction in the amount of time spent on arts and music instruction.**

Arts education is mandated in our State Education Code for pupils in grades 1-12, in the disciplines of dance, music, theater and visual arts. The code does not mandate schools to follow these content standards, which leaves implementation of arts education to the discretion of each school district.

Due to the efforts of parents who value arts programs, **privately funded high quality programs have been maintained in wealthier school districts.** But a child's access to arts education should not be predicated by where they happen to live.

Until school districts have confidence that new arts education funding is ongoing, they will be reluctant to invest in hiring and training teachers. **We need to secure ongoing funding for sequential, standards-based arts education for all children in grades K-12.**

Your commitment to supporting arts education in our schools will make a difference. ***We ask your support in helping to ensure that arts education becomes part of the core curriculum that every child receives as part of a quality education!***

Provided by the California Alliance for Arts Education www.artsed411.org



Board Agenda Backup

Item No: 8.0 & 15.1

Date: March 14, 2012

Item: SELPA Annual Service and Budget Plan, 2011-2012

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

Recommendation: Approve

Budget Considerations:

Funding Source:

Budgeted: Yes: No:

Amount:

Prepared By:

Ray Houser, Director of SELPA

Superintendent's Signature:

Dorm Bol

CERTIFICATION OF ANNUAL BUDGET PLAN
FISCAL YEAR: 2011-2012

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

CDS Code / SELPA Code 4411	SELPA Name Pajaro Valley Unified School District	Application Date March 14, 2012
SELPA Address 294 Green Valley Road	SELPA City Watsonville California	SELPA Zip code 95076
Name SELPA Director (Print) Allen Ray Houser	SELPA Director's Telephone Number (831)786-2130	

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

RLA/AU Name Pajaro Valley Unified School District	Name/Title of RLA Superintendent (Type) Dorma Baker	Telephone Number (831) 786-2100
RLA/AU Street Address 294 Green Valley Road	RLA/AU City Watsonville California	RLA/AU Zip code 95076
Date of Governing Board Approval March 14, 2012		

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

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

The Annual Budget Plan was presented for Public Hearing on March 14, 2012.

Adopted on this 14th day of March, 2012.

Yeas: _____ Nays: _____

Signed: _____
 RLA / AU Superintendent

CERTIFICATION OF ANNUAL SERVICE PLAN 2011-2012

1. Check one, as applicable:

Single District
 Multiple District
 District/County

CDS Code / SELPA Code 4411	SELPA Name Pajaro Valley Unified School District	Application Date March 14, 2012
SELPA Address 294 Green Valley Road	SELPA City Watsonville, California	SELPA Zip code 95076
Name SELPA Director (Print) Allen Ray Houser		SELPA Director's Telephone Number (831) 786-2130

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

RLA/AU Name Pajaro Valley Unified School District	Name/Title of RLA Superintendent (Type) Dorma Baker, Superintendent	Telephone Number (831) 786-2100
RLA/AU Street Address 294 Green Valley Road	RLA/AU City Watsonville, California	RLA/AU Zip code 95076

Date of Governing Board Approval
 March 14, 2012

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

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

Adopted this 14 day of March, 2012.

Yeas: _____ Nays: _____

Signed: _____
 RLA / AU Superintendent

FOR CALIFORNIA DEPARTMENT OF EDUCATION USE ONLY

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

PAJARO VALLEY UNIFIED SCHOOL DISTRICT



Board Agenda Backup

Item No: 9.0 & 15.2

Date: March 14, 2012

Item: Pajaro Valley Federation of Teachers (PVFT), Sunshine Proposal for 2012-13, 2013-14, 2014-15 school years, to the Pajaro Valley Unified School District (PVUSD) for Public Hearing

Overview: Public Hearing for the 2012-13, 2013-14, 2014-15 school years. (initial PVFT Sunshine Proposal)

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

The PVFT has prepared a sunshine proposal for the Governing Board in response to the PVUSD's proposal.

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

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

**Superintendent's
Signature:**

Dr. Roman

Date: March 14, 2012

Item: **Pajaro Valley Federation of Teachers (PVFT) Sunshine Proposal for Collective Bargaining Agreement (CBA) 2012-13 to 2014-15 with Pajaro Valley Unified School District (PVUSD)**

Overview: **Public Hearing to Sunshine PVFT's Initial CBA Proposal**

Government Code Section 3547, the Educational Employment Relations Act, requires initial bargaining proposals to be presented for public comment.

California's continuing cuts to K to Adult education funding has required imaginative thinking to deliver a quality education with such limited resources. Instead we have an ever-changing stream of education philosophies and methods-of-the-day that have drained our professional staff of money and energy with little benefit to show.

A comparison of 43 similar California school districts reveals that while our district receives the 4th highest funding it achieves only the 40th highest test scores. Our teachers are required to teach the maximum allowable number of students and then attend meetings every allowable moment instead of preparing lessons and grading. PVUSD's solution is to reduce teacher costs further even though we already are the 42nd lowest compensated district out of the 43 compared.

PVFT hopes to change contract language to allow us to more actively participate in the decisions affecting student learning conditions as well as the certificated employee working conditions. Big changes are needed. On that we can all agree.

Recommendation: The Board accept public comment and direct administration to seriously consider PVFT's proposals.

**PAJARO VALLEY FEDERATION OF TEACHERS' (PVFT)
INITIAL SUNSHINE PROPOSAL TO
PAJARO VALLEY UNIFIED SCHOOL DISTRICT (PVUSD)
FOR
COLLECTIVE BARGAINING AGREEMENT NEGOTIATIONS
2012-13, 2013-14 & 2014-15 SCHOOL YEARS
MARCH 14, 2012**

THE PAJARO VALLEY FEDERATION OF TEACHERS IS INTERESTED IN SUNSHINING THE FOLLOWING:

- Article III: Rights and Responsibilities
- Article IV: Preparation time and location, Restructured days for Elementary, Middle and High Schools, Adjunct duties, Release time, Faculty meetings, Standardized testing, Professional Development, Collaboration, Staff meetings, Leadership meetings, Grade level meetings, Den meetings, Data Team meetings and all the other meetings.
- Article VI: Class size
- Article VII: Wages and Related Matters
- Article VIII: Health and Welfare Benefits
- Article IX: Personnel Files
- Article X: Professional Growth Credential Requirements
- Article XI: Safety Conditions of Employment
- Article XII: Leaves
- Article XIV: Reassignment and Transfer
- Article XVII: Adult Education
- Article XVIII: Early Childhood Education
- Article XXII: Head Teachers
- Unit Member workload
- Administrator evaluations
- Workplace harassment and bullying
- General contract language corrections and updates



Board Agenda Backup

Item No: 12.3

Date: March 14, 2012

Item: CAHSEE Passage Waiver
Math (WHS 11-12-26)

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

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

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

Recommendation: Approve

Budget Considerations: None

Funding Source:

Budgeted: Yes: No:

Amount: \$

Prepared By: Dee Teutschel, Program Director Special Services

Superintendent's Signature: Dom Bol

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Date: 2/14/12

To The Parent/Guardian of: _____

All California public school students, including students with disabilities, are required to pass the California High School Exit Examination (CAHSEE) to receive a high school diploma.

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

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

Signature of Principal: *Elaine Lopez* Date: 2/15/12

I request that my child, _____ as 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: 2/15/12

FOR SITE USE ONLY

Date Received by Principal: _____

Student Identification Number: _____

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Student's Name: _____

Student's ID Number: _____

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

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

1. Has an individualized education program (IEP) adopted pursuant to the Individuals with Disabilities Education Act that specifies the use of the modification(s) on the exit examination, standardized testing, or classroom instruction and assessments.
(Attach the section of the IEP that specifies the modifications.)
 - a. Describe the nature of the student's disability as identified in the IEP (please note if this will result in overt identification of the student). _____ is a disorder in auditory processing and in cognitive abilities. These deficits in psychological processing manifest themselves in the imperfect ability to do mathematical calculations.
 - b. Describe any modification used on the English/language arts or math section of the exam (separate form must be filled out for each section): _____ calculator on the exam with the mathematical calculations.
 - c. State the rationale for applying the modification _____ to achieve an equivalent passing score on the CAHSEE for this student. _____ ability effects his cognitive abilities, as mentioned above. The use of the calculator allows for _____ out his mental energy and focus into solving more complex mathematical problems and not exerting himself on more simple math facts.
 - d. Describe the modification(s) that the student regularly uses in the classroom and on other assessments. During math classes _____ request the use of a calculator when he is working on more complex problem solving.

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: *Elaine Legonets*
Principal's Signature

2/15/12
Date

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

Ben Walker
Signature of Student's Special Education Teacher

2/15/12
Date

Ben Walker
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.

Gabriela Mora
Signature of Student's Academic Counselor

2-15-12
Date

Gabriela Mora
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 10/04/11

SUPPLEMENTARY/SPECIALIZED SUPPORT

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

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

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

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

PARTICIPATION IN STATE AND DISTRICT-WIDE STANDARDIZED TESTING AND ASSESSMENT

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

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

Language Arts: (Gr. 2-11) Grade Exempt CST **OR** CMA (Criteria Met) (Gr. 3 -11)
 No accommodations or modifications Accommodations (specify below) Modifications (specify below)
Accommodations:
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:
Modifications:

Science (Gr. 5 & 8 Gr. 9-11) Grade Exempt CST **OR** CMA (Criteria Met) (Gr. 5 , 8 & 10)
 No accommodations or modifications Accommodations (specify below) Modifications (specify below)
Accommodations:
Modifications:

History/Social Science* Grade Exempt CST * (Grade 8; Grade 11 for U.S. History; Grades 9 through 11 World History)
 No accommodations or modifications Accommodations (specify below) Modifications (specify below)
Accommodations:
Modifications:

Writing (Gr. 4 & 7 only) Grade Exempt CST **OR** CMA (Criteria Met) (Gr. 4 & 7 only)
 No accommodations or modifications Accommodations (specify below) Modifications (specify below)
Accommodations:
Modifications:

Life Skills Curriculum: CAPA Level 1 2 3 4 5
Participation in CAT-6/CST not appropriate due to:

Other State or District-Wide Assessment Accommodations/Modifications (specify)

PROMOTION STANDARDS

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

CALIFORNIA HIGH SCHOOL EXIT EXAMINATION (CAHSEE)

No accommodations or modifications Exempt due to eligibility for participation in CAPA
 Modifications (specify) test multiple days, calculator Grade Exempt (below grade 10)
 Accommodations (specify) extra time, flex seating, small group 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 10/04/11

INSTRUCTIONAL ACCOMMODATIONS

Area of Difficulty	Accommodation	Responsible Agency/Personnel	Start Date
Processing Speed	Calculator, Extra Time: Assignments/Tests (1.5), Preferential Seating, Shortened Assignments, Take Tests in Alternate Setting, Tests in Short Segments, Visual Models	District of Service/ Gen. Ed. Teacher, Assistant, Special Class M/M	10/04/2011



California High School Exit Examination

See back for details

Student and Parent Report

Student N

Date of Birth

Student ID

Grade: 12

School: 4437901 - Watsonville High

District: 69799 - Pajaro Valley Unified

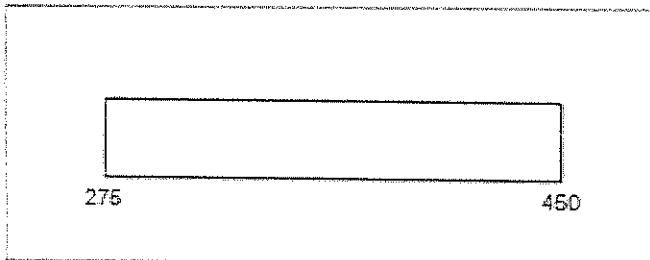
County: 44 - Santa Cruz

English-Language Arts

Test Date: 11/01/2011

Your Total Score	Score Required to Pass	Status
		SATISFIED REQ

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



Strands for English-Language Arts

READING	Number of Questions	Number Correct
Word Analysis		
Reading Comprehension		
Literary Response & Analysis		
WRITING		
Writing Strategies		
Writing Conventions		

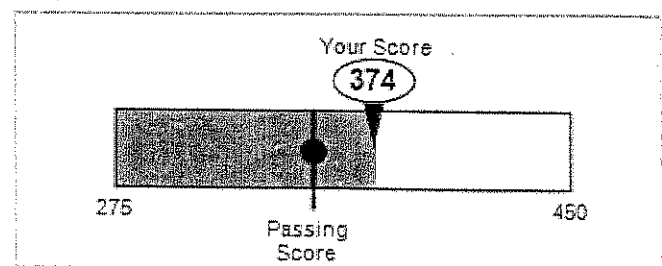
Writing Applications Score: **Your Score**
 Essay

Mathematics

Test Date: 11/02/2011

Your Total Score	Score Required to Pass	Status
374	350	MODIFIED

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



Strands for Mathematics

	Number of Questions	Number Correct
Probability & Statistics	13	11
Number Sense	17	11
Algebra & Functions	20	15
Measurement & Geometry	18	14
Algebra I	12	5

* Each student essay receives two scores that range from 1 (lowest) to 4 (highest) or non-scoreable (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.

Pajaro Valley Unified School District

School Name/Address
 Watsonville High School
 250 East Beach St
 Watsonville, CA 95076
 Tel: (831)728-6390 Fax: (831)761-6013

Registration Date: 8/17/2009

Graduated:

Class Of: 2012

Counselor: Echevarria A

SSID: 9024431411

Community Service Hours: 99

CrsID	Course Title	Mark	Credit	CrsID	Course Title	Mark	Credit	Testing Information		
Aptos High School Grd 09 12/2008				Watsonville High School Grd 11 6/2011				CAHSEE_ELA-1-1		
5410	Beginning Foods	C	5.000	4610	N Adv PE	A	5.000	CA HSEE ELA P 11/9/2010		
4510	N Beginning Physical Educ	D	5.000	9242	Advisory 11th	A	0.500	CAHSEE_Math-1-1		
5120	Beginning Wood	B+	5.000	2435	Algebra Readiness	B	5.000	CA HSEE Math F 11/2/2011		
8456	Career Math (Sails)	B+	5.000	1065	BER3 /Read 180	A+	5.000			
8412	Essential English (D) 9	B	5.000	6050	P Ceramics	B	5.000			
8398	Health and Human Biolog	A-	5.000	8358	US History Modified	A+	10.000			
Crs Att: 30.000 Cmp: 30.000 Total GPA: 2.667				Crs Att: 35.500 Cmp: 35.500 Total GPA: 3.718						
Aptos High School Grd 09 6/2009				Watsonville High School Grd 12 12/2011						
4510	N Beginning Physical Educ	D	5.000	9246	Advisory Leadership	A	0.500			
5120	Beginning Wood	B+	5.000	9294	CAHSEE Math	A+	5.000			
8456	Career Math (Sails)	B+	5.000	8359	Fed Government (M)	A-	5.000			
8412	Essential English (D) 9	B-	5.000	4010	P French 1	C-	5.000			
8398	Health and Human Biolog	A	5.000	6360	P Guitar	A	5.000			
5032	Introduction to Compute C		5.000	5485	ROP Careers In Educatio	C-	5.000			
Crs Att: 30.000 Cmp: 30.000 Total GPA: 2.667				Crs Att: 30.500 Cmp: 30.500 Total GPA: 3.344						
Watsonville High School Grd 10 12/2009				Credit Summary - High School						
8356	(M) Physical Science	A-	5.000	Subject Area Req Cmp Def						
4610	N Adv PE	B-	5.000	A English	40.00	30.00	10.00			
9243	Advisory 12th	A	0.500	B Math	20.00	27.00				
8351	English (M)	A-	5.000	C Biological Science	10.00	10.00				
5415	Food/ Nutrition	B-	5.000	D Physical Science	10.00	10.00				
8353	Math Modified	A	5.000	E Health	5.00	0.00	5.00			
8357	World Civ (M)	A-	5.000	F Fine Arts / Foreign L	10.00	15.00				
Crs Att: 30.500 Cmp: 30.500 Total GPA: 3.672				G GPA Physical Education				20.00	30.00	
Watsonville High School Grd 10 6/2010				H Applied Arts				10.00	20.00	
8356	(M) Physical Science	A-	5.000	I World Civilization	10.00	10.00				
4610	N Adv PE	A-	5.000	J US History	10.00	10.00				
9243	Advisory 12th	A	0.500	K Federal Government	5.00	5.00				
8351	English (M)	A-	5.000	L Economics	5.00	0.00	5.00			
5415	Food/ Nutrition	C	5.000	M Electives	45.00	50.50				
8353	Math Modified	A	5.000	N Algebra	10.00	0.00	10.00			
8357	World Civ (M)	A+	5.000	O Science	10.00	0.00	10.00			
Crs Att: 30.500 Cmp: 30.500 Total GPA: 3.672				---Total Credits---				220.00	217.50	40.00
Watsonville High School Grd 11 12/2010				GPA Summary						
4610	N Adv PE	B+	5.000	Academic GPA: 3.440 Rank 47 out of 368						
9242	Advisory 11th	A	0.500	Total GPA: 3.333 Rank 63 out of 368						
2435	Algebra Readiness	C	5.000	UC/CSU GPA: 2.500						
1065	BER3 /Read 180	A	5.000							
8364	Math Tutorial	A	5.000							
8366	Transition Life Skills	A	5.000							
8349	Writing ELA (M)	A	5.000							
Crs Att: 30.500 Cmp: 30.500 Total GPA: 3.508										

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

Comments:
 Community Service Hours 52.15

Polio	11/2/1993	1/10/1994	1/23/1995	9/11/1997
DTP	11/2/1993	1/10/1994	1/23/1995	7/28/1995 9/11/1997
MMR	1/23/1995	9/11/1997		
HEP B	9/11/1997	4/20/1998	7/21/1998	
Varicella				

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

Date: 2/15/2012



Board Agenda Backup

Item No: 12.4

Date: March 14, 2012

Item: CAHSEE Passage Waiver
Math (PVHS 11-12-27)

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

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

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

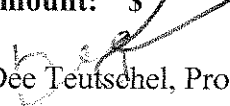
Recommendation: Approve

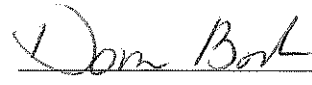
Budget Considerations: None

Funding Source:

Budgeted: Yes: No:

Amount: \$

Prepared By:  Dee Teutschel, Program Director Special Services

Superintendent's Signature: 

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Date: 2/16/12

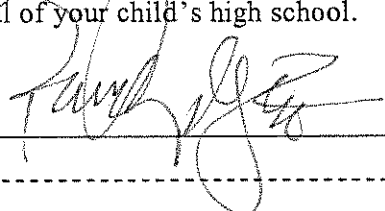
To The Parent/Guardian of:

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: _____

3/5/2012

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: _____

ate: 2/2/12

FOR SITE USE ONLY

Date Received by Principal: _____

Student Identification Number: _____

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Student's Name: _____

Student's ID Number: _____

Pursuant to Education Code 6051, the parent/guardian of _____ 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). *see attachment*
 - 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. *see attachment*
 - d. Describe the modification(s) that the student regularly uses in the classroom and on other assessments. *see attachment*

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

Student ID #

1a. Student has delays in auditory processing and cognitive abilities including the areas of association, conceptualization and expression. These delays have manifested themselves in the imperfect ability to think and write. Auditory processing delay greatly increase the likelihood that a student has had difficulty understanding and recalling what she has been verbally taught like counting in sequence or perceiving operational symbol. Auditory processing also affects higher level listening tasks like drawing inferences from math problems especially when it is not supported by visual reference. Finally, deficit in cognitive processes makes mental reasoning skills given in applied math problems in paper and pencil alone a very complex activity.

1b. She was permitted to use a calculator to complete the math test.

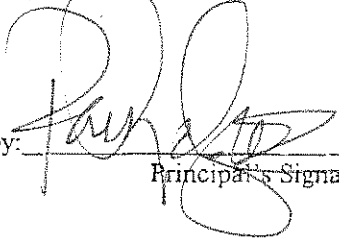
1c. Identified delays in auditory processing and cognitive deficit in areas of association, conceptualization and expression causes the student to become easily confused as she works through basic algorithms all the way to complex math problems. Student has learned to compensate for her identified delays by using her area of strength in kinesthetic and tactile learning opportunities although she continues to be challenged by calculation and applied problems like in CAHSEE Math. By using a calculator in her high school math classes like algebra 1 and algebra 2, it mitigated her identified delays and she was able to pass these classes and earn enough high school math credits as a junior student.

1d. As previously mentioned, she is permitted to use a calculator in the classroom for her math classes (i.e. Algebra 2) as well as any math-related assignments in non-math classes (i.e. Chemistry). Extra time is given during tests/ quizzes in her general education classes at her request or as determined beneficial by the classroom teacher. These instructional accommodations are spelled out in her IEP; shared with general education teachers and attached in this packet.

2. Has sufficient high school coursework either satisfactorily completed or in progress in the high school level curriculum sufficient to have attained the skills and knowledge otherwise needed to pass the CAHSEE. (*Attach transcripts showing coursework completed.*)

3. An individual score report showing that my child has received the equivalent of a passing score on the CAHSEE while using a modification that fundamentally alters what the high school examination measures as determined by the State Board of Education. (*Attach a copy of the exit exam Student and Parent Report showing "equivalent of a passing score" in the English/language arts and/or the mathematics portion of the exam.*)

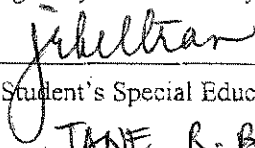
Certified by:



Principal's Signature

3/5/2012
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

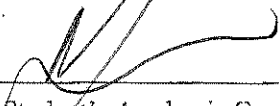
JANE R. BELTRAN

Print Name of Student's Special Education Teacher

3/1/12

Date

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.



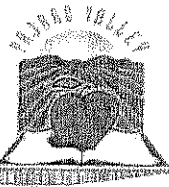
Signature of Student's Academic Counselor

Nancy Puentes

Printed Name of Student's Academic Counselor

3/1/12

Date



**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 10/24/2011

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 - 9)
 No accommodations or modifications Accommodations (specify below) Modifications (specify below)
- Math: (Gr. 2-11) Grade Exempt CST OR CMA (Criteria Met) (Gr. 3 - 7, Algebra I - Gr. 7-11)
 No accommodations or modifications Accommodations (specify below) Modifications (specify below)
- 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)
- History/Social Science* Grade Exempt CST
 No accommodations or modifications Accommodations (specify below) Modifications (specify below)
- Writing (Gr. 7 only) Grade Exempt CST OR CMA (Criteria Met) (Gr. 4 & 7 only)
 No accommodations or modifications Accommodations (specify below) Modifications (specify below)
- 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) _____

* (Grade 8; Grade 11 for U.S. History; Grades 9 through 11 World History)

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; Qs read aloud(ELA); test > 1 day Grade Exempt (below grade 10)
 Accommodations (specify) test > 1 day; Qs read aloud(Math) 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 01/30/12

INSTRUCTIONAL ACCOMMODATIONS

Area of Difficulty	Accommodation	Responsible Agency/Personnel	Start Date
Auditory Perception, Visual Perception, Other: Testing	Calculator, Directions Read Aloud, Extra Time: Assignments/Tests (2.0), Preferential Seating, Provide with Notes, Shortened Assignments, Study Buddy, Take Tests in Alternate Setting, Visual Models	District of Service/ Gen. Ed. Teacher, Assistant, RS	01/30/2012

Pajaro Valley Unified School District

Issue Date: 9/9/2009

Issued:

Issue Of: 2013

School Name/Address

Pajaro Valley High School
500 Harkins Slough
Watsonville, CA 95076

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

Counselor: Puente

SSID:

CrsID	Course Title	Mark	Credit	CrsID	Course Title	Mark	Credit	Testing Information
Pajaro Valley High School Grd 09 12/2009				Pajaro Valley High School Grd 11 12/2011				CA HSEE ELA M 11/1/2011
2413	P Algebra 1A/B (Support)	RF	0.000	2610	P Algebra II	D	5.000	CA HSEE Math M 11/2/2011
9270	Directed Study	B	5.000	3310	P Chemistry	D+	5.000	
1130	P English 1	C-	5.000	9270	Directed Study	B	5.000	
3610	P Integrated Science I	D-	5.000	1330	P English 3/American Lite	I	0.000	
2976	Math B (9th)	D	5.000	4210	P Spanish I SS	F	0.000	
4510	N Physical Education 9	B	5.000	7210	P US History	D	5.000	
Crs Att: 30.000 Cmp: 25.000 Total GPA: 2.000				Crs Att: 30.000 Cmp: 20.000 Total GPA: 1.200				
Pajaro Valley High School Grd 09 6/2010				Work In Progress				
2413	P Algebra 1A/B (Support)	RF	0.000	2610	P Algebra II		0.000	
9270	Directed Study	C	5.000	3310	P Chemistry		0.000	
1130	P English 1	F	0.000	9270	Directed Study		0.000	
3610	P Integrated Science I	D-	5.000	1330	P English 3/American Lite		0.000	
2976	Math B (9th)	RF	5.000	4210	P Spanish I SS		0.000	
4510	N Physical Education 9	C+	5.000	7210	P US History		0.000	
Crs Att: 30.000 Cmp: 20.000 Total GPA: 1.250				Credit Summary - High School				
Pajaro Valley High School Grd 10 12/2010				Subject Area				
4610	N Adv PE	C+	5.000	A	English	40.00	15.00	25.00
3210	P Biology	C	5.000	B	Math	20.00	20.00	
9270	Directed Study	A-	5.000	C	Biological Science	10.00	10.00	
1230	P English 2	D	5.000	D	Physical Science	10.00	10.00	
2510	P Geometry	C	5.000	E	Health	5.00	0.00	5.00
7110	P World Civ	B-	5.000	F	Fine Arts / Foreign L	10.00	0.00	10.00
Crs Att: 30.000 Cmp: 30.000				G	Physical Education	20.00	20.00	
After School Pajaro Valley High Grd 10 12/2010				H	Applied Arts	10.00	0.00	10.00
AS2410	ALGEBRA 1 - 2nd sem	C	5.000	I	World Civilization	10.00	10.00	
Crs Att: 5.000 Cmp: 5.000 Total GPA: 2.286				J	US History	10.00	5.00	5.00
Pajaro Valley High School Grd 10 6/2011				K	Federal Government	5.00	0.00	5.00
4610	N Adv PE	C	5.000	L	Economics	5.00	0.00	5.00
3210	P Biology	C	5.000	M	Electives	45.00	30.00	15.00
9270	Directed Study	B	5.000	N	Algebra	10.00	10.00	
1230	P English 2	C+	5.000	O	Science	10.00	5.00	5.00
2510	P Geometry	C-	5.000	---Total Credits---				220.00 135.00 85.00
7110	P World Civ	B	5.000	GPA Summary				
Crs Att: 30.000 Cmp: 30.000				Academic GPA: 1.946 Rank 230 out of 309				
After School Pajaro Valley High Grd 10 6/2011				Total GPA: 1.893 Rank 235 out of 309				
AS2410	ALGEBRA 1 - 1st Sem.	C+	5.000	CSU GPA: 1.714				
Crs Att: 5.000 Cmp: 5.000 Total GPA: 2.286				Cal Grant GPA: 2.000				

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

Polio	8/11/1994	12/1/1994	2/3/1995	8/20/1998
DTB	8/11/1994	12/1/1994	2/3/1995	10/18/1995 8/20/1998
MMR	6/6/1995	8/20/1998		
HEP B	10/8/1997	11/10/1997	8/20/1998	
Vaccella				

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

Date: 3/6/2012



See back for details

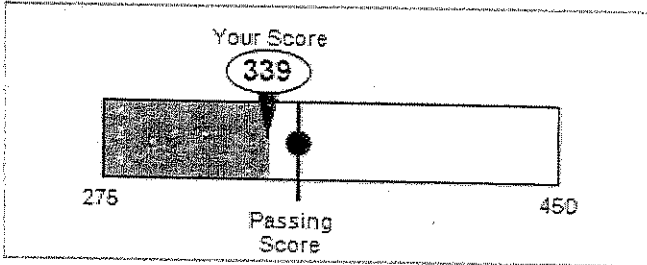
Student and Parent Report

English-Language Arts

Test Date: 11/01/2011

Your Total Score	Score Required to Pass	Status
339	350	MODIFIED

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



Strands for English-Language Arts

	Number of Questions	Number Correct
READING		
Word Analysis	7	3
Reading Comprehension	18	12
Literary Response & Analysis	20	14
WRITING		
Writing Strategies	12	5
Writing Conventions	15	7

Writing Applications

Your Score

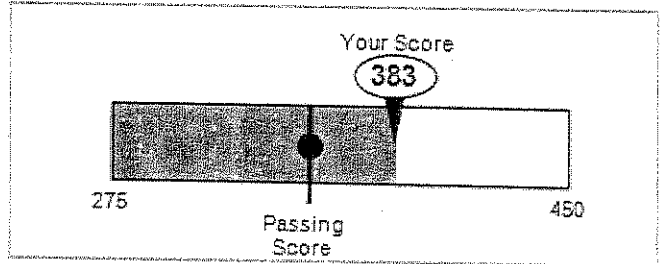
Essay 2.0

Mathematics

Test Date: 11/02/2011

Your Total Score	Score Required to Pass	Status
383	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	8
Number Sense	17	16
Algebra & Functions	20	12
Measurement & Geometry	18	15
Algebra I	12	9

* 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: 12.5

Date: March 14, 2012

Item: CAHSEE Passage Waiver
Math (PVHS 11-12-28)

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

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

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

Recommendation: Approve

Budget Considerations: None

Funding Source:

Budgeted: Yes: No:

Amount: \$

Prepared By: Dee Teutschel, Program Director Special Services

Superintendent's Signature: Don Boh

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Date: 2/14/12

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: 3/5/2012

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: 02-21-12

FOR SITE USE ONLY

Date Received by Principal: _____

Student Identification Number: _____

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Student's Name: _

Student's ID Number: _

Pursuant to Education Code 6051, the parent/guardian of _____ 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). *see attachment*

- 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 CAHSSE for this student. *see attachment*

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

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

Student ID #

1a. The student exhibits delay in visual processing as well as deficit in the area of sensory motor skills manifested in the imperfect ability to do math calculations and solve applied word problems. The processing disorders mentioned above not only makes it difficult for her to accurately identify symbols in math, gain information from charts or graphs but solving language-based applied problems in math adversely affects her performance. Student can easily get overwhelmed and discouraged when confronted with math problems she perceives as too difficult due to her areas of difficulties. Visual processing delay intensifies the math difficulty since the subject relies heavily on the use of number facts and operational symbols, counting in sequence or shifting word phrases into mathematics symbols. Lastly, student's sensory motor delay makes organizing math information in paper a very complex activity as it relates to coordinating fine motor skills (writing) with the output from the brain.

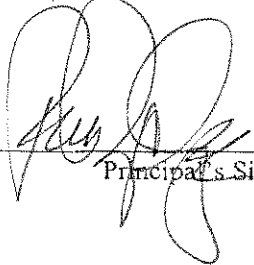
1b. Student was permitted to use a calculator to complete the math test.

1c. Given (1) her identified delays in visual processing and sensory motor skills, which cause her to become easily confused as she works through basic algorithms; and (2) the fact that by using calculator in her classes she has made great improvements academically and has learned to compensate for her identified delays although she continues to be challenged by math calculation, especially when presented to her on a high stakes test such as the CAHSEE, the use of a calculator to mitigate her identified delays is justified.

1d. As previously mentioned, she is permitted to use a calculator in the classroom for all math classes as well as any math-related assignments (such as Chemistry). This instructional accommodation is spelled out in her IEP, shared with general education teachers and is attached in this packet.

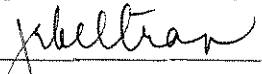
2. Has sufficient high school coursework either satisfactorily completed or in progress in the high school level curriculum sufficient to have attained the skills and knowledge otherwise needed to pass the CAHSEE. *(Attach transcripts showing coursework completed.)*

3. An individual score report showing that my child has received the equivalent of a passing score on the CAHSEE while using a modification that fundamentally alters what the high school examination measures as determined by the State Board of Education. *(Attach a copy of the exit exam Student and Parent Report showing "equivalent of a passing score" in the English/language arts and/or the mathematics portion of the exam.)*

Certified by: 
 Principal's Signature

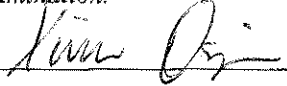
3/5/2012
 Date

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

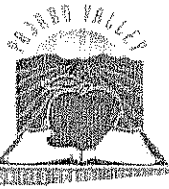
 3/5/12
 Signature of Student's Special Education Teacher Date

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

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

 3/5/12
 Signature of Student's Academic Counselor Date

Kimora Osprey
 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 10/24/2011

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 - 9)
 No accommodations or modifications Accommodations (specify below) Modifications (specify below)
- Math: (Gr. 2-11) Grade Exempt CST OR CMA (Criteria Met) (Gr. 3 - 7, Algebra I - Gr. 7-11)
 No accommodations or modifications Accommodations (specify below) Modifications (specify below)
- 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)
- History/Social Science* Grade Exempt CST
 No accommodations or modifications Accommodations (specify below) Modifications (specify below)
- Writing (Gr. 7 only) Grade Exempt CST OR CMA (Criteria Met) (Gr. 4 & 7 only)
 No accommodations or modifications Accommodations (specify below) Modifications (specify below)
- 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) _____

* (Grade 8; Grade 11 for U.S. History; Grades 9 through 11 World History)

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; Qs read aloud(ELA); test > 1 day Grade Exempt (below grade 10)
 Accommodations (specify) test > 1 day; Qs read aloud(Math) 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 11/10/11

INSTRUCTIONAL ACCOMMODATIONS

Area of Difficulty	Accommodation	Responsible Agency/Personnel	Start Date
Auditory Memory, Other: Auditory Processing	Directions Read Aloud, Preferential Seating, Study Buddy, Take Tests in Alternate Setting, Visual Models, Other: frequent check of understanding; written directions (esp. long projects)	District of Service/ Gen. Ed. Teacher, Assistant, RS	11/10/2011
Visual Perception, Other: Visual Processing	Directions Read Aloud, Other: use highlighter 4 key wrds, cover part txt until needed, reduce visual distractio	District of Service/ Gen. Ed. Teacher, Assistant, RS	11/10/2011
Visual-Motor	Extra Time: Assignments/Tests (2.0), Provide with Notes, Take Tests in Alternate Setting, Other: permit std. to use computer for long essays, use finger to aid tracking, notes	District of Service/ Gen. Ed. Teacher, Assistant, RS	11/10/2011

Student Name

Pajaro Valley Unified School District

Enter Date: 6/12/2009
 Graduated:
 Class Of: 2013

School Name/Address
 Pajaro Valley High School
 500 Harkins Slough
 Watsonville, CA 95076
 Tel: (831)728-8102 Fax: (831)728-6944
 Counselor: Ospina
 SSID:
 Community Service Hours: 11.75

CrsID	Course Title	Mark	Credit	CrsID	Course Title	Mark	Credit	
Pajaro Valley High School Grd 09 7/2009				Pajaro Valley High School Grd 11 12/2011				
SS1094	ALGEBRA ACADEMY	C	5.000	SS1130	ENGLISH 1-1st Sem	C-	5.000	
SS1094	ALGEBRA ACADEMY	C	5.000	SS3910	HEALTH-2nd Sem	B+	5.000	
Crs Att: 10.000 Cmp: 10.000 Total GPA: 2.000				Crs Att: 10.000 Cmp: 10.000 Total GPA: .000				
Pajaro Valley High School Grd 09 12/2009				Pajaro Valley High School Grd 11 12/2011				
2413	P Algebra 1A/B (Support)	D	5.000	9291	Basic Skills CA Exit Ex	A	5.000	
9270	Directed Study	E-	5.000	3310	P Chemistry	F	0.000	
1130	P English 1		0.000	9270	Directed Study	C	5.000	
1130	P English 1	RF	0.000	1330	P English 3/American Lite	C	5.000	
3610	P Integrated Science I	C-	5.000	5710	ROP Administration Just	C	5.000	
5051	Intro Computers	D	5.000	7210	P US History	D	5.000	
2976	Math B (9th)	D	5.000	Crs Att: 30.000 Cmp: 25.000				
4510	N Physical Education 9		0.000	After School Pajaro Valley High Grd 11 12/2011				
4510	N Physical Education 9	C-	5.000	AS1130	ENGLISH 1 - 2nd sem	C-	5.000	
Crs Att: 35.000 Cmp: 30.000 Total GPA: 1.667				Crs Att: 5.000 Cmp: 5.000 Total GPA: 1.857				
Pajaro Valley High School Grd 09 6/2010				Work In Progress				
2413	P Algebra 1A/B (Support)	D-	5.000	9291	Basic Skills CA Exit Ex		0.000	
9270	Directed Study	C-	5.000	3310	P Chemistry		0.000	
1130	P English 1	RF	0.000	9270	Directed Study		0.000	
3910	Health	RF	0.000	1330	P English 3/American Lite		0.000	
3610	P Integrated Science I	D-	5.000	5710	ROP Administration Just		0.000	
2976	Math B (9th)	D-	5.000	7210	P US History		0.000	
4510	N Physical Education 9	C-	5.000	Credit Summary - High School				
Crs Att: 35.000 Cmp: 25.000 Total GPA: 1.400				Subject Area				
Pajaro Valley High School Grd 10 12/2010				Req Cmp Def				
4610	N Adv PE	C	5.000	A	English	40.00	25.00	15.00
3210	P Biology	C-	5.000	B	Math	20.00	20.00	
9270	Directed Study	B-	5.000	C	Biological Science	10.00	5.00	5.00
1230	P English 2	RF	0.000	D	Physical Science	10.00	10.00	
2510	P Geometry	D	5.000	E	Health	5.00	5.00	
7110	P World Civ	D+	5.000	F	Fine Arts / Foreign L	10.00	0.00	10.00
Crs Att: 30.000 Cmp: 25.000 Total GPA: 1.300				G	Physical Education	20.00	20.00	
Pajaro Valley High School Grd 10 6/2011				H	Applied Arts	10.00	10.00	
4610	N Adv PE	C	5.000	I	World Civilization	10.00	10.00	
3210	P Biology	F	0.000	J	US History	10.00	5.00	5.00
9270	Directed Study	C+	5.000	K	Federal Government	5.00	0.00	5.00
1230	P English 2	D-	5.000	L	Economics	5.00	0.00	5.00
2510	P Geometry	D	5.000	M	Electives	45.00	40.00	5.00
7110	P World Civ	C	5.000	N	Algebra	10.00	10.00	
Crs Att: 30.000 Cmp: 25.000				O	Science	10.00	0.00	10.00
After School Pajaro Valley High Grd 10 6/2011				---Total Credits---				
AS1230	ENGLISH 2 - 1st Sem.	A-	5.000			220.00	160.00	60.00
Crs Att: 5.000 Cmp: 5.000 Total GPA: 1.714								
Watsonville High School Grd 10 7/2011								

Academic GPA: 1.700 Rank 257 out of 309
 Total GPA: 1.710 Rank 265 out of 309
 CSU GPA: 1.417
 Cal Grant GPA: 1.788

Testing Information

CA HSEE ELA	M	11/1/2011
CA HSEE Math	M	11/2/2011

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

Comments:

Polio	4/20/1995	6/21/1995	8/22/1995	10/4/1996	10/20/1999
DTB	4/20/1995	6/21/1995	8/22/1995	10/4/1996	10/20/1999
MMR	6/21/1996	10/20/1999			
HEP B	4/20/1995	6/21/1995	11/22/1998		
Varicella	1/2/2001				

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

Date: 3/6/2012



California High School Exit Examination

See back for details

Student and Parent Report

Student Name:

Date of Birth:

Student ID:

Grade:

School: 010000 - Pajaro Valley High

District: 69799 - Pajaro Valley Unified

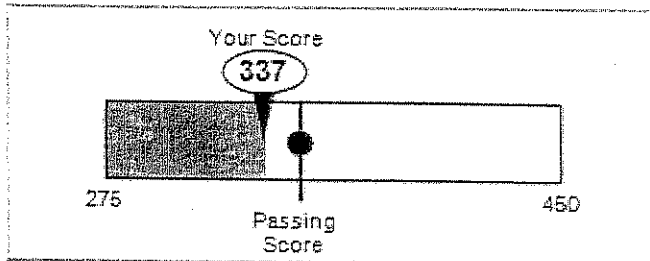
County: 44 - Santa Cruz

English-Language Arts

Test Date: 11/01/2011

Your Total Score	Score Required to Pass	Status
337	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	4
Reading Comprehension	18	12
Literary Response & Analysis	20	9
WRITING		
Writing Strategies	12	5
Writing Conventions	15	10

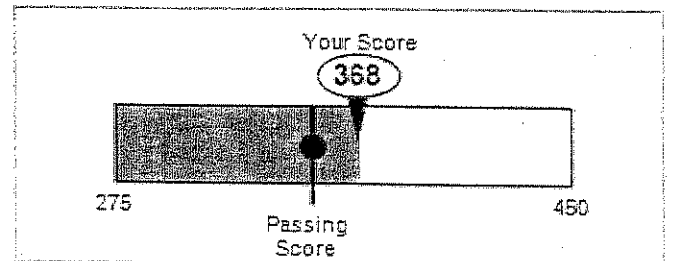
Writing Applications	Your Score
Essay	2.0

Mathematics

Test Date: 11/02/2011

Your Total Score	Score Required to Pass	Status
368	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.

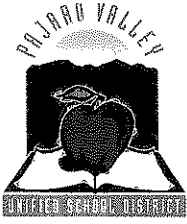


Strands for Mathematics

	Number of Questions	Number Correct
Probability & Statistics	13	8
Number Sense	17	10
Algebra & Functions	20	12
Measurement & Geometry	18	13
Algebra I	12	10

* 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: 12.6

Date: March 14, 2012

Item: CAHSEE Passage Waiver
Math (PVHS 11-12-29)

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

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

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

Recommendation: Approve

Budget Considerations: None

Funding Source:

Budgeted: Yes: No:

Amount: \$

Prepared By: Dee Teutschel, Program Director Special Services

Superintendent's Signature: Don Burk

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Date: 2/14/12

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: March 5/2012

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: 2-15-12

FOR SITE USE ON

Date Received by Principal: _____

Student Identification Number: _____

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Student's Name:

Student's ID Number:

Pursuant to Education Code 6051, the parent/guardian of _____ student with disabilities, has requested that the Governing Board waive the requirement that he/she successfully pass the high school exit 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. *see attachment*)
 - 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.

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

Student ID #

1a. Student has delays in auditory processing as well as in the area of sensory-motor skills. These delays have manifested themselves as weak academic progress across all curriculum areas over his school career. The processing disorder also manifests itself with the imperfect ability to read, write and do mathematical calculation. Although he has learned to compensate for his identified delays, he continues to be challenged by math calculation and applied problems, especially when presented to him on a high stakes test such as the CAHSEE. Auditory processing delay affects the individual's ability to analyze, interpret and process information given verbally and without visual support. Finally, sensory-motor skills is important in organizing information in written form as what is needed in applied math problems where student is required to analyze problem, recognize the procedure and perform relatively complex calculations.

1b. He was permitted to use a calculator to complete the math test.

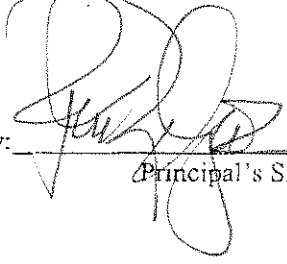
1c. Student's overall math skills are significantly below grade level due to his delays in auditory processing and sensory-motor skills. Oral reading of the test items to him as well as the allowing student the use of calculator provided reinforcement of information presented leading to better understanding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

1d. As previously mentioned, he is permitted to use a calculator in the classroom for all math classes as well as any math-related assignments (such as Chemistry). This instructional accommodation is spelled out in his IEP and is attached.

2. Has sufficient high school coursework either satisfactorily completed or in progress in the high school level curriculum sufficient to have attained the skills and knowledge otherwise needed to pass the CAHSEE. *(Attach transcripts showing coursework completed.)*

3. An individual score report showing that my child has received the equivalent of a passing score on the CAHSEE while using a modification that fundamentally alters what the high school examination measures as determined by the State Board of Education. *(Attach a copy of the exit exam Student and Parent Report showing "equivalent of a passing score" in the English/language arts and/or the mathematics portion of the exam.)*

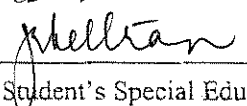
Certified by: _____



Principal's Signature

3/20/12
Date

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



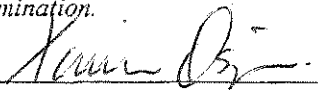
Signature of Student's Special Education Teacher

3/5/12
Date

Jane R. Beltran

Print Name of Student's Special Education Teacher

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

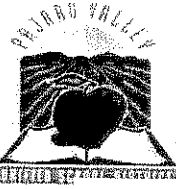


Signature of Student's Academic Counselor

3/5/12
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 & Assessment Standards**

Student _____

Date of Birth _____

IEP Meeting Date 10/24/2011

SUPPLEMENTAL

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 - 9)
 No accommodations or modifications Accommodations (specify below) Modifications (specify below)
- Math: (Gr. 2-11) Grade Exempt CST **OR** CMA (Criteria Met) (Gr. 3 - 7, Algebra I - Gr. 7-11)
 No accommodations or modifications Accommodations (specify below) Modifications (specify below)
- 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)
- History/Social Science* Grade Exempt CST
 No accommodations or modifications Accommodations (specify below) Modifications (specify below)
- Writing (Gr. 7 only) Grade Exempt CST **OR** CMA (Criteria Met) (Gr. 4 & 7 only)
 No accommodations or modifications Accommodations (specify below) Modifications (specify below)
- 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) _____

* (Grade 8; Grade 11 for U.S. History; Grades 9 through 11 World History)

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; Qs read aloud(ELA); test > 1 day Grade Exempt (below grade 10)
 Accommodations (specify) test > 1 day; Qs read aloud(Math) Passed both subtests of the CAHSEE



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

Student _____

A _____

Date of Birth _____

IEP Meeting Date 02/15/11

INSTRUC

TIONS

Area of Difficulty	Accommodation	Responsible Agency/Personnel	Start Date
Auditory Memory, Processing Speed, Other: auditory processing	Directions Read Aloud, Extra Time: Assignments/Tests (2.0), Preferential Seating, Provide with Notes, Study Buddy, Take Tests in Alternate Setting, Visual Models, Other: frequent check of understanding; ask std. to rephrase direction/task instruction	District of Service/ Gen. Ed. Teacher, Assistant, RS	02/15/2011
Other: sensory motor skills	Directions Read Aloud, Extra Time: Assignments/Tests (2.0), Frequent Breaks, Preferential Seating, Provide with Notes, Shortened Assignments, Study Buddy, Tests in Short Segments, Visual Models, Other: try diff. modality of teaching; provide notes &/or use computer if possible	District of Service/ Gen. Ed. Teacher, Assistant, RS	02/15/2011
Other: exp. communication	Shortened Assignments, Other: shortened assignments (essay &/or vocabulary) if possible	District of Service/ Gen. Ed. Teacher, Assistant, RS	02/15/2011

Pajaro Valley Unified School District

Date: 6/12/2009

sted:

Year: 2013

School Name/Address

Pajaro Valley High School
500 Harkins Slough
Watsonville, CA 95076

Tel: (831)728-8102

Fax: (831)728-6944

Counselor: Ospina

SSID:

CrsID	Course Title	Mark	Credit	CrsID	Course Title	Mark	Credit	
Pajaro Valley High School Grd 09 7/2009				Pajaro Valley High School Grd 11 12/2011				
SS1004	ALGEBRA ACADEMY	C	5.000	9291	Basic Skills CA Exit Ex A		5.000	
SS1004	ALGEBRA ACADEMY	B	5.000	3310	P Chemistry	D-	5.000	
Crs Att: 10.000 Cmp: 10.000 Total GPA: 2.500				9270	Directed Study	C	5.000	
Pajaro Valley High School Grd 09 12/2009				1330	P English 3/American Lite	C-	5.000	
2413	P Algebra 1A/B (Support)	F	0.000	5710	POP Administration Just	D+	5.000	
9270	Directed Study	C	5.000	7210	P US History	F	0.000	
1130	P English 1		0.000	Crs Att: 30.000 Cmp: 25.000				
1130	P English 1	D	5.000	PASS Program Fresno COE Grd 11 12/2011				
3610	P Integrated Science I	D	5.000	9924	PASS Math	C	5.000	
5051	Intro Computers	E	5.000	Crs Att: 5.000 Cmp: 5.000 Total GPA: 1.714				
2976	Math B (9th)	RF	0.000	Work In Progress				
4510	N Physical Education 9	D-	5.000	9291	Basic Skills CA Exit Ex		0.000	
Crs Att: 35.000 Cmp: 25.000 Total GPA: 0.957				3310	P Chemistry		0.000	
Pajaro Valley High School Grd 09 6/2010				9270	Directed Study		0.000	
2413	P Algebra 1A/B (Support)	D-	5.000	1330	P English 3/American Lite		0.000	
9270	Directed Study	C	5.000	5710	ROP Administration Just		0.000	
1130	P English 1	C-	5.000	7210	P US History		0.000	
3910	Health	RF	0.000	Credit Summary - High School				
3610	P Integrated Science I	D+	5.000	Subject Area Req Cmp Def				
2976	Math B (9th)	D-	5.000	A	English	40.00	15.00	25.00
4510	N Physical Education 9	C-	5.000	B	Math	20.00	25.00	
Crs Att: 35.000 Cmp: 30.000 Total GPA: 1.500				C	Biological Science	10.00	0.00	10.00
Pajaro Valley High School Grd 10 12/2010				D	Physical Science	10.00	10.00	
4610	N Adv PE	C	5.000	E	Health	5.00	5.00	
3210	P Biology	F	0.000	F	Fine Arts / Foreign L	10.00	0.00	10.00
9270	Directed Study	C	5.000	G	Physical Education	20.00	20.00	
1230	P English 2	F	0.000	H	Applied Arts	10.00	10.00	
2510	P Geometry	D-	5.000	I	World Civilization	10.00	5.00	5.00
7110	P World Civ	F	0.000	J	US History	10.00	0.00	10.00
Crs Att: 30.000 Cmp: 15.000 Total GPA: 0.833				K	Federal Government	5.00	0.00	5.00
Pajaro Valley High School Grd 10 6/2011				L	Economics	5.00	0.00	5.00
4610	N Adv PE	D	5.000	M	Electives	45.00	35.00	10.00
3210	P Biology	F	0.000	N	Algebra	10.00	5.00	5.00
9270	Directed Study	C	5.000	O	Science	10.00	5.00	5.00
1230	P English 2	F	0.000	---Total Credits--- 226.00 135.00 96.00				
2510	P Geometry	D	5.000	Comments:				
7110	P World Civ	D-	5.000	Polio 7/14/1995 9/19/1995 12/19/1995 6/7/2000				
Crs Att: 30.000 Cmp: 20.000 Total GPA: 0.833				DTB 7/14/1995 9/19/1995 12/19/1995 9/13/1996 6/7/2000				
Watsonville High School Grd 10 7/2011				MMR 3/21/1996 6/7/2000				
SS3510	HEALTH-2nd Sem	C	5.000	HEP B 5/8/1995 7/14/1995 12/19/1995				
Crs Att: 5.000 Cmp: 5.000 Total GPA: .000				Varicella 6/15/1998				

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

Comments:

Polio	7/14/1995	9/19/1995	12/19/1995	6/7/2000
DTB	7/14/1995	9/19/1995	12/19/1995	9/13/1996 6/7/2000
MMR	3/21/1996	6/7/2000		
HEP B	5/8/1995	7/14/1995	12/19/1995	
Varicella	6/15/1998			

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

Date: 3/6/2012



Board Agenda Backup

Item No: 12.7

Date: March 14, 2012

Item: CAHSEE Passage Waiver
English Language Arts (PVHS 11-12-30)

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

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

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

Recommendation: Approve

Budget Considerations: None

Funding Source:

Budgeted: Yes: No:

Amount: \$

Prepared By: Dee Teutschel, Program Director Special Services

Superintendent's Signature:

Don B...

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Date: 2/13/12

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: 3/5/2012

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: 2/16/12

FOR SITE USE ONLY

Date Received by Principal: _____

Student Identification Number: _____

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Student's Name:

Student's ID Number:

Pursuant to Education Code 6051, the parent/guardian of _____ student with disabilities, has requested that the Governing Board waive the requirement that _____ 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). *See attachment*
 - 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.

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

Student ID#:

1. a. Delays in visual processing and auditory processing are exhibited and accommodated in gen. ed. classes which impact her performance on classroom reading comprehension and written language tasks. The processing disorder manifests itself in the imperfect ability to read, write and spell. She needs to both see and hear whatever it is she is being asked to process in order to understand and retain the concept due to her deficit in visual processing. Higher level English language tasks is especially challenging because of her auditory processing delay. Student requires additional time to process language imbedded tasks like reading lengthy passages and writing tasks.

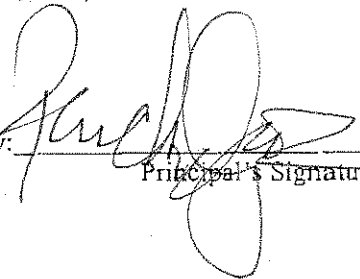
b. Directions and test questions were read aloud to her during the ELA test.

c. Student qualified for CMA state testing in prior years due to below basic performance and overall reading skill which is more than two years below grade level partly due to her delays in auditory processing and visual processing. Reading the test items to the student supplemented the information presented in printed form important for better clarity. She followed by reading silently to herself while the test items are being read aloud by the examiner. This assisted her in processing and responding to information without being bugged down by hard to pronounced words so she can focus on the context of the passages. Finally, she was able to use the extra time given her to finish the writing task as she understood what was needed, after examiner read the directions in the writing section of the test.

d. Teachers have been provided with the student's IEP profile that delineates her learning style, academic needs and, recommended accommodations or modifications to be academically successful. Directions and/or questions for both in and out of class assignments are provided as appropriate in visual and auditory modes in most courses being taken. As well, extra time is given during tests/ quizzes in her general education classes at her request or as determined beneficial by the classroom teacher.

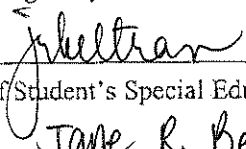
2. Has sufficient high school coursework either satisfactorily completed or in progress in the high school level curriculum sufficient to have attained the skills and knowledge otherwise needed to pass the CAHSEE. *(Attach transcripts showing coursework completed.)*

3. An individual score report showing that my child has received the equivalent of a passing score on the CAHSEE while using a modification that fundamentally alters what the high school examination measures as determined by the State Board of Education. *(Attach a copy of the exit exam Student and Parent Report showing "equivalent of a passing score" in the English/language arts and/or the mathematics portion of the exam.)*

Certified by: 
 Principal's Signature

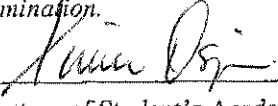
3/5/2012
 Date

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

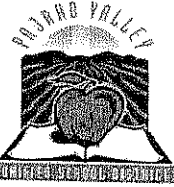
 3/5/12
 Signature of Student's Special Education Teacher Date

JANE R. BELTRAN
 Print Name of Student's Special Education Teacher

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

 3/5/12
 Signature of Student's Academic Counselor 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 & Assessment Standards**

Student _____

Date of Birth _____

IEP Meeting Date 10/14/11

SUPPLEMENTARY/SPECIALIZED SUPPORT

Student requires supplementary aids and services or specialized materials/equipment as specified below.
 Supports for school personnel Specialized aids/materials/equipment (Assistive Technology)
 Program modifications None

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

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

PARTICIPATION IN STATE AND DISTRICT-WIDE STANDARDIZED TESTING AND ASSESSMENT

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

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

PROMOTION STANDARDS

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

CALIFORNIA HIGH SCHOOL EXIT EXAMINATION (CAHSEE)

- No accommodations or modifications
- Modifications (specify) Qs read aloud(ELA);test + 1 day
- Accommodations (specify) test > 1 day
- Exempt due to eligibility for participation in CAPA
- Grade Exempt (below grade 10)
- 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 10/14/11

INSTRUCTIONAL ACCOMMODATIONS

Area of Difficulty	Accommodation	Responsible Agency/Personnel	Start Date
Other: Auditory Processing	Extra Time: Assignments/Tests (2.0), Frequent Breaks, Preferential Seating, Provide with Notes, Visual Models, Other: frequent check of understanding; copy of notes or lengthy directions if possible	District of Service/ Gen. Ed. Teacher, Assistant, RS	10/14/2011
Other: Visual Processing	Directions Read Aloud, Extra Time: Assignments/Tests (2.0), Preferential Seating, Provide with Notes, Shortened Assignments, Take Tests in Alternate Setting, Visual Models, Visual Schedule, Other: use of highlighter whenever possible; reduced visual distractions	District of Service/ Gen. Ed. Teacher, Assistant, RS	10/14/2011
Processing Speed	Extra Time: Assignments/Tests (2.0), Preferential Seating, Provide with Notes, Take Tests in Alternate Setting, Tests in Short Segments, Other: provide student with cue as to where to obtain information	District of Service/ Gen. Ed. Teacher, Assistant, RS	10/14/2011

Pajaro Valley Unified School District

Date: 8/12/2009

ated:

Of: 2013

School Name/Address

Pajaro Valley High School
500 Harkins Slough
Watsonville, CA 95076

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

Counselor: Ospina

SSID:

Community :

Work In Progress

CrsID	Course Title	Mark	Credit	CrsID	Course Title	Mark	Credit	CrsID	Course Title	Mark	Credit																																																																					
Pajaro Valley High School Grd 09 12/2009																																																																																
2413	P Algebra 1A/B (Support)	B-	5.000	2610	P Algebra II		0.000																																																																									
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2413	P Algebra 1A/B (Support)	B	5.000	<table border="1"> <thead> <tr> <th>Subject Area</th> <th>Req</th> <th>Cmp</th> <th>Def</th> </tr> </thead> <tbody> <tr> <td>A English</td> <td>40.00</td> <td>25.00</td> <td>15.00</td> </tr> <tr> <td>B Math</td> <td>20.00</td> <td>20.00</td> <td></td> </tr> <tr> <td>C Biological Science</td> <td>10.00</td> <td>5.00</td> <td>5.00</td> </tr> <tr> <td>D Physical Science</td> <td>10.00</td> <td>0.00</td> <td>10.00</td> </tr> <tr> <td>E Health</td> <td>5.00</td> <td>5.00</td> <td></td> </tr> <tr> <td>F Fine Arts / Foreign L</td> <td>10.00</td> <td>10.00</td> <td></td> </tr> <tr> <td>G Physical Education</td> <td>20.00</td> <td>15.00</td> <td>5.00</td> </tr> <tr> <td>H Applied Arts</td> <td>10.00</td> <td>5.00</td> <td>5.00</td> </tr> <tr> <td>I World Civilization</td> <td>10.00</td> <td>10.00</td> <td></td> </tr> <tr> <td>J US History</td> <td>10.00</td> <td>5.00</td> <td>5.00</td> </tr> <tr> <td>K Federal Government</td> <td>5.00</td> <td>0.00</td> <td>5.00</td> </tr> <tr> <td>L Economics</td> <td>5.00</td> <td>0.00</td> <td>5.00</td> </tr> <tr> <td>M Electives</td> <td>45.00</td> <td>30.00</td> <td>15.00</td> </tr> <tr> <td>N Algebra</td> <td>10.00</td> <td>10.00</td> <td></td> </tr> <tr> <td>O Science</td> <td>10.00</td> <td>10.00</td> <td></td> </tr> <tr> <td colspan="2">---Total Credits---</td> <td>220.00</td> <td>150.00</td> <td>70.00</td> </tr> </tbody> </table>								Subject Area	Req	Cmp	Def	A English	40.00	25.00	15.00	B Math	20.00	20.00		C Biological Science	10.00	5.00	5.00	D Physical Science	10.00	0.00	10.00	E Health	5.00	5.00		F Fine Arts / Foreign L	10.00	10.00		G Physical Education	20.00	15.00	5.00	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	30.00	15.00	N Algebra	10.00	10.00		O Science	10.00	10.00		---Total Credits---		220.00	150.00	70.00
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4210	P Spanish 1 SS	A-	5.000																																																																													
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9270	Directed Study	A	5.000																																																																													
1230	P English 2	A-	5.000																																																																													
2510	P Geometry	B	5.000																																																																													
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Academic GPA:		3.304	Rank 60 out of 309																																																																													
Total GPA:		3.400	Rank 58 out of 309																																																																													
CSU GPA:		3.308																																																																														
Cal Grant GPA:		3.444																																																																														
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H = Honors A = Advanced Placement P = College Prep N = Non-Academic
One GPA is provided per semester.

Comments:

Polio	8/31/1994	11/2/1994	10/16/1995	9/1/1999
DTB	8/31/1994	11/2/1994	1/4/1995	10/16/1995 9/1/1999
MMR	10/16/1995	9/1/1999		
HEP B	7/26/1994	8/3/1994	4/5/1995	
Varicella				

Transcript is unofficial unless signed by a school official
School Officials
Signature _____ Date: 3/6/2012



California High School Exit Examination

See back for details

Student and Parent Report

Student Name

IR

Date of Birth

Student ID:

Grade:

School: 010

District: 697

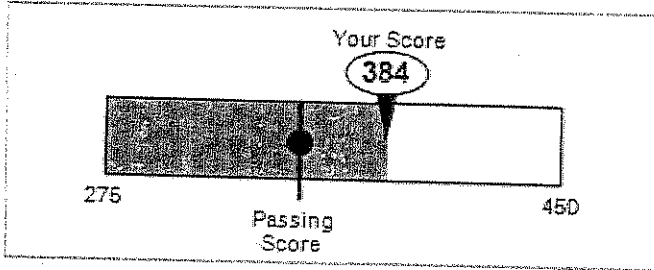
County: 44

English-Language Arts

Test Date: 11/01/2011

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 English-Language Arts

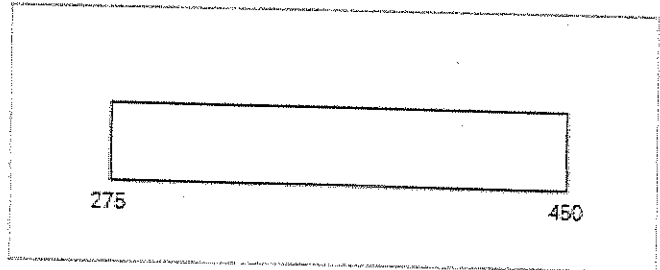
READING	Number of Questions	Number Correct
Word Analysis	7	5
Reading Comprehension	18	15
Literary Response & Analysis	20	16
WRITING		
Writing Strategies	12	10
Writing Conventions	15	15

Mathematics

Test Date: 11/02/2011

Your Total Score	Score Required to Pass	Status
		SATISFIED REQ

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



Strands for Mathematics

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

Writing Applications

Essay Your Score: 2.0

* Each student's 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: 12.8

Date: March 14, 2012

Item: CAHSEE Passage Waiver
English Language Arts (PVHS 11-12-31)

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

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

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

Recommendation: Approve

Budget Considerations: None

Funding Source:

Budgeted: Yes: No:

Amount: \$

Prepared By: Dee Teutschel, Program Director Special Services

Superintendent's Signature: Dom Bat

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Date: 2/13/12

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: 3/5/2012

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: 2/20/12

FOR SITE USE ON

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 00511, the parent/guardian of _____, a student with disabilities, has requested that the Governing Board waive the requirement that he/she successfully pass the high school exit examination in order to receive a diploma. This student has taken the high school exit examination with one or more modifications that fundamentally alter what the test measures as determined by the State Board of Education, and has achieved the equivalent of a passing score one or both parts of the examination.

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

1. Has an individualized education program (IEP) adopted pursuant to the Individuals with Disabilities Education Act that specifies the use of the modification(s) on the exit examination, standardized testing, or classroom instruction and assessments.
(Attach the section of the IEP that specifies the modifications.)
 - a. Describe the nature of the student's disability as identified on the IEP (please note if this will result in overt identification of the student. *see attachment*
 - 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. *see attachment*
 - d. Describe the modification(s) that the student regularly uses in the classroom and on other assessments. *see attachment*

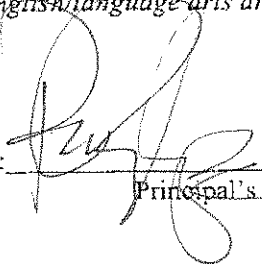
Attachment to Request to Waive the CAHSEE Requirement for Students with Disabilities

Student ID#:

1. a. Student exhibits disorder in auditory processing as well as a part of her cognitive ability which is expression. This impacts her performance on classroom reading comprehension and written language tasks and imperfect ability in speaking and listening. What helps is when she sees and hears whatever it is she is being asked to process in order to understand and retain the concept presented. Her auditory processing deficit also makes accessing and processing higher level English language tasks especially challenging. She requires additional time to process language imbedded tasks or sometimes repetition of directions, especially if it is lengthy in nature.
- b. Directions and test questions were read aloud to her during the ELA test.
- c. Student's overall reading skill is more than two years below grade level due to her delays in auditory processing and cognitive ability in expression. Reading the test items to the student supplemented the information presented in printed form leading to better clarity. She was able to read the test items along with the examiner. This assisted her in processing and responding to information read. Overall, she was able to understand what she herself was reading as this was being backed up by the examiner reading the test questions to her.
- d. Gen. Ed. teachers have been provided with a narrative profile of her learning style and academic needs together with accommodations or modifications she needs in order to be academically successful. Directions and/or questions for both class assignments and tests are provided in visual and auditory modes in her general education classes at her request or as determined appropriate by the classroom teacher. She also receives extra time in tests/ quizzes, taken in with case manager whenever she needed it.

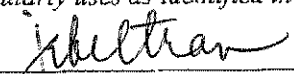
2. Has sufficient high school coursework either satisfactorily completed or in progress in the high school level curriculum sufficient to have attained the skills and knowledge otherwise needed to pass the CAHSEE. (*Attach transcripts showing coursework completed.*)

3. An individual score report showing that my child has received the equivalent of a passing score on the CAHSEE while using a modification that fundamentally alters what the high school examination measures as determined by the State Board of Education. (*Attach a copy of the exit exam Student and Parent Report showing "equivalent of a passing score" in the English/language arts and/or the mathematics portion of the exam.*)

Certified by: 
 Principal's Signature

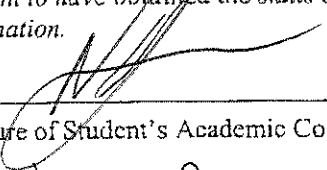
3/5/2012
 Date

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

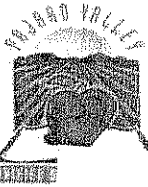
 3/1/12
 Signature of Student's Special Education Teacher Date

JANE R. BELTRAN
 Print Name of Student's Special Education Teacher

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

 3/1/12
 Signature of Student's Academic Counselor Date

Nancy Puente
 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 10/24/2011

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 - 9)
 No accommodations or modifications Accommodations (specify below) _____ Modifications (specify below) _____
- Math: (Gr. 2-11) Grade Exempt CST OR CMA (Criteria Met) (Gr. 3 - 7, Algebra I - Gr. 7-11)
 No accommodations or modifications Accommodations (specify below) _____ Modifications (specify below) _____
- 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) _____
- History/Social Science* Grade Exempt CST
 No accommodations or modifications Accommodations (specify below) _____ Modifications (specify below) _____
- Writing (Gr. 7 only) Grade Exempt CST OR CMA (Criteria Met) (Gr. 4 & 7 only)
 No accommodations or modifications Accommodations (specify below) _____ Modifications (specify below) _____
- 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) _____

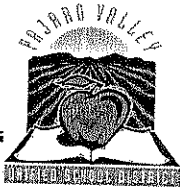
* (Grade 8; Grade 11 for U.S. History; Grades 9 through 11 World History)

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; Qs read aloud(ELA); test > 1 day Grade Exempt (below grade 10)
 Accommodations (specify) test > 1 day; Qs read aloud(Math) Passed both subtests of the CAHSEE



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

Student _____

Date of Birth _____

IEP Meeting Date 03/01/11

INSTRUCTIONAL ACCOMMODATIONS

Area of Difficulty	Accommodation	Responsible Agency/Personnel	Start Date
Processing Speed, Other: Auditory Processing	Extra Time: Assignments/Tests (2.0), Preferential Seating, Study Buddy, Take Tests in Alternate Setting, Visual Schedule, Other: frequent check of understanding	District of Service/ Gen. Ed. Teacher, Assistant, RS	03/01/2011

ajaro Valley Unified School District

Date: 8/12/2009

dated:

Of: 2013

School Name/Address

Pajaro Valley High School
500 Harkins Slough
Watsonville, CA 95076

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

Counselor: Puente

SSID:

Community

CrsID	Course Title	Mark	Credit	Work In Progress	CrsID	Course Title	Mark	Credit	
Pajaro Valley High School Grd 09 12/2009				2010	P Algebra II		0.000		
2413	P Algebra 1A/B (Support)	B	5.000	3310	P Chemistry		0.000		
1130	P English I	A	5.000	1330	P English 3/American Lite		0.000		
3910	Health	B	5.000	5455	Health Careers/Technolo		0.000		
3610	P Integrated Science I	A-	5.000	4210	P Spanish I SS		0.000		
2976	Math B (9th)	B	5.000	7210	P US History		0.000		
4510	N Physical Education 9	A	5.000						
Crs Att: 30.000 Cmp: 30.000 Total GPA: 3.500				Credit Summary - High School					
Pajaro Valley High School Grd 09 6/2010				Subject Area	Req	Cmp	Def		
2413	P Algebra 1A/B (Support)	B-	5.000	A English	40.00	25.00	15.00		
1130	P English I	B	5.000	B Math	20.00	20.00			
3610	P Integrated Science I	B-	5.000	C Biological Science	10.00	10.00			
5051	Intro Computers	A-	5.000	D Physical Science	10.00	10.00			
2976	Math B (9th)	C	5.000	E Health	5.00	5.00			
4510	N Physical Education 9	A-	5.000	F Fine Arts / Foreign L	10.00	10.00			
Crs Att: 30.000 Cmp: 30.000 Total GPA: 3.167				G Physical Education	20.00	20.00			
Pajaro Valley High School Grd 10 12/2010				H Applied Arts	10.00	5.00	5.00		
4610	N Adv PE	B	5.000	I World Civilization	10.00	10.00			
3210	P Biology	C	5.000	J US History	10.00	5.00	5.00		
6020	P Draw/Paint	B+	5.000	K Federal Government	5.00	0.00	5.00		
1230	P English 2	B	5.000	L Economics	5.00	0.00	5.00		
2510	P Geometry	B	5.000	M Electives	45.00	15.00	30.00		
7110	P World Civ	A-	5.000	N Algebra	10.00	10.00			
Crs Att: 30.000 Cmp: 30.000 Total GPA: 3.600				O Science	10.00	5.00	5.00		
Pajaro Valley High School Grd 10 6/2011				---Total Credits---					220.00 150.00 70.00
4610	N Adv PE	B	5.000	GPA Summary					
3210	P Biology	B	5.000	Academic GPA:	3.167	Rank 91	out of 309		
6020	P Draw/Paint	A-	5.000	Total GPA:	3.167	Rank 93	out of 309		
1230	P English 2	B	5.000	CSU GPA:	3.063				
2510	P Geometry	C+	5.000	Cal Grant GPA:	3.056				
7110	P World Civ	A	5.000	Testing Information					
Crs Att: 30.000 Cmp: 30.000 Total GPA: 3.187				CAHSEE ELA-1-1					
Pajaro Valley High School Grd 11 12/2011				CA HSEE ELA	M	11/1/2011			
2610	P Algebra II	C-	5.000	CAHSEE Math-1-1					
3310	P Chemistry	B-	5.000	CA HSEE Math	P	3/9/2011			
1330	P English 3/American Lite	B	5.000						
5455	Health Careers/Technolo	B	5.000						
4210	P Spanish I SS	A	5.000						
7210	P US History	B	5.000						
Crs Att: 30.000 Cmp: 30.000 Total GPA: 3.000									

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

omments:

Polio	3/23/1994	5/24/1994	7/26/1994	9/23/1995	
DTB	3/23/1994	5/24/1994	7/26/1994	9/23/1995	3/18/1998
MMR	9/23/1995	3/18/1998			
HEP B	5/24/1994	10/26/1994	3/18/1998		
Varicella					

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

Date: 3/6/2012



California High School Exit Examination

See back for details

Student and Parent Report

Student

Date of

Student

Grade:

School

District

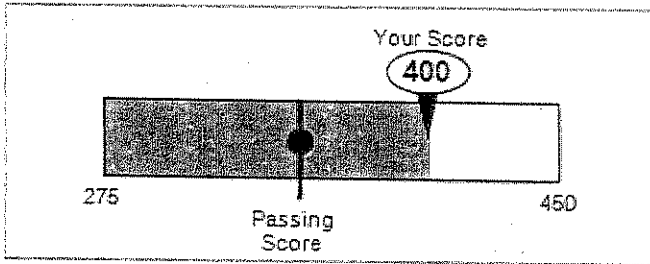
County

English-Language Arts

Test Date: 11/01/2011

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	5
Reading Comprehension	18	15
Literary Response & Analysis	20	18
WRITING		
Writing Strategies	12	11
Writing Conventions	15	12

Writing Applications Your Score

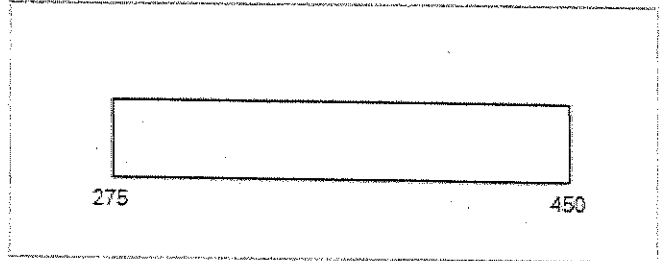
Essay 3.0

Mathematics

Test Date: 11/02/2011

Your Total Score	Score Required to Pass	Status
		SATISFIED REQ

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



Strands for Mathematics

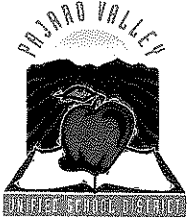
	Number of Questions	Number Correct
Probability & Statistics		
Number Sense		
Algebra & Functions		
Measurement & Geometry		
Algebra I		

* Each student 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.



PAJARO VALLEY UNIFIED SCHOOL DISTRICT



Board Agenda Backup

Item No: 12.9

Date: March 14, 2012

Item: Approve 24 students from Aptos High School for travel to Costa Rica from March 30th to April 7th, 2012.

Overview: The Aptos high World Language Department is committed to providing an opportunity for students learning Spanish to travel abroad with the Spanish Club. Aptos High students will be able to meet many people and learn about the cultural and educational perspectives of Costa Rica. Being able to see another culture firsthand is important because students can see different views and styles of living in a foreign country.

This will be the first Spanish club group traveling abroad on the dates of March 30th through April 7th, 2012. The trip will follow all regulations and procedures relating to out of country travel. We will be working with Risk Management on all forms needed, including those that regard water activities.

Cultural awareness as well as Written and Oral Language fluency are a part of the World languages curriculum. Students will be practicing speaking and will be writing about the places they see through visits and journals. Additionally, they will be writing brief narratives about the people they meet in Monte Verde, Arenal, Manuel Antonio National Park from our visit to a local school in Costa Rica. The traveling students will compile their photographs to create a power point about their experiences from their trip for the rest of the AHS Spanish classes to see and to provide for future academic venues regarding what they have learned about people and culture from this part of the world.

Recommendation: Approve.

Budget Considerations: N/A

Funding Source: N/A (Students will fundraise for this trip)

Prepared By: Roberto Zúñiga and Octavio Torres (AHS staff members)

Superintendent's Signature: Dom B...



Board Agenda Backup

Item No: 12.10

Date: March 8, 2012

Item: Rio Del Mar Elementary School – Remove old wood steps and replace with new concrete stairs with railings.

Overview: The District opened bids for this project on March 2, 2012 at 3:00 PM. The apparent low bidder is Nor-Cal Contractor with a bid of \$25,055.00 out of the 7 bids submitted.

1. Nor-Cal Contractor - \$25,055.00
2. CRW Industries - \$26,492.00
3. Knowlton Construction - \$27,948.00
4. Monterey Peninsula Engineering Inc. - \$29,300.00

Recommendation: It is recommended that the Board accept and award this project to Nor-Cal Contractor, the apparent low bidder and enter into contract with the District for this Project.

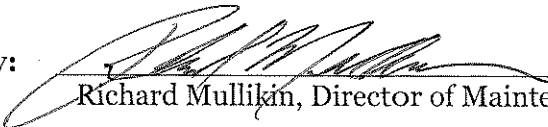
Budget Considerations:

Funding Source: Deferred Maintenance Funds

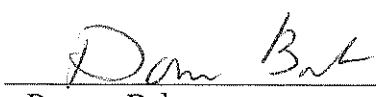
Budgeted: Yes: No:

Amount: \$25,055.00

Prepared By:


Richard Mullikin, Director of Maintenance, Operations & Facilities

Superintendent's Signature:


Dorma Baker



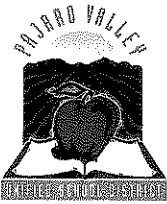
RIO DEL MAR ELEMENTARY SCHOOL

Concrete Stairs Projects

Pajaro Valley Unified School District - Maintenance, Operation & Facilities Department

BID DATE: FRIDAY, MARCH 2, 2012 - BEFORE 3:00 PM

Bid Results		Bid Form	Designation of Subs	Non-Collusion	Fingerprinting	RANK	Notes:
BIDDER	BASE BID						
CRW Industries	\$26,492.00	x	x	x	x	2	
Don Chapin	\$46,600.00	x	x	x	x	5	
Earthworks	\$190,729.00	x	x	x	x	7	
Granite Construction	\$80,205.00	x	x	x	x	6	
Knowlton Construction	\$27,948.00	x	x	x	x	3	
Monterey Peninsula Engineering, Inc.	\$29,300.00	x	x	x	x	4	
Nor-Cal Contractor	\$25,055.00	x	x	x	x	1	



Board Agenda Backup

Item No: 12.11

Date: March 8, 2012

Item: E.A. Hall Middle School – Remodeling Boy’s and Girl’s bathrooms including new fixtures, new handicap bathroom, new windows and upgrading to DSA standards.

Overview: The District opened bids for this project on March 2, 2012 at 2:00 PM. The apparent low bidder is Garic Construction with a bid of \$57,130.00 out of the 9 bids submitted. However, due to a mathematical error, Garic Construction bid was withdrawn (withdrawal request attached) placing Knowlton Construction as the low bidder with a bid of \$162,567.00.

- ~~1. Garic Construction – \$57,130.00 Withdrew Bid~~
1. Knowlton Construction- \$162,567.00
2. Calstroy- \$165,000.00
3. S&H Construction– \$170,000.00
4. Slatter Construction, Inc. - \$177,900.00

Recommendation: It is recommended that the Board accept and award this project to Knowlton Construction, the apparent low bidder and enter into contract with the District for this Project.

Budget Considerations:

Funding Source: Deferred Maintenance Funds

Budgeted: Yes: No:

Amount: \$162,567.00

Prepared By:


Richard Mullikin, Director of Maintenance, Operations & Facilities

Superintendent’s Signature:


Dorma Baker



E.A. HALL MIDDLE SCHOOL

Boy's & Girl's Bath Room Improvement Projects

Pajaro Valley Unified School District - Maintenance, Operation & Facilities Department

BID DATE: FRIDAY, MARCH 2, 2012 - BEFORE 2:00 PM

Bid Results		Bid Form	Addendum No. 1	Addendum No. 2	Designation of Subs	Non-Collusion	Fingerprinting	RANK	Notes:
BIDDER	BASE BID								
BCI Builders, Inc.	\$232,000.00	x	x	x	x	x	x	9	
Calstroy	\$165,000.00	x	x	x	x	x	x	3	
Cen-Con, Inc.	\$214,800.00	x	x	x	x	x	x	8	
CRW Industries	\$178,864.00	x	x	x	x	x	x	6	
Garic Construction	\$57,130.00	x	x	x	x	x	x	1	
Knowlton Construction	\$162,567.00	x	x	x	x	x	x	2	
Mike Hinson Construction, Inc.	\$205,600.00	x	x	x	x	x	x	7	
S & H Construction	\$170,000.00	x	x	x	x	x	x	4	
Slatter Construction, Inc.	\$177,900.00	x	x	x	x	x	x	5	

Att: DAN Hill

Garic Construction

3418 State Highway 49

Placerville, CA 95667

TO: HALL DISTRICT ELEMENTARY BOYS & GIRLS
BALL ROOM IMPROVEMENTS
PASADENA VALLEY USD

Attn: DAN HILL - SUPERINTENDENT

MARCH 6, 2012

Date: 3-6-2012	Change Order #	Contract #
----------------	----------------	------------

Description	Quantity	Rate	Amount
<p>DUE TO A MATHEMATICAL ERROR PLEASE TERMINATE Bid FOR: JOB: NO: 1 AND JOB: NO: 2 AT HALL DISTRICT ELEMENTARY BOYS & GIRLS BALLROOM IMPROVEMENTS</p> <p>Thank you H. Garic GARIC CONST.</p>			

Accepted By: _____
Date: _____



Board Agenda Backup

Item No: 12.12

Date: March 8, 2012

Item: Hall District Elementary School – Remodeling Boy’s and Girl’s bathrooms including new fixtures, re-tiling and upgrading to DSA standards.

Overview: The District opened bids for this project on March 2, 2012 at 2:00 PM. The apparent low bidder is Garic Construction with a bid of \$51,120.00 out of the 9 bids submitted. However, due to a mathematical error, Garic Construction bid was withdrawn (withdrawal request attached) placing Slatter Construction, Inc. as the low bidder with a bid of \$106,400.00.

- ~~1. Garic Construction – \$51,120.00 – Withdrew Bid~~
- 1. Slatter Construction, Inc. - \$106,400.00
- 2. Mike Hinson Construction, Inc. - \$117,000.00
- 3. CRW Industries - \$121,885.00
- 4. Knowlton Construction - \$122,869.00

Recommendation: It is recommended that the Board accept and award this project to Slatter Construction, Inc., the apparent low bidder and enter into contract with the District for this Project.

Budget Considerations:

Funding Source: Deferred Maintenance Funds

Budgeted: Yes: No:

Amount: \$106,400.00

Prepared By:


Richard Mullikin, Director of Maintenance, Operations & Facilities

Superintendent’s Signature:


Dorma Baker



HALL DISTRICT ELEMENTARY SCHOOL
Boy's & Girl's Bath Room Improvement Projects
 Pajaro Valley Unified School District - Maintenance, Operation & Facilities Department
BID DATE: FRIDAY, MARCH 2, 2012 - BEFORE 2:00 PM

Bid Results		Bid Form	Addendum No. 1	Addendum No. 2	Designation of Subs	Non-Collusion	Fingerprinting	RANK	Notes:
BIDDER	BASE BID								
BCI Builders, Inc.	\$148,000.00	x	x	x	x	x	x	7	
Calstroy	\$130,000.00	x	x	x	x	x	x	6	
Cen-Con, Inc.	\$148,300.00	x	x	x	x	x	x	8	
CRW Industries	\$121,885.00	x	x	x	x	x	x	4	
Garic Construction	\$51,120.00	x	x	x	x	x	x	1	
Knowlton Construction	\$122,869.00	x	x	x	x	x	x	5	
Mike Hinson Construction, Inc.	\$117,000.00	x	x	x	x	x	x	3	
S & H Construction	\$130,000.00	x	x	x	x	x	x	6	
Slatter Construction, Inc.	\$106,400.00	x	x	x	x	x	x	2	

Att: DAN Hill

Garic Construction

3418 State Highway 49


Placerville, CA 95667

TO: HALL DISTRICT ELEMENTARY BOYS & GIRLS
BALL ROOM IMPROVEMENTS
PADARO VALLEY USD

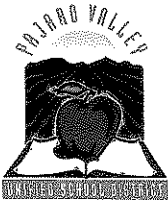
Attn: DAN HILL - SUPERINTENDENT

MARCH 6, 2012

Date: 3-6-2012	Change Order #:	Contract #
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Description	Quantity	Rate	Amount
<p>Due to a MATHEMATICAL ERROR please TERMINATE Bid FOR: JOB: NO: 2 AND JOB: NO: 1 AT HALL DISTRICT ELEMENTARY BOYS & GIRLS BALLROOM IMPROVEMENTS</p> <p>Thank you  GARIC CONST.</p>			

Accepted By: _____
 Date: _____



Board Agenda Backup

Item No: 12.13

Date: March 8, 2012

Item: Aptos Jr. High School – Remove old wood steps and replace with a new concrete stairs with hand railing and chain link fencing.

Overview: The District opened bids for this project on March 2, 2012 at 3:00 PM. The apparent low bidder is Earthworks with a bid of \$24,800.00 out of the 7 bids submitted. However, due to a mathematical error, Earthworks bid was withdrawn (withdrawal request attached), placing Knowlton Construction as the low bidder with a bid of \$115,687.00.

- ~~1. Earthworks - \$24,800.00 Withdrew Bid~~
- 1. Knowlton Construction - \$115,687.00
- 2. Nor-Cal Contractor - \$121,996.00
- 3. Monterey Peninsula Engineers - \$132,900.00
- 4. Don Chapin - \$178,800.00

Recommendation: It is recommended that the Board accept and award this project to Knowlton Construction, the apparent low bidder and enter into contract with the District for this Project.


Budget Considerations:

Funding Source: Deferred Maintenance Funds

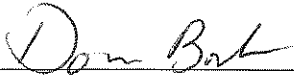
Budgeted: Yes: No:

Amount: \$115,687.00

Prepared By:


Richard Mullikin, Director of Maintenance, Operations & Facilities

Superintendent's Signature:


Dorma Baker



APTOS JR. HIGH SCHOOL

Concrete Stairs Projects

Pajaro Valley Unified School District - Maintenance, Operation & Facilities Department

BID DATE: FRIDAY, MARCH 2, 2012 - BEFORE 3:00 PM

Bid Results		Bid Form	Designation of Subs	Non-Collusion	Fingerprinting	RANK	Notes:
BIDDER	BASE BID						
CRW Industries	\$241,737.00	x	x	x	x	6	
Don Chapin	\$178,800.00	x	x	x	x	5	
Earthworks	\$24,800.00	x	x	x	x	1	
Granite Construction	\$299,850.00	x	x	x	x	7	
Knowlton Construction	\$115,687.00	x	x	x	x	2	
Monterey Peninsula Engineering, Inc.	\$132,900.00	x	x	x	x	4	
Nor-Cal Contractor	\$121,996.00	x	x	x	x	3	

Earthworks Paving Contractors, Inc.
310 A Kennedy Drive
Capitola CA 95010

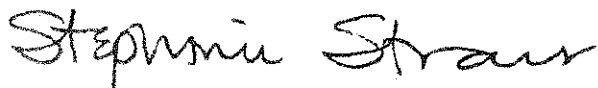
831-475-1223

Pajaro Valley Unified School District
Facility Planning & Construction Office
294 Green Valley Road
Watsonville CA 95076

Please withdraw our bid dated March 2, 2012 for the project
Aptos JuniorHigh School.

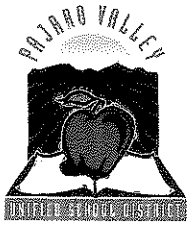
Math Error.

Regards,
Stephanie Straus
President

Handwritten signature of Stephanie Straus in black ink.



PAJARO VALLEY UNIFIED SCHOOL DISTRICT



Board Agenda Backup

Item No: 14.1

Date: March 14, 2012

Item: Presentation on Complaint Procedures

Overview: The Pajaro Valley Unified School District (PVUSD) has established policies and procedures to process complaints in accordance with Federal and State Law, and collective bargaining agreements. The Human Resources Department updates procedures whenever necessary to comply with legal requirements and timelines associated with filing a complaint.

The State conducted a Categorical Program Monitoring Audit in the 2010-2011 school year. One of the areas reviewed was PVUSD's Uniform Complaint Procedures (UCP). To the District's credit, the State had no findings in this area; in fact, the auditors noted that this was the first District reviewed in which they had no findings to report.

The presentation following will outline the various processes PVUSD has put into place to address complaints.

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

Superintendent's Signature:

Don BA



PAJARO VALLEY UNIFIED SCHOOL DISTRICT



Board Agenda Backup

Item No: 15.3

Date: March 14, 2012

Item: 2011-12 Second Interim Budget Report

Overview: Staff recommends the board adopt the Second Interim Budget Report with a qualified fiscal certification. Attached are updated multi-year projections (MYPs), the second interim criteria and standards report, along with a listing of major revenue and expenditure variances since the First Interim Report in December.

Pursuant to state law, school districts are required to perform periodic fiscal updates and reporting to their county offices of education (COEs), and subsequently, the California Department of Education. The Santa Cruz COE is the fiscal oversight agency for the district. For interim reports, district fiscal conditions are certified as positive, qualified, or negative. The following is a description of each certification:

- | | |
|-----------|--|
| Positive | The district is projected to meet its minimum fiscal obligations over the three-year fiscal projection (current year plus two) |
| Qualified | The district may not be able to meet its minimum fiscal obligations over the three-year projection (typically the third year will reflect a possible negative fund balance) |
| Negative | The district will not be able to meet its minimum fiscal obligations over the three-year projection (COEs are authorized to require districts to adopt fiscal stabilization plans by the next fiscal reporting period) |

The board adopted the 2011-12 First Interim Report last December. That report reflected fiscal activity from July 1 until October 31. It also relied on multi-year fiscal assumptions known at that time. Based on those assumptions, the district filed a qualified fiscal certification for COE review. The COE conducted its review and concurred with that finding in January.

The Second Interim Budget Report is before the board for consideration and adoption. The Second Interim reflects major financial activity from July 1, 2011 until January 31, 2011. It also reflects updated multi-year projections based on the governor's January budget proposal and COE directed assumptions. COE fiscal guidance is commonly referred to as the "common message."

Following the COE's guidelines, the second interim includes the following assumptions for the forecasted period of 2011-12 to 2013-14:

- A worst case planning scenario – a possible ongoing reduction of \$7.8 million effective 2012-13 factoring the possible failure of the governor's November tax initiative and proposed elimination of Home-to-School Transportation (total estimated loss of \$455 per ADA)
- Step and column according to current salary schedules for certificated and classified personnel
- Annual health and welfare benefit increases of 10 percent per year
- Elimination of employee furloughs in 2011-12 and thereafter
- Maintaining minimum statutory Reserves for Economic Uncertainty at 3 percent of General Fund
- No Cost of Living Adjustment for 2012-13 (for a fifth consecutive year)
- Current "Tier 3" categorical program flexibility shifts pursuant to previous board approved budget actions
- Loss of 75 students to Ceiba Charter School

With these assumptions, the district's fiscal certification remains qualified as of second interim. The district's MYP shows a negative \$10.5 million fund balance in 2013-14. The projection of a possible negative balance in the third year results in a qualified fiscal certification pursuant to law.

Forecasting the district's out-year fiscal condition remains challenging. Fiscal and political conditions in Sacramento remain dynamic and subject to change. The district's out-year fiscal condition will not be known until after the November election.

Recommendation: Accept with gratitude.

Prepared By: Dorma Baker, Superintendent

Superintendent's Signature:

 (A)

Pajaro Valley Unified School District
GENERAL FUND SUMMARY
FISCAL YEAR 2011-2012
11/12 2nd Interim

Includes 2.24% Cola with Deficit of 20.404%
on General and 0.0% COLA on State
Categorical, 10% HW increase, Step and
Column and ADA Adjust for Ceiba College
Prep

	General Unrestr	Lottery 1100	TOTAL UNRESTRICTED	Transportation 7230/7240	Special Ed 6500/6510	Federal and State Grants/ Entitlements	Restricted Maintenance 8150	Community Day School 2430	TOTAL REST	Total General
INCOME										
Revenue Limit	87,651,642		87,651,642		2,861,406			212,202	3,073,608	90,725,250
Federal Sources	14,600		14,600			34,615,653			34,615,653	34,630,253
Other State Revenues	16,167,910	2,235,016	18,402,926	2,572,611	10,982,440	15,290,955			28,846,006	47,248,932
Other Local Revenues	274,630	0	274,630	111,832		3,018,854			3,130,686	3,405,316
TOTAL REVENUES	104,108,782	2,235,016	106,343,798	2,684,443	13,843,846	52,925,462	0	212,202	69,665,953	176,009,751
EXPENDITURES										
Certificated Salaries	44,704,643	668,919	45,373,562		7,570,289	17,746,952		265,826	25,583,067	70,956,629
Classified Salaries	8,565,443	169,166	8,734,609	3,392,054	3,989,977	7,553,206	1,438,217	72,668	16,446,122	25,180,731
Employee Benefits	25,933,855	152,518	26,086,373	2,561,241	7,716,668	12,301,432	1,129,239	173,811	23,882,391	49,968,764
Books and Supplies	1,708,704	236,639	1,945,343	995,800	227,420	11,782,613	631,130	9,025	13,645,988	15,591,331
Services, Other Operating Expenses	7,587,560	853,431	8,440,991	(352,884)	3,104,644	7,545,727	961,287	71,386	11,330,160	19,771,151
Capital Outlay			0			51,352	8,725		60,077	60,077
Other Outgo	55,000		55,000						0	55,000
Direct Support/Indirect Costs	(2,197,555)		(2,197,555)		528,439	1,053,113	105,927		1,687,479	(510,076)
Other Uses	310,930		310,930	90,059					90,059	400,989
TOTAL EXPENDITURES	86,668,580	2,080,673	88,749,253	6,686,270	23,137,437	58,034,395	4,274,525	592,716	92,725,343	181,474,596
INTERFUND TRANSFERS										
Transfers In	550,000		550,000						0	550,000
Transfers Out	(791,330)		(791,330)			(1,000)			(1,000)	(792,330)
Other Financing Sources	0		0						0	0
Contributions	(18,212,598)		(18,212,598)	4,001,827	9,293,591	262,141	4,274,525	380,514	18,212,598	0
TOTAL TRANSFERS	(18,453,928)	0	(18,453,928)	4,001,827	9,293,591	261,141	4,274,525	380,514	18,211,598	(242,330)
Net Incr(Decr) in Fund Balance	(1,013,726)	154,343	(859,383)	0	0	(4,847,792)	0	0	(4,847,792)	(5,707,175)
FUND BALANCE										
Beginning Fund Balance	31,101,678	1,717,452	32,819,130	0	0	5,527,265	(0)	(0)	5,527,265	38,346,395
Components of Fund Balance:										
Audit Adjustment			0						0	0
Revolving Cash	55,000		55,000	0	0	0	0	0	0	55,000
Stores	230,652		230,652	0	0	0	0	0	0	230,652
3% Required Reserve	5,468,008		5,468,008	0	0	0	0	0	0	5,468,008
			0	0	0	0	0	0	0	0
			0	0	0	0	0	0	0	0
			0	0	0	0	0	0	0	0
Cash w/Fiscal Agent			0	0	0	0	0	0	0	0
Restricted Fund Balance	2,790,665		2,790,665	0	0	679,473	(0)	(0)	679,473	3,470,138
Unappropriated Fund Balance	21,543,627	1,871,795	23,415,422	0	0	0	0	0	0	23,415,422
Ending Fund Balance	30,087,952	1,871,795	31,959,747	0	0	679,473	(0)	(0)	679,473	32,639,220

Pajaro Valley Unified School District
GENERAL FUND SUMMARY
FISCAL YEAR 2011-2012
11/12 2nd Interim

Includes 2.24% Cola with Deficit of 20.404%
on General and 0.0% COLA on State
Categorical, 10% HW increase, Step and
Column and ADA Adjust for Ceiba College
Prep

	Charter School 09	Adult Education 11	Child Dev 12	Food Serv 13	Def Maint 14	General Oblig Bond 21	Capitol Fac 25	State Sch Bldg 35	Self Ins 67	Retiree Benefit 71	Trust Scholarship 73
INCOME											
Revenue Limit	7,223,609										
Federal Sources		167,302	6,843,928	6,536,657							
Other State Revenues	1,865,924	686,709	2,951,928	543,229							
Other Local Revenues	49,706	378,802	345,512	904,000	15,000	4,567	432,578	600	42,789,103	3,276,436	100,000
TOTAL REVENUES	9,139,239	1,232,813	10,141,368	7,983,886	15,000	4,567	432,578	600	42,789,103	3,276,436	100,000
EXPENDITURES											
Certificated Salaries	4,382,630	885,011	2,507,646								
Classified Salaries	635,704	318,167	1,269,186	2,041,202					160,201		
Employee Benefits	2,337,924	662,799	2,323,310	2,424,873					102,602		
Books and Supplies	2,538,749	71,310	908,094	3,518,854							
Services, Other Operating Expenses	2,532,196	219,171	2,850,706	40,921	1,241,590		424,578		41,974,000	3,275,000	100,000
Capital Outlay	3,479		70,454	102,327		277,605	8,000	36,466			
Other Outgo											
Direct Support/Indirect Costs	5,959	40,521	263,119	200,477							
Other Uses	14,324	119,609									
TOTAL EXPENDITURES	12,450,965	2,316,588	10,192,515	8,328,654	1,241,590	277,605	432,578	36,466	42,236,803	3,275,000	100,000
INTERFUND TRANSFERS											
Transfers In	458,535	331,795	2,000								
Transfers Out									(550,000)		
Other Financing Sources											
Contributions											
TOTAL TRANSFERS	458,535	331,795	2,000	0	0	0	0	0	(550,000)	0	0
Net Incr(Decr) in Fund Balance	(2,853,191)	(751,980)	(49,147)	(344,768)	(1,226,590)	(273,038)	0	(35,866)	2,300	1,436	0
FUND BALANCE											
Beginning Fund Balance	2,853,191	1,455,815	49,147	1,749,149	3,770,046	273,038	259,811	72,620	6,567,350	2,247,308	1,918,718
Components of Fund Balance:											
Audit Adjustment									(743,982)		
Revolving Cash	0	0	0	0	0	0	0	0	0	0	0
Stores	0	0	0	281,797	0	0	0	0	0	0	0
3% Required Reserve	0	0	0	0	0	0	0	0	0	0	0
Cash w/Fiscal Agent					0	0	0	0	0	2,132,596	0
Restricted Fund Balance	0		0	0	0	0	0		0	0	0
Unappropriated Fund Balance	0	703,835	(0)	1,122,584	2,543,456	0	259,811	36,754	5,825,668	116,148	1,918,718
Ending Fund Balance	0	703,835	(0)	1,404,381	2,543,456	0	259,811	36,754	5,825,668	2,248,744	1,918,718

Pajaro Valley Unified School District
GENERAL FUND SUMMARY
FISCAL YEAR 2012-2013
12/13 Budget at 11/12 2nd Interim

Includes 3.17% Cola with Deficit of 22.22%
on General and 0.0% COLA on State
Categorical, 10% HW increase, Step and
Column, adjusted ADA for Ceiba College
Prep Acad

	General Unrestr	Lottery 1100	TOTAL UNRESTRICTED	Transportation 7230/7240	Special Ed 6500/6510	Federal and State Grants/ Entitlements	Restricted Maintenance 8150	Community Day School 2430	TOTAL REST	Total General
INCOME										
Revenue Limit	87,763,961	0	87,763,961	0	2,885,261	0	0	213,971	3,099,232	90,863,193
Federal Sources	14,600		14,600			25,789,183			25,789,183	25,803,783
Other State Revenues	16,167,910	2,225,831	18,393,741	2,572,611	10,982,440	14,147,334		0	27,702,385	46,096,126
Other Local Revenues	165,892	0	165,892	171,832	0	2,206,342			2,378,174	2,544,066
TOTAL REVENUES	104,112,363	2,225,831	106,338,194	2,744,443	13,867,701	42,142,859	0	213,971	58,968,974	165,307,168
EXPENDITURES										
Certificated Salaries	46,658,957	670,082	47,329,039		7,716,875	15,100,239	0	272,714	23,089,828	70,418,867
Classified Salaries	9,893,719	169,166	10,062,885	3,417,381	4,038,688	6,033,998	1,452,124	72,959	15,015,150	25,078,035
Employee Benefits	29,453,536	181,432	29,634,968	2,741,800	8,149,884	9,464,517	1,185,973	182,920	21,725,094	51,360,062
Books and Supplies	1,691,632	236,639	1,928,271	1,145,800	201,176	4,510,194	731,130	9,025	6,597,325	8,525,596
Services, Other Operating Expenses	7,576,132	853,431	8,429,563	(352,884)	3,104,644	7,005,422	1,061,287	71,386	10,889,855	19,319,418
Capital Outlay	0	0	0			0	0		0	0
Other Outgo	55,000		55,000			0			0	55,000
Direct Support/Indirect Costs	(1,830,686)		(1,830,686)		384,603	822,735	105,927		1,313,265	(517,421)
Other Uses	196,310		196,310	0					0	196,310
TOTAL EXPENDITURES	93,694,600	2,110,750	95,805,350	6,952,097	23,595,870	42,937,105	4,536,441	609,004	78,630,517	174,435,867
INTERFUND TRANSFERS										
Transfers In	50,000		50,000	0		0	0	0	0	50,000
Transfers Out	(723,049)	0	(723,049)	0				0	0	(723,049)
Other Financing Sources	0	0	0	0	0			0	0	0
Contributions	(18,982,070)	0	(18,982,070)	4,207,654	9,728,169	114,773	4,536,441	395,033	18,982,070	0
TOTAL TRANSFERS	(19,655,119)	0	(19,655,119)	4,207,654	9,728,169	114,773	4,536,441	395,033	18,982,070	(673,049)
Net Incr(Decr) in Fund Balance	(9,237,356)	115,081	(9,122,275)	0	0	(679,473)	0	0	(679,473)	(9,801,748)
FUND BALANCE										
Beginning Fund Balance	30,087,952	1,871,795	31,959,747	0	0	679,473	(0)	(0)	679,473	32,639,220
Components of Fund Balance:										
Audit Adjustment			0						0	0
Revolving Cash	55,000	0	55,000	0	0	0	0	0	0	55,000
Stores	230,652	0	230,652	0	0	0	0	0	0	230,652
3% Required Reserve	5,254,767	0	5,254,767	0	0	0	0	0	0	5,254,767
COE Required Resrv (\$370 per ADA)	6,332,835	0	6,332,835	0	0	0	0	0	0	6,332,835
COE Required Resrv (\$85 per ADA-Transport)	1,454,840	0	1,454,840	0	0	0	0	0	0	1,454,840
Furlough Cost (PVFT and Mgmt)	0	0	0	0	0	0	0	0	0	0
Cash w/Fiscal Agent	0	0	0	0	0	0	0	0	0	0
Restricted Fund Balance	3,290,665	0	3,290,665	0	0	0	(0)	0	(0)	3,290,665
Unappropriated Fund Balance	4,231,837	1,986,876	6,218,712	0	0	0	0	0	0	6,218,712
Ending Fund Balance	20,850,596	1,986,876	22,837,472	0	0	0	(0)	(0)	(0)	22,837,472

Pajaro Valley Unified School District
GENERAL FUND SUMMARY
FISCAL YEAR 2012-2013
12/13 Budget at 11/12 2nd Interim

Includes 3.17% Cola with Deficit of 22.22%
on General and 0.0% COLA on State
Categorical, 10% HW increase, Step and
Column, adjusted ADA for Ceiba College
Prep Acad

	Charter School	Adult Education	Child Dev	Food Serv	Def Maint	General Oblig Bond	Capitol Fac	State Sch Bldg	Tax Override	Self Ins	Retiree Benefit	Trust Scholarship
	09	11	12	13	14	21	25	35	53	67	71	73
INCOME												
Revenue Limit	7,223,609											
Federal Sources	0	167,302	6,443,928	6,136,657								
Other State Revenues	2,189,202	686,709	2,966,074	543,229								
Other Local Revenues	54,706	378,802	345,512	904,000	18,000		432,578			43,740,828	4,439,951	100,000
TOTAL REVENUES	9,467,517	1,232,813	9,755,514	7,583,886	18,000	0	432,578	0	0	43,740,828	4,439,951	100,000
EXPENDITURES												
Certificated Salaries	3,841,963	622,621	2,241,869									
Classified Salaries	637,801	318,318	1,273,049	2,053,298						162,275		
Employee Benefits	2,122,311	602,913	2,291,604	2,587,629						106,105		
Books and Supplies	788,540	71,310	827,822	2,818,854	0							
Services, Other Operating Expenses	2,462,197	193,829	2,850,706	40,921	1,324,224		424,578			43,422,448	4,439,951	100,000
Capital Outlay			0	0			8,000	36,754				
Other Outgo												
Direct Support/Indirect Costs	5,959	40,521	270,464	200,477								
Other Uses	0	119,609										
TOTAL EXPENDITURES	9,858,771	1,969,121	9,755,514	7,701,179	1,324,224	0	432,578	36,754	0	43,690,828	4,439,951	100,000
INTERFUND TRANSFERS												
Transfers In	391,254	331,795	0	0	0							
Transfers Out		0	0	0	0	0	0	0		(50,000)	0	0
Other Financing Sources	0	0	0	0	0	0	0	0	0	0	0	0
Contributions		0	0	0	0	0	0	0	0	0	0	0
TOTAL TRANSFERS	391,254	331,795	0	0	0	0	0	0	0	(50,000)	0	0
Net Incr(Decr) in Fund Balance	0	(404,513)	0	(117,293)	(1,306,224)	0	0	(36,754)	0	0	0	0
FUND BALANCE												
Beginning Fund Balance	0	703,835	(0)	1,404,381	2,543,456	0	259,811	36,754	(0)	5,825,668	2,248,744	1,918,718
Components of Fund Balance:												
Audit Adjustment										0		
Revolving Cash	0	0	0	0	0	0	0	0	0	0	0	0
Stores	0	0	0	281,797	0	0	0	0	0	0	0	0
3% Required Reserve	0	0	0	0	0	0	0	0	0	0	0	0
COE Required Resrv (\$370 per ADA)	0	0	0	0	0	0	0	0	0	0	0	0
COE Required Resrv (\$85 per ADA-Transport)	0	0	0	0	0	0	0	0	0	0	0	0
Furlough Cost (PVFT and Mgmt)	0	0	0	0	0	0	0	0	0	0	0	0
Cash w/Fiscal Agent					0	0	0	0	0	0	2,132,596	0
Restricted Fund Balance	0		0	0	0	0	0	0	0	0	0	0
Unappropriated Fund Balance	0	299,322	(0)	1,005,291	1,237,232	0	259,811	(0)	(0)	5,825,668	116,148	1,918,718
Ending Fund Balance	0	299,322	(0)	1,287,088	1,237,232	0	259,811	(0)	(0)	5,825,668	2,248,744	1,918,718

Pajaro Valley Unified School District

GENERAL FUND SUMMARY

FISCAL YEAR 2013-2014

13/14 Budget at 11/12 1st Interim

Includes 2.80% Cola with Deficit of 22.22% on

General and 2.80% COLA on State

Categorical, 10% HW increase, Step and

Column, adjusted ADA for Ceiba College Prep

Acad

	General Unrestr	Lottery 1100	TOTAL UNRESTRICTED	Transportation 7230/7240	Special Ed 6500/6510	Federal and State Grants/ Entitlements	Restricted Maintenance 8150	Community Day School 2430	TOTAL REST	Total General
INCOME										
Revenue Limit	89,907,608	0	89,907,608	0	2,954,591	0	0	219,113	3,173,704	93,081,312
Federal Sources	14,600		14,600			25,668,937			25,668,937	25,683,537
Other State Revenues	16,452,112	2,216,647	18,668,759	2,644,294	11,305,797	14,409,152		0	28,359,243	47,028,002
Other Local Revenues	165,892	0	165,892	171,832	0	2,206,342			2,378,174	2,544,066
TOTAL REVENUES	106,540,212	2,216,647	108,756,859	2,816,126	14,260,388	42,284,431	0	219,113	59,580,058	168,336,917
EXPENDITURES										
Certificated Salaries	47,433,268	671,061	48,104,329		7,839,094	14,928,292		278,378	23,045,764	71,150,093
Classified Salaries	9,925,138	169,166	10,094,304	3,434,154	4,077,971	6,081,645	1,460,700	73,536	15,128,006	25,222,310
Employee Benefits	31,237,578	182,868	31,420,446	2,903,443	8,692,385	9,845,820	1,255,635	194,787	22,892,070	54,312,516
Books and Supplies	1,891,633	236,639	1,928,272	1,145,800	201,176	4,187,732	731,130	9,025	6,274,863	8,203,135
Services, Other Operating Expenses	6,333,297	853,431	7,186,728	(352,884)	3,104,644	6,525,949	865,687	71,386	10,214,782	17,401,510
Capital Outlay	0	0	0			0	0		0	0
Other Outgo	55,000		55,000			0			0	55,000
Direct Support/Indirect Costs	(1,848,565)		(1,848,565)		395,451	829,766	105,927		1,331,144	(517,421)
Other Uses	196,310		196,310	0					0	196,310
TOTAL EXPENDITURES	95,023,659	2,113,165	97,136,824	7,130,513	24,310,721	42,399,204	4,419,079	627,112	78,886,629	176,023,453
INTERFUND TRANSFERS										
Transfers In	50,000		50,000	0		0	0	0	0	50,000
Transfers Out	(764,917)	0	(764,917)	0				0	0	(764,917)
Other Financing Sources	0	0	0	0	0			0	0	0
Contributions	(19,306,571)	0	(19,306,571)	4,314,387	10,050,333	114,773	4,419,079	407,999	19,306,571	0
TOTAL TRANSFERS	(20,021,488)	0	(20,021,488)	4,314,387	10,050,333	114,773	4,419,079	407,999	19,306,571	(714,917)
Net Incr(Decr) in Fund Balance	(8,504,935)	103,482	(8,401,453)	0	0	0	0	0	0	(8,401,453)
FUND BALANCE										
Beginning Fund Balance	20,850,596	1,986,876	22,837,472	0	0	0	(0)	(0)	(0)	22,837,472
Components of Fund Balance:										
Audit Adjustment			0						0	0
Revolving Cash	55,000	0	55,000	0	0	0	0	0	0	55,000
Stores	230,652	0	230,652	0	0	0	0	0	0	230,652
3% Required Reserve	5,303,651	0	5,303,651	0	0	0	0	0	0	5,303,651
COE Required Resrv (\$370 per ADA)	6,332,835	0	6,332,835	0	0	0	0	0	0	6,332,835
COE Required Resrv (\$85 per ADA-Transporta	1,454,840	0	1,454,840	0	0	0	0	0	0	1,454,840
COE Required Resrv (\$370 per ADA)	6,305,085	0	6,305,085	0	0	0	0	0	0	6,305,085
COE Required Resrv (\$85 per ADA-Transporta	1,448,465	0	1,448,465	0	0	0	0	0	0	1,448,465
Furlough Cost (PVFT and Mgmt)	0	0	0	0	0	0	0	0	0	0
Cash w/Fiscal Agent			0	0	0	0	0	0	0	0
Restricted Fund Balance	3,790,665	0	3,790,665	0	0	0	(0)	0	(0)	3,790,665
Unappropriated Fund Balance	(12,575,532)	2,090,358	(10,485,174)	0	0	0	0	0	(0)	(10,485,174)
Ending Fund Balance	12,345,661	2,090,358	14,436,019	0	0	0	(0)	(0)	(0)	14,436,019

Pajaro Valley Unified School District

GENERAL FUND SUMMARY

FISCAL YEAR 2013-2014

13/14 Budget at 11/12 1st Interim

Includes 2.80% Cola with Deficit of 22.22% on General and 2.80% COLA on State Categorical, 10% HW increase, Step and Column, adjusted ADA for Ceiba College Prep Acad

	Charter School	Adult Education	Child Dev	Food Serv	Def Maint	General Oblig Bond	Capitol Fac	State Sch Bldg	Self Ins	Retiree Benefit	Trust Scholarship
	09	11	12	13	14	21	25	35	67	71	73
INCOME											
Revenue Limit	7,425,870										
Federal Sources	0	167,302	6,443,928	6,136,657							
Other State Revenues	2,277,937	688,062	3,061,205	543,229	0						
Other Local Revenues	54,706	378,802	345,512	904,000	14,000		432,578		46,794,087	4,852,914	100,000
TOTAL REVENUES	9,758,513	1,234,166	9,850,645	7,583,886	14,000	0	432,578	0	46,794,087	4,852,914	100,000
EXPENDITURES											
Certificated Salaries	3,911,327	592,621	2,253,912								
Classified Salaries	639,034	318,568	1,275,194	2,066,855					162,425		
Employee Benefits	2,284,685	613,066	2,372,249	2,770,138					110,486		
Books and Supplies	837,722	51,310	878,479	2,818,854							
Services, Other Operating Expenses	2,479,504	162,992	2,800,347	40,921	1,251,232		424,578		46,471,176	4,852,914	100,000
Capital Outlay							8,000				
Other Outgo											
Direct Support/Indirect Costs	5,959	40,521	270,464	200,477							
Other Uses	0	119,609									
TOTAL EXPENDITURES	10,158,231	1,898,687	9,850,645	7,897,245	1,251,232	0	432,578	0	46,744,087	4,852,914	100,000
INTERFUND TRANSFERS											
Transfers In	399,718	365,199	0	0	0						
Transfers Out		0	0	0	0	0	0	0	(50,000)	0	0
Other Financing Sources	0	0	0	0	0	0	0	0	0	0	0
Contributions	0	0	0	0	0	0	0	0	0	0	0
TOTAL TRANSFERS	399,718	365,199	0	0	0	0	0	0	(50,000)	0	0
Net Incr(Decr) in Fund Balance	0	(299,322)	0	(313,359)	(1,237,232)	0	0	0	0	0	0
FUND BALANCE											
Beginning Fund Balance	0	299,322	(0)	1,287,088	1,237,232	0	259,811	(0)	5,825,668	2,248,744	1,918,718
Components of Fund Balance:											
Audit Adjustment									0		
Revolving Cash	0	0	0	0	0	0	0	0	0	0	0
Stores	0	0	0	281,797	0	0	0	0	0	0	0
3% Required Reserve	0	0	0	0	0	0	0	0	0	0	0
COE Required Resrv (\$370 per ADA)	0	0	0	0	0	0	0	0	0	0	0
COE Required Resrv (\$85 per ADA-Transport)	0	0	0	0	0	0	0	0	0	0	0
COE Required Resrv (\$370 per ADA)	0	0	0	0	0	0	0	0	0	0	0
COE Required Resrv (\$85 per ADA-Transport)	0	0	0	0	0	0	0	0	0	0	0
Furlough Cost (PVFT and Mgmt)	0	0	0	0	0	0	0	0	0	0	0
Cash w/Fiscal Agent					0	0	0	0	0	2,132,596	0
Restricted Fund Balance	0	0	0	0	0	0	0	0	0	0	0
Unappropriated Fund Balance	0	0	(0)	691,932	0	0	259,811	(0)	5,825,668	116,148	1,918,718
Ending Fund Balance	0	0	(0)	973,729	0	0	259,811	(0)	5,825,668	2,248,744	1,918,718

1st Interim 2nd Interim
 TOTAL TOTAL
 UNRESTRICTED UNRESTRICTED Variance

				In thousands	
INCOME					
Revenue Limit	87121526	87,651,642	530.12		
Federal Sources	14600	14,600	0		Increased ADA and adjusted for mid year triggers
Other State Revenues	18181591	18,402,926	221.34		Increase in State Lottery (152k), School Safety and Violence Prevention not completely recorded at 1st Int (102k), CDS came in lower (-\$41k)
Other Local Revenues	267558	274,630	7.07		
TOTAL REVENUES	105585275	106,343,798	758.52		
			0		
			0		
EXPENDITURES					
Certificated Salaries	44532645	45,373,562	840.92		Furlough Days Restored and other miscellaneous budget transfers
Classified Salaries	8650307	8,734,609	84.3		Furlough Days Restored and other miscellaneous budget transfers
Employee Benefits	25979232	26,086,373	107.14		Furlough Days Restored and other miscellaneous budget transfers
Books and Supplies	1930167	1,945,343	15.18		
Services, Other Operating Expenses	8163934	8,440,991	277.06		Incr to Insurance to cover PY bills not paid (\$195k) remainder is miscellaneous transfers (\$66k for Supplemental Hrly)
Capital Outlay	0	0	0		
Other Outgo	55000	55,000	0		
Direct Support/Indirect Costs	-2276679	-2,197,555	79.12		
Other Uses	310930	310,930	0		
TOTAL EXPENDITURES	87345536	88,749,253	1403.72		
			0		
INTERFUND TRANSFERS					
Transfers In	550000	550,000	0		
Transfers Out	-773948	-791,330	-17.38		Reduced Contribution to AVCI due to using Ed Jobs and Cat Flex funds
Other Financing Sources	0	0	0		
Contributions	-17886961	-18,212,598	-325.64		M& O Incr (\$240k), SE Incr (\$244k), Perkins PY Reimb to State (\$146k), UC Master Teacher recon incr (\$94k), Transportation reduction (\$403k)
TOTAL TRANSFERS	-18110909	-18,453,928	-343.02		
			0		
Net Incr(Decr) in Fund Balance	128830	-859,383	-988.21		
			0		
FUND BALANCE					
Beginning Fund Balance	32819129.94	32,819,130	0		
Components of Fund Balance:			0		
Audit Adjustment	0	0	0		
Revolving Cash	55000	55,000	0		
Stores	230652	230,652	0		
3% Required Reserve	5419822.23	5,468,008	48.19		
COE Required Trigger Resrv (\$260 per ADA)	4411071.6	0	-4411.07		
COE Required Trigger Resrv (Transportation)	1329968	0	-1329.97		
Furlough Cost (PVFT and Mgmt)	2034787	0	-2034.79		
Cash w/Fiscal Agent	0	0	0		
Restricted Fund Balance	2790665	2,790,665	0		
Unappropriated Fund Balance	16675994.11	23,415,422	6739.43		
Ending Fund Balance	32947959.94	31,959,747	-988.21		

1st Interim

2nd Interim

Variance

Transportation

Transportation

7230/7240

7230/7240

			In thousands	
INCOME				
Revenue Limit			0	
Federal Sources			0	
Other State Revenues	2,572,611	2,572,611	0	
Other Local Revenues	111,832	111,832	0	
TOTAL REVENUES	2,684,443	2,684,443	0	
			0	
			0	
EXPENDITURES				
Certificated Salaries			0	
Classified Salaries	3,946,403	3,392,054	(554)	Overtime overstated and Budget Transfers
Employee Benefits	2,612,750	2,561,241	(52)	Benefits Adjusted for OT overstatement
Books and Supplies	923,000	995,800	73	Budget Transfers to cover negatives
Services, Other Operating Expenses	(483,330)	(352,884)	130	Budget Transfers to cover negatives
Capital Outlay			0	
Other Outgo			0	
Direct Support/Indirect Costs			0	
Other Uses	90,059	90,059	0	
TOTAL EXPENDITURES	7,088,882	6,686,270	(403)	
			0	
INTERFUND TRANSFERS				
Transfers In			0	
Transfers Out			0	
Other Financing Sources			0	
Contributions	4,404,439	4,001,827	(403)	Reduction due to overtime overstated
TOTAL TRANSFERS	4,404,439	4,001,827	(403)	
			0	
Net Incr(Decr) in Fund Balance	0	0	0	
			0	
FUND BALANCE				
Beginning Fund Balance	32,819,130	0	(32,819)	
Components of Fund Balance:			0	
Audit Adjustment			0	
Revolving Cash	0	0	0	
Stores	0	0	0	
3% Required Reserve	0	0	0	
COE Required Trigger Resrv (\$260 per ADA)	0	0	0	
COE Required Trigger Resrv (Transportation)			0	
Furlough Cost (PVFT and Mgmt)	0	0	0	
Cash w/Fiscal Agent	0	0	0	
Restricted Fund Balance	32,819,130	0	(32,819)	
Unappropriated Fund Balance	0	0	0	
Ending Fund Balance	32,819,130	0	(32,819)	

1st Interim 2nd Interim

 Special Special
 Ed Ed

 6500/6510 6500/6510 Variance

	6500/6510	6500/6510	In thousands	
INCOME				
Revenue Limit	2,993,140	2,851,406	(132)	Reduction based on estimated ADA
Federal Sources			0	
Other State Revenues	10,982,440	10,982,440	0	
Other Local Revenues			0	
TOTAL REVENUES	13,975,580	13,843,846	(132)	
			0	
			0	
EXPENDITURES				
Certificated Salaries	7,427,330	7,570,289	143	Furlough Days reinstated
Classified Salaries	3,964,225	3,989,977	26	Furlough Days reinstated
Employee Benefits	7,721,163	7,716,668	(5)	
Books and Supplies	227,978	227,420	(1)	
Services, Other Operating Expenses	3,104,644	3,104,644	0	
Capital Outlay			0	
Other Outgo			0	
Direct Support/Indirect Costs	528,439	528,439	0	
Other Uses			0	
TOTAL EXPENDITURES	22,973,779	23,137,437	164	
			0	
INTERFUND TRANSFERS				
Transfers In			0	
Transfers Out			0	
Other Financing Sources			0	
Contributions	8,998,199	9,293,591	295	Increase due to revenue reduction and furlough days reinstated
TOTAL TRANSFERS	8,998,199	9,293,591	295	
			0	
<i>Net Incr(Decr) in Fund Balance</i>	0	0	0	
			0	
FUND BALANCE				
Beginning Fund Balance	0	0	0	
Components of Fund Balance:			0	
Audit Adjustment			0	
Revolving Cash	0	0	0	
Stores	0	0	0	
3% Required Reserve	0	0	0	
COE Required Trigger Resrv (\$260 per ADA)	0	0	0	
COE Required Trigger Resrv (Transportation)	0	0	0	
Furlough Cost (PVFT and Mgmt)	0	0	0	
Cash w/Fiscal Agent	0	0	0	
Restricted Fund Balance	0	0	0	
Unappropriated Fund Balance	0	0	0	
Ending Fund Balance	0	0	0	

1st Interim 2nd Interim

Variance

	Federal and State Grants/ Entitlements	Federal and State Grants/ Entitlements	Variance	
INCOME				
Revenue Limit				In thousands 0
Federal Sources	34,727,334	34,615,653	(112)	Reduced Carl Perkins Revenue due to repayment to State of \$146k
Other State Revenues	15,091,916	15,290,955	199	EMHI Incr (\$84), Lottery Instructional Mat Inc (\$115)
Other Local Revenues	2,979,495	3,018,854	39	Donations increase (\$151), UC Master Teacher decr (\$151 - contribution for this program is increased by \$94k), Cotsen incr (\$21k), and other misc locals increased
TOTAL REVENUES	52,798,745	52,925,462	127	
				0
				0
EXPENDITURES				
Certificated Salaries	16,758,128	17,746,952	989	Furlough Days Reinstated and other budget transfers
Classified Salaries	7,630,923	7,553,206	(78)	Budget Transfers
Employee Benefits	11,844,414	12,301,432	457	
Books and Supplies	13,152,092	11,782,613	(1,369)	Balancing for restored furlough days
Services, Other Operating Expenses	7,234,088	7,545,727	312	
Capital Outlay	140,000	51,352	(89)	
Other Outgo			0	
Direct Support/Indirect Costs	1,126,556	1,053,113	(73)	
Other Uses			0	
TOTAL EXPENDITURES	57,886,201	58,034,395	148	
				0
INTERFUND TRANSFERS				
Transfers In			0	
Transfers Out		(1,000)	(1)	
Other Financing Sources			0	
Contributions	72,229	262,141	190	
TOTAL TRANSFERS	72,229	261,141	189	
				0
Net Incr(Decr) in Fund Balance	(5,015,227)	(4,847,792)	167	
				0
FUND BALANCE				
Beginning Fund Balance	5,527,265	5,527,265	0	
Components of Fund Balance:				
Audit Adjustment			0	
Revolving Cash	0	0	0	
Stores	0	0	0	
3% Required Reserve	0	0	0	
COE Required Trigger Resrv (\$260 per ADA)	0	0	0	
COE Required Trigger Resrv (Transportation)	0	0	0	
Furlough Cost (PVFT and Mgmt)	0	0	0	
Cash w/Fiscal Agent			0	
Restricted Fund Balance	512,038	679,473	167	
Unappropriated Fund Balance	0	0	0	
Ending Fund Balance	512,038	679,473	167	

1st Interim

2nd Interim

Variance

	Restricted Maintenance	Restricted Maintenance	Variance	
	8150	8150		
INCOME				In thousands
Revenue Limit				0
Federal Sources				0
Other State Revenues				0
Other Local Revenues				0
TOTAL REVENUES	0	0		0
				0
				0
EXPENDITURES				0
Certificated Salaries				0
Classified Salaries	1,432,825	1,438,217		5
Employee Benefits	1,137,715	1,129,239		(8)
Books and Supplies	452,630	631,130		179
Services, Other Operating Expenses	897,687	961,287		64
Capital Outlay	8,725	8,725		0
Other Outgo				0
Direct Support/Indirect Costs	105,927	105,927		0
Other Uses				0
TOTAL EXPENDITURES	4,035,509	4,274,525		239
				0
INTERFUND TRANSFERS				0
Transfers In				0
Transfers Out				0
Other Financing Sources				0
Contributions	4,035,509	4,274,525		239
TOTAL TRANSFERS	4,035,509	4,274,525		239
				0
Net Incr(Decr) in Fund Balance	0	0		0
				0
FUND BALANCE				0
Beginning Fund Balance	0	0		0
Components of Fund Balance:				0
Audit Adjustment				0
Revolving Cash	0	0		0
Stores	0	0		0
3% Required Reserve	0	0		0
COE Required Trigger Resrv (\$260 per ADA)	0	0		0
COE Required Trigger Resrv (Transportation)	0	0		0
Furlough Cost (PVFT and Mgmt)	0	0		0
Cash w/Fiscal Agent	0	0		0
Restricted Fund Balance	0	0		0
Unappropriated Fund Balance	0	0		0
Ending Fund Balance	0	0		0

Increase due to overspending

Increase due to overspending

Increase due to overspending

1st Interim

2nd Interim

Variance

	Community Day School 2430	Community Day School 2430	Variance	
INCOME				In thousands
Revenue Limit	195,009	212,202	17	Increase due to increased ADA
Federal Sources			0	
Other State Revenues			0	
Other Local Revenues			0	
TOTAL REVENUES	195,009	212,202	17	
			0	
			0	
EXPENDITURES				
Certificated Salaries	250,761	265,826	15	Furlough Days Restored
Classified Salaries	69,029	72,668	4	Furlough Days Restored
Employee Benefits	156,685	173,811	17	Furlough Days Restored
Books and Supplies	9,025	9,025	0	
Services, Other Operating Expenses	71,386	71,386	0	
Capital Outlay			0	
Other Outgo			0	
Direct Support/Indirect Costs			0	
Other Uses			0	
TOTAL EXPENDITURES	556,886	592,716	36	
			0	
INTERFUND TRANSFERS				
Transfers In			0	
Transfers Out			0	
Other Financing Sources			0	
Contributions	376,585	380,514	4	Increase due to furlough days restored more than increase in ADA
TOTAL TRANSFERS	376,585	380,514	4	
			0	
Net Incr(Decr) in Fund Balance	14,708	0	(15)	
			0	
FUND BALANCE				
Beginning Fund Balance	0	0	0	
Components of Fund Balance:			0	
Audit Adjustment			0	
Revolving Cash	0	0	0	
Stores	0	0	0	
3% Required Reserve	0	0	0	
COE Required Trigger Resrv (\$260 per ADA)	0	0	0	
COE Required Trigger Resrv (Transportation)	0	0	0	
Furlough Cost (PVFT and Mgmt)	0	0	0	
Cash w/Fiscal Agent	0	0	0	
Restricted Fund Balance	14,708	0	(15)	
Unappropriated Fund Balance	0	0	0	
Ending Fund Balance	14,708	0	(15)	

NOTICE OF CRITERIA AND STANDARDS REVIEW. This interim report was based upon and reviewed using the state-adopted Criteria and Standards. (Pursuant to Education Code (EC) sections 33129 and 42130)

Signed: _____ Date: _____
District Superintendent or Designee

NOTICE OF INTERIM REVIEW. All action shall be taken on this report during a regular or authorized special meeting of the governing board.

To the County Superintendent of Schools:

This interim report and certification of financial condition are hereby filed by the governing board of the school district. (Pursuant to EC Section 42131)

Meeting Date: March 14, 2012 Signed: _____
President of the Governing Board

CERTIFICATION OF FINANCIAL CONDITION

 POSITIVE CERTIFICATION

As President of the Governing Board of this school district, I certify that based upon current projections this district will meet its financial obligations for the current fiscal year and subsequent two fiscal years.

 X QUALIFIED CERTIFICATION

As President of the Governing Board of this school district, I certify that based upon current projections this district may not meet its financial obligations for the current fiscal year or two subsequent fiscal years.

 NEGATIVE CERTIFICATION

As President of the Governing Board of this school district, I certify that based upon current projections this district will be unable to meet its financial obligations for the remainder of the current fiscal year or for the subsequent fiscal year.

Contact person for additional information on the interim report:

Name: Helen Bellonzi Telephone: 831-786-2304
Title: Director of Finance E-mail: helen_bellonzi@pvusd.net

Criteria and Standards Review Summary

The following summary is automatically completed based on data provided in the Criteria and Standards Review form (Form 01CSI). Criteria and standards that are "Not Met," and supplemental information and additional fiscal indicators that are "Yes," may indicate areas of potential concern, which could affect the interim report certification, and should be carefully reviewed.

CRITERIA AND STANDARDS			Met	Not Met
1	Average Daily Attendance	Funded ADA for any of the current or two subsequent fiscal years has not changed by more than two percent since first interim.	X	

CRITERIA AND STANDARDS (continued)			Met	Not Met
2	Enrollment	Projected enrollment for any of the current or two subsequent fiscal years has not changed by more than two percent since first interim.	X	
3	ADA to Enrollment	Projected second period (P-2) ADA to enrollment ratio for the current and two subsequent fiscal years is consistent with historical ratios.	X	
4	Revenue Limit	Projected revenue limit for any of the current or two subsequent fiscal years has not changed by more than two percent since first interim.	X	
5	Salaries and Benefits	Projected ratio of total unrestricted salaries and benefits to total unrestricted general fund expenditures has not changed by more than the standard for the current and two subsequent fiscal years.	X	
6a	Other Revenues	Projected operating revenues (federal, other state, other local) for the current and two subsequent fiscal years have not changed by more than five percent since first interim.	X	
6b	Other Expenditures	Projected operating expenditures (books and supplies, services and other expenditures) for the current and two subsequent fiscal years have not changed by more than five percent since first interim.	X	
7a	Deferred Maintenance	SBX3 4 (Chapter 12, Statutes of 2009), as amended by SB 70 (Chapter 7, Statutes of 2011), eliminates the local match requirement for Deferred Maintenance from 2008-09 through 2014-15. Therefore, this item has been inactivated for that period.		
7b	Ongoing and Major Maintenance Account	If applicable, changes occurring since first interim meet the required contribution to the ongoing and major maintenance account (i.e., restricted maintenance account).	X	
8	Deficit Spending	Unrestricted deficit spending, if any, has not exceeded the standard in any of the current or two subsequent fiscal years.		X
9a	Fund Balance	Projected general fund balance will be positive at the end of the current and two subsequent fiscal years.	X	
9b	Cash Balance	Projected general fund cash balance will be positive at the end of the current fiscal year.	X	
10	Reserves	Available reserves (e.g., reserve for economic uncertainties, unassigned/unappropriated amounts) meet minimum requirements for the current and two subsequent fiscal years.		X

SUPPLEMENTAL INFORMATION			No	Yes
S1	Contingent Liabilities	Have any known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) occurred since first interim that may impact the budget?	X	
S2	Using One-time Revenues to Fund Ongoing Expenditures	Are there ongoing general fund expenditures funded with one-time revenues that have changed since first interim by more than five percent?	X	
S3	Temporary Interfund Borrowings	Are there projected temporary borrowings between funds?	X	
S4	Contingent Revenues	Are any projected revenues for any of the current or two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel tax, forest reserves)?	X	
S5	Contributions	Have contributions from unrestricted to restricted resources, or transfers to or from the general fund to cover operating deficits, changed since first interim by more than \$20,000 and more than 5% for any of the current or two subsequent fiscal years?	X	

SUPPLEMENTAL INFORMATION (continued)			No	Yes
S6	Long-term Commitments	Does the district have long-term (multiyear) commitments or debt agreements?		X
		• If yes, have annual payments for the current or two subsequent fiscal years increased over prior year's (2010-11) annual payment?		X
		• If yes, will funding sources used to pay long-term commitments decrease or expire prior to the end of the commitment period, or are they one-time sources?	X	
S7a	Postemployment Benefits Other than Pensions	Does the district provide postemployment benefits other than pensions (OPEB)?		X
		• If yes, have there been changes since first interim in OPEB liabilities?	X	
S7b	Other Self-insurance Benefits	Does the district operate any self-insurance programs (e.g., workers' compensation)?		X
		• If yes, have there been changes since first interim in self-insurance liabilities?	X	
S8	Status of Labor Agreements	As of second interim projections, are salary and benefit negotiations still unsettled for:		
		• Certificated? (Section S8A, Line 1b)	X	
		• Classified? (Section S8B, Line 1b)	X	
		• Management/supervisor/confidential? (Section S8C, Line 1b)	X	
S8	Labor Agreement Budget Revisions	For negotiations settled since first interim, per Government Code Section 3547.5(c), are budget revisions still needed to meet the costs of the collective bargaining agreement(s) for:		
		• Certificated? (Section S8A, Line 3)	X	
		• Classified? (Section S8B, Line 3)	n/a	
S9	Status of Other Funds	Are any funds other than the general fund projected to have a negative fund balance at the end of the current fiscal year?	X	

ADDITIONAL FISCAL INDICATORS			No	Yes
A1	Negative Cash Flow	Do cash flow projections show that the district will end the current fiscal year with a negative cash balance in the general fund?	X	
A2	Independent Position Control	Is personnel position control independent from the payroll system?		X
A3	Declining Enrollment	Is enrollment decreasing in both the prior and current fiscal years?		X
A4	New Charter Schools Impacting District Enrollment	Are any new charter schools operating in district boundaries that are impacting the district's enrollment, either in the prior or current fiscal year?	X	
A5	Salary Increases Exceed COLA	Has the district entered into a bargaining agreement where any of the current or subsequent fiscal years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?	X	
A6	Uncapped Health Benefits	Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?		X
A7	Independent Financial System	Is the district's financial system independent from the county office system?	X	
A8	Fiscal Distress Reports	Does the district have any reports that indicate fiscal distress? If yes, provide copies to the COE, pursuant to EC 42127.6(a).		X
A9	Change of CBO or Superintendent	Have there been personnel changes in the superintendent or chief business official (CBO) positions within the last 12 months?	X	

Provide methodology and assumptions used to estimate ADA, enrollment, revenues, expenditures, reserves and fund balance, and multiyear commitments (including cost-of-living adjustments).

Deviations from the standards must be explained and may affect the interim certification.

CRITERIA AND STANDARDS

1. CRITERION: Average Daily Attendance

STANDARD: Funded average daily attendance (ADA) for any of the current fiscal year or two subsequent fiscal years has not changed by more than two percent since first interim projections.

District's ADA Standard Percentage Range: -2.0% to +2.0%

1A. Calculating the District's ADA Variances

DATA ENTRY: First interim data that exist will be extracted; otherwise enter data into the first column for all fiscal years. Second interim Projected Year Totals data for Current Year are extracted. If Second Interim Form MYPI exists, Projected Year Totals data will be extracted for the two subsequent years; if not, enter data into the second column.

Fiscal Year	Revenue Limit (Funded) ADA		Percent Change	Status
	First Interim Projected Year Totals (Form 01CSI, Item 1A)	Second Interim Projected Year Totals (Form RLI, Line 5b) (Form MYPI, Unrestricted, A1b)		
Current Year (2011-12)	16,965.66	17,190.77	1.3%	Met
1st Subsequent Year (2012-13)	16,890.66	17,115.77	1.3%	Met
2nd Subsequent Year (2013-14)	16,815.66	17,040.77	1.3%	Met

1B. Comparison of District ADA to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Funded ADA has not changed since first interim projections by more than two percent in any of the current year or two subsequent fiscal years.

Explanation:
(required if NOT met)

2. CRITERION: Enrollment

STANDARD: Projected enrollment for any of the current fiscal year or two subsequent fiscal years has not changed by more than two percent since first interim projections.

District's Enrollment Standard Percentage Range: -2.0% to +2.0%

2A. Calculating the District's Enrollment Variances

DATA ENTRY: First Interim data that exist will be extracted; otherwise, enter data into the first column for all fiscal years. Enter data in the second column for all fiscal years.

Fiscal Year	Enrollment		Percent Change	Status
	First Interim (Form 01CSI, Item 2A)	Second Interim CBEDS/Projected		
Current Year (2011-12)	18,007	18,118	0.6%	Met
1st Subsequent Year (2012-13)	17,932	18,043	0.6%	Met
2nd Subsequent Year (2013-14)	17,857	17,968	0.6%	Met

2B. Comparison of District Enrollment to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD MET - Enrollment projections have not changed since first interim projections by more than two percent for the current year and two subsequent fiscal years.

Explanation:
(required if NOT met)

3. CRITERION: ADA to Enrollment

STANDARD: Projected second period (P-2) average daily attendance (ADA) to enrollment ratio for any of the current fiscal year or two subsequent fiscal years has not increased from the historical average ratio from the three prior fiscal years by more than one half of one percent (0.5%).

3A. Calculating the District's ADA to Enrollment Standard

DATA ENTRY: Unaudited Actuals data that exist will be extracted into the P-2 ADA column for the First Prior Year; otherwise, enter First Prior Year data. P-2 ADA for the second and third prior years are preloaded. First Interim data that exist will be extracted into the Enrollment column; otherwise, enter Enrollment data for all fiscal years.

Fiscal Year	P-2 ADA Unaudited Actuals (Form A, Lines 3, 6, and 25)	Enrollment CBEDS Actual (Form 01CSI, Item 3A)	Historical Ratio of ADA to Enrollment
Third Prior Year (2008-09)	17,032	17,926	95.0%
Second Prior Year (2009-10)	16,838	17,660	95.3%
First Prior Year (2010-11)	16,969	17,844	95.1%
		Historical Average Ratio:	95.1%
	District's ADA to Enrollment Standard (historical average ratio plus 0.5%):		95.6%

3B. Calculating the District's Projected Ratio of ADA to Enrollment

DATA ENTRY: If Form MYPI exists, Estimated P-2 ADA data for the two subsequent years will be extracted; if not, enter Estimated P-2 ADA data in the first column. All other data are extracted.

Fiscal Year	Estimated P-2 ADA (Form AI, Lines 1-4 and 22) (Form MYPI, Line F2)	Enrollment CBEDS/Projected (Criterion 2, Item 2A)	Ratio of ADA to Enrollment	Status
Current Year (2011-12)	17,128	18,118	94.5%	Met
1st Subsequent Year (2012-13)	17,116	18,043	94.9%	Met
2nd Subsequent Year (2013-14)	17,041	17,968	94.8%	Met

3C. Comparison of District ADA to Enrollment Ratio to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Projected P-2 ADA to enrollment ratio has not exceeded the standard for the current year and two subsequent fiscal years.

Explanation:
(required if NOT met)

4. CRITERION: Revenue Limit

STANDARD: Projected revenue limit for any of the current fiscal year or two subsequent fiscal years has not changed by more than two percent since first interim projections.

District's Revenue Limit Standard Percentage Range:

4A. Calculating the District's Projected Change in Revenue Limit

DATA ENTRY: First Interim data that exist will be extracted; otherwise, enter data into the first column. In the Second Interim column, Current Year data are extracted; enter data for the two subsequent years.

Fiscal Year	Revenue Limit (Fund 01, Objects 8011, 8020-8089)		Percent Change	Status
	First Interim (Form 01CSI, Item 4A)	Second Interim Projected Year Totals		
	Current Year (2011-12)	94,155,695.00		
1st Subsequent Year (2012-13)	93,980,320.00	95,047,100.00	1.1%	Met
2nd Subsequent Year (2013-14)	96,303,884.00	97,451,002.00	1.2%	Met

4B. Comparison of District Revenue Limit to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD MET - Revenue limit has not changed since first interim projections by more than two percent for the current year and two subsequent fiscal years.

Explanation:
(required if NOT met)

5. CRITERION: Salaries and Benefits

STANDARD: Projected ratio of total unrestricted salaries and benefits to total unrestricted general fund expenditures for any of the current fiscal year or two subsequent fiscal years has not changed from the historical average ratio from the three prior fiscal years by more than the greater of three percent or the district's required reserves percentage.

5A. Calculating the District's Historical Average Ratio of Unrestricted Salaries and Benefits to Total Unrestricted General Fund Expenditures

DATA ENTRY: Unaudited Actuals data that exist for the First Prior Year will be extracted; otherwise, enter data for the First Prior Year. Unaudited Actuals data for the second and third prior years are preloaded.

Fiscal Year	Unaudited Actuals - Unrestricted (Resources 0000-1999)		Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures
	Salaries and Benefits (Form 01, Objects 1000-3999)	Total Expenditures (Form 01, Objects 1000-7499)	
Third Prior Year (2008-09)	85,006,966.53	90,961,955.13	93.5%
Second Prior Year (2009-10)	75,103,591.76	81,782,110.97	91.8%
First Prior Year (2010-11)	73,787,771.67	80,914,377.33	91.2%
	Historical Average Ratio:		92.2%

	Current Year (2011-12)	1st Subsequent Year (2012-13)	2nd Subsequent Year (2013-14)
District's Reserve Standard Percentage (Criterion 10B, Line 4)	3.0%	3.0%	3.0%
District's Salaries and Benefits Standard (historical average ratio, plus/minus the greater of 3% or the district's reserve standard percentage):	89.2% to 95.2%	89.2% to 95.2%	89.2% to 95.2%

5B. Calculating the District's Projected Ratio of Unrestricted Salaries and Benefits to Total Unrestricted General Fund Expenditures

DATA ENTRY: If Form MYPI exists, Projected Year Totals data for the two subsequent years will be extracted; if not, enter Projected Year Totals data. Projected Year Totals data for Current Year are extracted.

Fiscal Year	Projected Year Totals - Unrestricted (Resources 0000-1999)		Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures	Status
	Salaries and Benefits (Form 011, Objects 1000-3999) (Form MYPI, Lines B1-B3)	Total Expenditures (Form 011, Objects 1000-7499) (Form MYPI, Lines B1-B8, B10)		
Current Year (2011-12)	80,194,544.00	88,749,253.00	90.4%	Met
1st Subsequent Year (2012-13)	87,026,892.00	95,805,350.00	90.8%	Met
2nd Subsequent Year (2013-14)	89,619,079.00	97,136,825.00	92.3%	Met

5C. Comparison of District Salaries and Benefits Ratio to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD MET - Ratio of total unrestricted salaries and benefits to total unrestricted expenditures has met the standard for the current year and two subsequent fiscal years.

Explanation:
(required if NOT met)

6. CRITERION: Other Revenues and Expenditures

STANDARD: Projected operating revenues (including federal, other state and other local) or expenditures (including books and supplies, and services and other operating), for any of the current fiscal year or two subsequent fiscal years, have not changed by more than five percent since first interim projections.

Changes that exceed five percent in any major object category must be explained.

District's Other Revenues and Expenditures Standard Percentage Range:	-5.0% to +5.0%
District's Other Revenues and Expenditures Explanation Percentage Range:	-5.0% to +5.0%

6A. Calculating the District's Change by Major Object Category and Comparison to the Explanation Percentage Range

DATA ENTRY: First Interim data that exist will be extracted; otherwise, enter data into the first column. Second Interim data for the Current Year are extracted. If Second Interim Form MYPI exists, data for the two subsequent years will be extracted; if not, enter data for the two subsequent years into the second column.

Explanations must be entered for each category if the percent change for any year exceeds the district's explanation percentage range.

Object Range / Fiscal Year	First Interim Projected Year Totals (Form 01CSI, Item 6A)	Second Interim Projected Year Totals (Fund 01) (Form MYPI)	Percent Change	Change is Outside Explanation Range
Federal Revenue (Fund 01, Objects 8100-8299) (Form MYPI, Line A2)				
Current Year (2011-12)	34,741,934.00	34,630,253.00	-0.3%	No
1st Subsequent Year (2012-13)	26,468,073.00	25,803,783.00	-2.6%	No
2nd Subsequent Year (2013-14)	26,468,073.00	25,683,537.00	-3.0%	No

Explanation:
(required if Yes)

Other State Revenue (Fund 01, Objects 8300-8599) (Form MYPI, Line A3)				
Current Year (2011-12)	46,828,558.00	47,248,932.00	0.9%	No
1st Subsequent Year (2012-13)	46,572,101.00	46,096,126.00	-1.0%	No
2nd Subsequent Year (2013-14)	47,504,897.00	47,028,002.00	-1.0%	No

Explanation:
(required if Yes)

Other Local Revenue (Fund 01, Objects 8600-8799) (Form MYPI, Line A4)				
Current Year (2011-12)	3,358,885.00	3,405,316.00	1.4%	No
1st Subsequent Year (2012-13)	2,437,635.00	2,544,066.00	4.4%	No
2nd Subsequent Year (2013-14)	2,437,635.00	2,544,066.00	4.4%	No

Explanation:
(required if Yes)

Books and Supplies (Fund 01, Objects 4000-4999) (Form MYPI, Line B4)				
Current Year (2011-12)	16,694,892.00	15,591,331.00	-6.6%	Yes
1st Subsequent Year (2012-13)	9,795,489.00	8,525,596.00	-13.0%	Yes
2nd Subsequent Year (2013-14)	9,773,814.00	8,203,135.00	-16.1%	Yes

Explanation:
(required if Yes)

Budget Transfers were made to cover restoration of furlough days (Objects 1xxx, 2xxx, 3xxx) and revised budgets for Services and Other Expenses.

Services and Other Operating Expenditures (Fund 01, Objects 5000-5999) (Form MYPI, Line B5)				
Current Year (2011-12)	18,988,409.00	19,771,151.00	4.1%	No
1st Subsequent Year (2012-13)	18,398,159.00	19,319,418.00	5.0%	No
2nd Subsequent Year (2013-14)	16,859,725.00	17,401,511.00	3.2%	No

Explanation:
(required if Yes)

6B. Calculating the District's Change in Total Operating Revenues and Expenditures

DATA ENTRY: All data are extracted or calculated.

Object Range / Fiscal Year	First Interim Projected Year Totals	Second Interim Projected Year Totals	Percent Change	Status
Total Federal, Other State, and Other Local Revenue (Section 6A)				
Current Year (2011-12)	84,929,377.00	85,284,501.00	0.4%	Met
1st Subsequent Year (2012-13)	75,497,809.00	74,443,975.00	-1.4%	Met
2nd Subsequent Year (2013-14)	76,430,605.00	75,255,605.00	-1.5%	Met
Total Books and Supplies, and Services and Other Operating Expenditures (Section 6A)				
Current Year (2011-12)	35,683,301.00	35,362,482.00	-0.9%	Met
1st Subsequent Year (2012-13)	28,193,648.00	27,845,014.00	-1.2%	Met
2nd Subsequent Year (2013-14)	26,633,339.00	25,604,646.00	-3.9%	Met

6C. Comparison of District Total Operating Revenues and Expenditures to the Standard Percentage Range

DATA ENTRY: Explanations are linked from Section 6A if the status in Section 6B is Not Met; no entry is allowed below.

- 1a. STANDARD MET - Projected total operating revenues have not changed since first interim projections by more than the standard for the current year and two subsequent fiscal years.

Explanation:

Federal Revenue
(linked from 6A
if NOT met)

Explanation:

Other State Revenue
(linked from 6A
if NOT met)

Explanation:

Other Local Revenue
(linked from 6A
if NOT met)

- 1b. STANDARD MET - Projected total operating expenditures have not changed since first interim projections by more than the standard for the current year and two subsequent fiscal years.

Explanation:

Books and Supplies
(linked from 6A
if NOT met)

Explanation:

Services and Other Exps
(linked from 6A
if NOT met)

7. CRITERION: Facilities Maintenance

STANDARD: Identify changes that have occurred since first interim projections in the projected contributions for facilities maintenance funding as required pursuant to Education Code sections 17584 (Deferred Maintenance) and 17070.75 (Ongoing and Major Maintenance Account).

7A. Determining the District's Compliance with the Contribution Requirement for EC Section 17584 - Deferred Maintenance

NOTE: SBX3 4 (Chapter 12, Statutes of 2009), as amended by SB 70 (Chapter 7, Statutes of 2011), eliminates the local match requirement for Deferred Maintenance from 2008-09 through 2014-15. Therefore, this section has been inactivated for that period.

7B. Determining the District's Compliance with the Contribution Requirement for EC Section 17070.75 as modified by Section 17070.766 and amended by SB 70 (Chapter 7, Statutes of 2011), effective 2008-09 through 2014-15 - Ongoing and Major Maintenance/Restricted Maintenance Account (OMMA/RMA)

NOTE: SB 70 (Chapter 7, Statutes of 2011) extends EC Section 17070.766 from 2008-09 through 2014-15. EC Section 17070.766 reduced the contributions required by EC Section 17070.75 from 3 percent to 1 percent. Therefore, the calculation in this section has been revised accordingly for that period.

DATA ENTRY: Budget Adoption and First Interim data that exist will be extracted; otherwise, enter Budget Adoption and First Interim data into lines 1 and 2 as applicable. All other data are extracted.

	Budget Adoption 1% Required Minimum Contribution (Form 01CSI, Item 7B1)	Second Interim Contribution Projected Year Totals (Fund 01, Resource 8150, Objects 8900-8999)	Status
1. OMMA/RMA Contribution	1,651,946.58	4,274,525.00	Met
2. First Interim Contribution (information only) (Form 01CSI, First Interim, Criterion 7B, Line 1)		4,035,509.00	

If status is not met, enter an X in the box that best describes why the minimum required contribution was not made:

- Not applicable (district does not participate in the Leroy F. Green School Facilities Act of 1998)
- Exempt (due to district's small size [EC Section 17070.75 (b)(2)(D)])
- Other (explanation must be provided)

Explanation:
(required if NOT met
and Other is marked)

8. CRITERION: Deficit Spending

STANDARD: Unrestricted deficit spending (total unrestricted expenditures and other financing uses is greater than total unrestricted revenues and other financing sources) as a percentage of total unrestricted expenditures and other financing uses, has not exceeded one-third of the district's available reserves¹ as a percentage of total expenditures and other financing uses² in any of the current fiscal year or two subsequent fiscal years.

¹Available reserves are the unrestricted amounts in the Reserve for Economic Uncertainties and the Unassigned/Unappropriated accounts in the General Fund and the Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be reduced by any negative ending balances in restricted resources in the General Fund.

²A school district that is the Administrative Unit of a Special Education Local Plan Area (SELPA) may exclude from its expenditures the distribution of funds to its participating members.

8A. Calculating the District's Deficit Spending Standard Percentage Levels

DATA ENTRY: All data are extracted or calculated.

	Current Year (2011-12)	1st Subsequent Year (2012-13)	2nd Subsequent Year (2013-14)
District's Available Reserve Percentages (Criterion 10C, Line 9)	15.9%	6.6%	-2.9%
District's Deficit Spending Standard Percentage Levels (one-third of available reserve percentage):	5.3%	2.2%	-1.0%

8B. Calculating the District's Deficit Spending Percentages

DATA ENTRY: Current Year data are extracted. If Form MYPI exists, data for the two subsequent years will be extracted; if not, enter data for the two subsequent years into the first and second columns.

Fiscal Year	Projected Year Totals		Deficit Spending Level (If Net Change in Unrestricted Fund Balance is negative, else N/A)	Status
	Net Change in Unrestricted Fund Balance (Form 011, Section E) (Form MYPI, Line C)	Total Unrestricted Expenditures and Other Financing Uses (Form 011, Objects 1000-7999) (Form MYPI, Line B11)		
Current Year (2011-12)	(859,383.00)	89,540,583.00	1.0%	Met
1st Subsequent Year (2012-13)	(9,122,275.67)	96,528,399.00	9.5%	Not Met
2nd Subsequent Year (2013-14)	(8,401,454.17)	97,901,742.00	8.6%	Not Met

8C. Comparison of District Deficit Spending to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD NOT MET - Unrestricted deficit spending has exceeded the standard percentage level in any of the current year or two subsequent fiscal years. Provide reasons for the deficit spending, a description of the methods and assumptions used in balancing the unrestricted budget, and what changes will be made to ensure that the budget deficits are eliminated or are balanced within the standard.

Explanation:
(required if NOT met)

As the State budget unfolds, the board will review changes to our fund balance and determine any cuts that will be needed to balance the budget.

9. CRITERION: Fund and Cash Balances

A. FUND BALANCE STANDARD: Projected general fund balance will be positive at the end of the current fiscal year and two subsequent fiscal years.

9A-1. Determining if the District's General Fund Ending Balance is Positive

DATA ENTRY: Current Year data are extracted. If Form MYPFI exists, data for the two subsequent years will be extracted; if not, enter data for the two subsequent years.

Fiscal Year	Ending Fund Balance General Fund Projected Year Totals (Form 011, Line F2) (Form MYPFI, Line D2)		Status
Current Year (2011-12)	32,639,219.69		Met
1st Subsequent Year (2012-13)	22,961,926.76		Met
2nd Subsequent Year (2013-14)	14,567,994.59		Met

9A-2. Comparison of the District's Ending Fund Balance to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Projected general fund ending balance is positive for the current fiscal year and two subsequent fiscal years.

Explanation:
(required if NOT met)

B. CASH BALANCE STANDARD: Projected general fund cash balance will be positive at the end of the current fiscal year.

9B-1. Determining if the District's Ending Cash Balance is Positive

DATA ENTRY: If Form CASH exists, data will be extracted; if not, data must be entered below.

Fiscal Year	Ending Cash Balance General Fund (Form CASH, Line F, June Column)		Status
Current Year (2011-12)	1,098,118.00		Met

9B-2. Comparison of the District's Ending Cash Balance to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Projected general fund cash balance will be positive at the end of the current fiscal year.

Explanation:
(required if NOT met)

10. CRITERION: Reserves

STANDARD: Available reserves¹ for any of the current fiscal year or two subsequent fiscal years are not less than the following percentages or amounts² as applied to total expenditures and other financing uses³:

Percentage Level	District ADA		
5% or \$60,000 (greater of)	0	to	300
4% or \$60,000 (greater of)	301	to	1,000
3%	1,001	to	30,000
2%	30,001	to	400,000
1%	400,001	and	over

¹ Available reserves are the unrestricted amounts in the Reserve for Economic Uncertainties and the Unassigned/Unappropriated accounts in the General Fund and Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be reduced by any negative ending balances in restricted resources in the General Fund.

² Dollar amounts to be adjusted annually by the prior year statutory cost-of-living adjustment (Education Code Section 42238), rounded to the nearest thousand.

³ A school district that is the Administrative Unit (AU) of a Special Education Local Plan Area (SELPA) may exclude from its expenditures the distribution of funds to its participating members.

	Current Year (2011-12)	1st Subsequent Year (2012-13)	2nd Subsequent Year (2013-14)
District Estimated P-2 ADA (Criterion 3, Item 3B)	17,128	17,116	17,041
District's Reserve Standard Percentage Level:	3%	3%	3%

10A. Calculating the District's Special Education Pass-through Exclusions (only for districts that serve as the AU of a SELPA)

DATA ENTRY: For SELPA AUs, if Form MYPI exists, all data will be extracted including the Yes/No button selection. If not, click the appropriate Yes or No button for item 1 and, if Yes, enter data for item 2a and for the two subsequent years in item 2b; Current Year data are extracted.

For districts that serve as the AU of a SELPA (Form MYPI, Lines F1a, F1b1, and F1b2):

1. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members?
2. If you are the SELPA AU and are excluding special education pass-through funds:
 - a. Enter the name(s) of the SELPA(s): _____

	Current Year Projected Year Totals (2011-12)	1st Subsequent Year (2012-13)	2nd Subsequent Year (2013-14)
b. Special Education Pass-through Funds (Fund 10, resources 3300-3499 and 6500-6540, objects 7211-7213 and 7221-7223)	0.00		

10B. Calculating the District's Reserve Standard

DATA ENTRY: If Form MYPI exists, all data will be extracted or calculated. If not, enter data for line 1 for the two subsequent years; Current Year data are extracted.

	Current Year Projected Year Totals (2011-12)	1st Subsequent Year (2012-13)	2nd Subsequent Year (2013-14)
1. Expenditures and Other Financing Uses (Form 011, objects 1000-7999) (Form MYPI, Line B11)	182,266,926.00	175,158,916.00	176,788,371.00
2. Plus: Special Education Pass-through (Criterion 10A, Line 2b, if Criterion 10A, Line 1 is No)			
3. Total Expenditures and Other Financing Uses (Line B1 plus Line B2)	182,266,926.00	175,158,916.00	176,788,371.00
4. Reserve Standard Percentage Level	3%	3%	3%
5. Reserve Standard - by Percent (Line B3 times Line B4)	5,468,007.78	5,254,767.48	5,303,651.13
6. Reserve Standard - by Amount (\$60,000 for districts with less than 1,001 ADA, else 0)	0.00	0.00	0.00
7. District's Reserve Standard (Greater of Line B5 or Line B6)	5,468,007.78	5,254,767.48	5,303,651.13

10C. Calculating the District's Available Reserve Amount

DATA ENTRY: All data are extracted from fund data and Form MYPI. If Form MYPI does not exist, enter data for the two subsequent years. If Fund 17 does not exist, enter data for the current and two subsequent years, as appropriate.

Reserve Amounts (Unrestricted resources 0000-1999 except Line 4)	Current Year Projected Year Totals (2011-12)	1st Subsequent Year (2012-13)	2nd Subsequent Year (2013-14)
1. General Fund - Stabilization Arrangements (Fund 01, Object 9750) (Form MYPI, Line E1a)	0.00	0.00	
2. General Fund - Reserve for Economic Uncertainties (Fund 01, Object 9789) (Form MYPI, Line E1b)	5,468,008.00	5,254,767.00	5,303,651.00
3. General Fund - Unassigned/Unappropriated Amount (Fund 01, Object 9790) (Form MYPI, Line E1c)	23,415,421.77	6,218,711.84	(10,485,176.33)
4. General Fund - Negative Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999) (Form MYP), Line E1d)	(0.57)	0.00	0.00
5. Special Reserve Fund - Stabilization Arrangements (Fund 17, Object 9750) (Form MYPI, Line E2a)	0.00		
6. Special Reserve Fund - Reserve for Economic Uncertainties (Fund 17, Object 9789) (Form MYPI, Line E2b)	0.00		
7. Special Reserve Fund - Unassigned/Unappropriated Amount (Fund 17, Object 9790) (Form MYPI, Line E2c)	0.00		
8. District's Available Reserve Amount (Lines C1 thru C7)	28,883,429.20	11,473,478.84	(5,181,525.33)
9. District's Available Reserve Percentage (Information only) (Line 8 divided by Section 10B, Line 3)	15.85%	6.55%	-2.93%
District's Reserve Standard (Section 10B, Line 7):	5,468,007.78	5,254,767.48	5,303,651.13
Status:	Met	Met	Not Met

10D. Comparison of District Reserve Amount to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD NOT MET - Available reserves are below the standard in one or more of the current year or two subsequent fiscal years. Provide reasons for reserves falling below the standard and what plans and actions are anticipated to increase reserves to, or above, the standard.

Explanation:
(required if NOT met)

Based on the State budget and the possibility the tax initiatives will not pass in November, we show we will not be able to meet our obligations in the 3rd year.

SUPPLEMENTAL INFORMATION

DATA ENTRY: Click the appropriate Yes or No button for items S1 through S4. Enter an explanation for each Yes answer.

S1. Contingent Liabilities

1a. Does your district have any known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that have occurred since first interim projections that may impact the budget?

No

1b. If Yes, identify the liabilities and how they may impact the budget:

S2. Use of One-time Revenues for Ongoing Expenditures

1a. Does your district have ongoing general fund expenditures funded with one-time revenues that have changed since first interim projections by more than five percent?

No

1b. If Yes, identify the expenditures and explain how the one-time resources will be replaced to continue funding the ongoing expenditures in the following fiscal years:

S3. Temporary Interfund Borrowings

1a. Does your district have projected temporary borrowings between funds?
(Refer to Education Code Section 42603)

No

1b. If Yes, identify the interfund borrowings:

S4. Contingent Revenues

1a. Does your district have projected revenues for the current fiscal year or either of the two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?

No

1b. If Yes, identify any of these revenues that are dedicated for ongoing expenses and explain how the revenues will be replaced or expenditures reduced:

S5. Contributions

Identify projected contributions from unrestricted resources in the general fund to restricted resources in the general fund for the current fiscal year and two subsequent fiscal years. Provide an explanation if contributions have changed by more than \$20,000 and more than five percent since first interim projections.

Identify projected transfers to or from the general fund to cover operating deficits in either the general fund or any other fund for the current fiscal year and two subsequent fiscal years. Provide an explanation if transfers have changed by more than \$20,000 and more than five percent since first interim projections.

Identify capital project cost overruns that have occurred since first interim projections that may impact the general fund budget.

District's Contributions and Transfers Standard: -5.0% to +5.0%
or -\$20,000 to +\$20,000

S5A. Identification of the District's Projected Contributions, Transfers, and Capital Projects that may Impact the General Fund

DATA ENTRY: First Interim data that exist will be extracted; otherwise, enter data into the first column. Enter data into the second column, except for Current Year Contributions, which are extracted.

Description / Fiscal Year	First Interim (Form 01CSI, Item S5A)	Second Interim Projected Year Totals	Percent Change	Amount of Change	Status
1a. Contributions, Unrestricted General Fund (Fund 01, Resources 0000-1999, Object 8980)					
Current Year (2011-12)	(17,919,889.00)	(18,212,598.00)	1.6%	292,709.00	Met
1st Subsequent Year (2012-13)	(18,972,430.00)	(18,982,070.00)	0.1%	9,640.00	Met
2nd Subsequent Year (2013-14)	(19,331,132.00)	(19,306,571.00)	-0.1%	(24,561.00)	Met
1b. Transfers In, General Fund *					
Current Year (2011-12)	550,000.00	550,000.00	0.0%	0.00	Met
1st Subsequent Year (2012-13)	50,000.00	50,000.00	0.0%	0.00	Met
2nd Subsequent Year (2013-14)	50,000.00	50,000.00	0.0%	0.00	Met
1c. Transfers Out, General Fund *					
Current Year (2011-12)	773,948.00	791,330.00	2.2%	17,382.00	Met
1st Subsequent Year (2012-13)	706,667.00	723,049.00	2.3%	16,382.00	Met
2nd Subsequent Year (2013-14)	748,535.00	764,917.00	2.2%	16,382.00	Met

1d. Capital Project Cost Overruns

Have capital project cost overruns occurred since first interim projections that may impact the general fund operational budget?

No

* Include transfers used to cover operating deficits in either the general fund or any other fund.

S5B. Status of the District's Projected Contributions, Transfers, and Capital Projects

DATA ENTRY: Enter an explanation if Not Met for items 1a-1c or if Yes for Item 1d.

1a. MET - Projected contributions have not changed since first interim projections by more than the standard for the current year and two subsequent fiscal years.

Explanation:
(required if NOT met)

1b. MET - Projected transfers in have not changed since first interim projections by more than the standard for the current year and two subsequent fiscal years.

Explanation:
(required if NOT met)

1c. MET - Projected transfers out have not changed since first interim projections by more than the standard for the current year and two subsequent fiscal years.

Explanation:
(required if NOT met)

1d. NO - There have been no capital project cost overruns occurring since first interim projections that may impact the general fund operational budget.

Project Information:
(required if YES)

S6. Long-term Commitments

Identify all existing and new multiyear commitments¹ and their annual required payment for the current fiscal year and two subsequent fiscal years.

Explain how any increase in annual payments will be funded. Also, explain how any decrease to funding sources used to pay long-term commitments will be replaced.

¹ Include multiyear commitments, multiyear debt agreements, and new programs or contracts that result in long-term obligations.

S6A. Identification of the District's Long-term Commitments

DATA ENTRY: If First Interim data exist (Form 01CSI, Item S6A), long-term commitment data will be extracted and it will only be necessary to click the appropriate button for Item 1b. Extracted data may be overwritten to update long-term commitment data in Item 2, as applicable. If no First Interim data exist, click the appropriate buttons for items 1a and 1b, and enter all other data, as applicable.

1. a. Does your district have long-term (multiyear) commitments?
(If No, skip items 1b and 2 and sections S6B and S6C)

b. If Yes to Item 1a, have new long-term (multiyear) commitments been incurred since first interim projections?

2. If Yes to Item 1a, list (or update) all new and existing multiyear commitments and required annual debt service amounts. Do not include long-term commitments for postemployment benefits other than pensions (OPEB); OPEB is disclosed in Item S7A.

Type of Commitment	# of Years Remaining	SACS Fund and Object Codes Used For:		Principal Balance as of July 1, 2011
		Funding Sources (Revenues)	Debt Service (Expenditures)	
Capital Leases				
Certificates of Participation	15	11-7439	65000	1,340,000
General Obligation Bonds	18	21-	1560000	56,660,592
Supp Early Retirement Program	2	01-5800	1242834	2,485,668
State School Building Loans				
Compensated Absences		Multiple Funds	Varies	1,654,015

Other Long-term Commitments (do not include OPEB):

Type of Commitment	# of Years Remaining	Funding Sources (Revenues)	Debt Service (Expenditures)	Principal Balance as of July 1, 2011
Certificates of Participation (2)	21	01-7439	40000	1,380,000
Capital Leases (Linscott)	1	09-7439	13286	13,286
Capital Leases (SIS/Busses)	2	01-7439	191725	280,073
Capital Leases (Porter Building)	4	01-7439	74912	328,531
Supp Early Retirement Program (2/3)	40,606	01-5800	82341/1091392	247023/4365568

Type of Commitment (continued)	Prior Year (2010-11)	Current Year (2011-12)	1st Subsequent Year (2012-13)	2nd Subsequent Year (2013-14)
	Annual Payment (P & I)	Annual Payment (P & I)	Annual Payment (P & I)	Annual Payment (P & I)
Capital Leases				
Certificates of Participation	65,000	65,000	70,000	70,000
General Obligation Bonds	1,560,000	1,755,000	1,970,000	2,200,000
Supp Early Retirement Program	1,242,834	1,242,834	1,242,834	0
State School Building Loans				
Compensated Absences				

Other Long-term Commitments (continued):

Type of Commitment	Prior Year (2010-11)	Current Year (2011-12)	1st Subsequent Year (2012-13)	2nd Subsequent Year (2013-14)
Certificates of Participation (2)	35,000	40,000	40,000	40,000
Capital Leases (Linscott)	12,323	13,285	0	0
Capital Leases (SIS/Busses)	183,249	191,725	88,348	0
Capital Leases (Porter Building)	70,672	74,912	79,482	84,410
Supp Early Retirement Program (2/3)	1,173,733	1,173,733	1,173,733	1,173,733
Total Annual Payments:	4,342,811	4,556,489	4,664,397	3,568,143
Has total annual payment increased over prior year (2010-11)?		Yes	Yes	No

S6B. Comparison of the District's Annual Payments to Prior Year Annual Payment

DATA ENTRY: Enter an explanation if Yes.

- 1a. Yes - Annual payments for long-term commitments have increased in one or more of the current or two subsequent fiscal years. Explain how the increase in annual payments will be funded.

Explanation:
(Required if Yes
to increase in total
annual payments)

Increase in funding due to GO Bond Payments. Other smaller increases are included in MYP's

S6C. Identification of Decreases to Funding Sources Used to Pay Long-term Commitments

DATA ENTRY: Click the appropriate Yes or No button in Item 1; if Yes, an explanation is required in Item 2.

1. Will funding sources used to pay long-term commitments decrease or expire prior to the end of the commitment period, or are they one-time sources?

No

2. No - Funding sources will not decrease or expire prior to the end of the commitment period, and one-time funds are not being used for long-term commitment.

Explanation:
(Required if Yes)

S7. Unfunded Liabilities

Identify any changes in estimates for unfunded liabilities since first interim projections, and indicate whether the changes are the result of a new actuarial valuation.

S7A. Identification of the District's Estimated Unfunded Liability for Postemployment Benefits Other Than Pensions (OPEB)

DATA ENTRY: Click the appropriate button(s) for items 1a-1c, as applicable. First Interim data that exist (Form 01CSI, Item S7A) will be extracted; otherwise, enter First Interim and Second Interim data in items 2-4.

1. a. Does your district provide postemployment benefits other than pensions (OPEB)? (If No, skip items 1b-4)
- b. If Yes to Item 1a, have there been changes since first interim in OPEB liabilities?
- c. If Yes to item 1a, have there been changes since first interim in OPEB contributions?

2. OPEB Liabilities

	First Interim (Form 01CSI, Item S7A)	Second Interim
a. OPEB actuarial accrued liability (AAL)	65,626,213.00	65,626,213.00
b. OPEB unfunded actuarial accrued liability (UAAL)	51,938,570.00	51,938,570.00
c. Are AAL and UAAL based on the district's estimate or an actuarial valuation?	Actuarial	Actuarial
d. If based on an actuarial valuation, indicate the date of the OPEB valuation.	Sep 08, 2009	Sep 08, 2009

3. OPEB Contributions

	First Interim (Form 01CSI, Item S7A)	Second Interim
a. OPEB annual required contribution (ARC) per actuarial valuation or Alternative Measurement Method		
Current Year (2011-12)	5,591,273.00	5,591,273.00
1st Subsequent Year (2012-13)	5,956,311.00	5,956,311.00
2nd Subsequent Year (2013-14)	6,369,143.00	6,369,143.00
b. OPEB amount contributed (for this purpose, include premiums paid to a self-insurance fund) (Funds 01-70, objects 3701-3752)		
Current Year (2011-12)	3,285,784.00	3,572,445.00
1st Subsequent Year (2012-13)	3,878,454.00	3,824,791.00
2nd Subsequent Year (2013-14)	4,515,095.00	4,194,160.00
c. Cost of OPEB benefits (equivalent of "pay-as-you-go" amount)		
Current Year (2011-12)	5,079,386.00	5,079,386.00
1st Subsequent Year (2012-13)	5,480,017.00	5,480,017.00
2nd Subsequent Year (2013-14)	5,585,584.00	5,585,584.00
d. Number of retirees receiving OPEB benefits		
Current Year (2011-12)	251	251
1st Subsequent Year (2012-13)	207	207
2nd Subsequent Year (2013-14)	153	153

4. Comments:

S7B. Identification of the District's Unfunded Liability for Self-insurance Programs

DATA ENTRY: Click the appropriate button(s) for items 1a-1c, as applicable. First Interim data that exist (Form 01CSI, Item S7B) will be extracted; otherwise, enter First Interim and Second Interim data in items 2-4.

1. a. Does your district operate any self-insurance programs such as workers' compensation, employee health and welfare, or property and liability? (Do not include OPEB; which is covered in Section S7A) (If No, skip items 1b-4)

Yes

b. If Yes to item 1a, have there been changes since first interim in self-insurance liabilities?

No

c. If Yes to item 1a, have there been changes since first interim in self-insurance contributions?

No

2. Self-Insurance Liabilities

a. Accrued liability for self-insurance programs
b. Unfunded liability for self-insurance programs

	First Interim (Form 01CSI, Item S7B)	Second Interim
a.	13,866,236.00	13,866,236.00
b.	0.00	0.00

3. Self-Insurance Contributions

a. Required contribution (funding) for self-insurance programs
Current Year (2011-12)
1st Subsequent Year (2012-13)
2nd Subsequent Year (2013-14)

	First Interim (Form 01CSI, Item S7B)	Second Interim
Current Year (2011-12)	45,514,061.00	45,514,061.00
1st Subsequent Year (2012-13)	47,191,005.00	47,191,005.00
2nd Subsequent Year (2013-14)	50,657,227.00	50,657,227.00

b. Amount contributed (funded) for self-insurance programs
Current Year (2011-12)
1st Subsequent Year (2012-13)
2nd Subsequent Year (2013-14)

Current Year (2011-12)	36,799,753.00	34,020,310.00
1st Subsequent Year (2012-13)	38,684,057.00	35,711,974.00
2nd Subsequent Year (2013-14)	41,548,279.00	38,106,948.00

4. Comments:

S8. Status of Labor Agreements

Analyze the status of employee labor agreements. Identify new labor agreements that have been ratified since first interim projections, as well as new commitments provided as part of previously ratified multiyear agreements; and include all contracts, including all administrator contracts (and including all compensation). For new agreements, indicate the date of the required board meeting. Compare the increase in new commitments to the projected increase in ongoing revenues and explain how these commitments will be funded in future fiscal years.

If salary and benefit negotiations are not finalized, upon settlement with certificated or classified staff:

The school district must determine the cost of the settlement, including salaries, benefits, and any other agreements that change costs, and provide the county office of education (COE) with an analysis of the cost of the settlement and its impact on the operating budget.

The county superintendent shall review the analysis relative to the criteria and standards and may provide written comments to the president of the district governing board and superintendent.

S8A. Cost Analysis of District's Labor Agreements - Certificated (Non-management) Employees

DATA ENTRY: Click the appropriate Yes or No button for "Status of Certificated Labor Agreements as of the Previous Reporting Period." If Yes, nothing further is needed for section S8A. If No, enter data, as applicable, in the remainder of section S8A; there are no extractions in this section.

Status of Certificated Labor Agreements as of the Previous Reporting Period

Were all certificated labor negotiations settled as of first interim projections?

No

If Yes, skip to section S8B.

If No, continue with section S8A.

Certificated (Non-management) Salary and Benefit Negotiations

	Prior Year (2nd Interim) (2010-11)	Current Year (2011-12)	1st Subsequent Year (2012-13)	2nd Subsequent Year (2013-14)
Number of certificated (non-management) full-time-equivalent (FTE) positions	1,076.3	1,055.4	1,055.4	1,055.4

1a. Have any salary and benefit negotiations been settled since first interim projections?

Yes

If Yes, and the corresponding public disclosure documents have been filed with the COE, complete questions 2 and 3.

If Yes, and the corresponding public disclosure documents have not been filed with the COE, complete questions 2-5.

If No, complete questions 6 and 7.

1b. Are any salary and benefit negotiations still unsettled?

No

If Yes, complete questions 6 and 7.

Negotiations Settled Since First Interim Projections

2a. Per Government Code Section 3547.5(a), date of public disclosure board meeting:

Dec 07, 2011

2b. Per Government Code Section 3547.5(b), was the collective bargaining agreement certified by the district superintendent and chief business official?

Yes

If Yes, date of Superintendent and CBO certification:

Dec 06, 2011

3. Per Government Code Section 3547.5(c), was a budget revision adopted to meet the costs of the collective bargaining agreement?

Yes

If Yes, date of budget revision board adoption:

Jan 31, 2012

4. Period covered by the agreement:

Begin Date: Jul 01, 2011

End Date: Jun 30, 2012

5. Salary settlement:

	Current Year (2011-12)	1st Subsequent Year (2012-13)	2nd Subsequent Year (2013-14)
Is the cost of salary settlement included in the interim and multiyear projections (MYPs)?	Yes	Yes	Yes

One Year Agreement

Total cost of salary settlement	1,681,722	0	0
---------------------------------	-----------	---	---

% change in salary schedule from prior year	2.5%
---	------

or

Multiyear Agreement

Total cost of salary settlement			
---------------------------------	--	--	--

% change in salary schedule from prior year (may enter text, such as "Reopener")			
--	--	--	--

Identify the source of funding that will be used to support multiyear salary commitments:

Negotiations Not Settled

6. Cost of a one percent increase in salary and statutory benefits

--

7. Amount included for any tentative salary schedule increases

Current Year (2011-12)	1st Subsequent Year (2012-13)	2nd Subsequent Year (2013-14)

Certificated (Non-management) Health and Welfare (H&W) Benefits

1. Are costs of H&W benefit changes included in the interim and MYPs?
2. Total cost of H&W benefits
3. Percent of H&W cost paid by employer
4. Percent projected change in H&W cost over prior year

Current Year (2011-12)	1st Subsequent Year (2012-13)	2nd Subsequent Year (2013-14)
Yes	Yes	Yes
17,055,877	17,918,967	19,135,399
90.0%	90.0%	90.0%
10.0%	10.0%	10.0%

Certificated (Non-management) Prior Year Settlements Negotiated Since First Interim Projections

Are any new costs negotiated since first interim projections for prior year settlements included in the interim?

No		
----	--	--

If Yes, amount of new costs included in the interim and MYPs
If Yes, explain the nature of the new costs:

--

Certificated (Non-management) Step and Column Adjustments

1. Are step & column adjustments included in the interim and MYPs?
2. Cost of step & column adjustments
3. Percent change in step & column over prior year

Current Year (2011-12)	1st Subsequent Year (2012-13)	2nd Subsequent Year (2013-14)
Yes	Yes	Yes
1,326,959	1,248,296	1,118,149
4.0%	4.0%	4.0%

Certificated (Non-management) Attrition (layoffs and retirements)

1. Are savings from attrition included in the budget and MYPs?
2. Are additional H&W benefits for those laid-off or retired employees included in the interim and MYPs?

Current Year (2011-12)	1st Subsequent Year (2012-13)	2nd Subsequent Year (2013-14)
No	No	No
No	No	No

Certificated (Non-management) - Other

List other significant contract changes that have occurred since first interim projections and the cost impact of each change (i.e., class size, hours of employment, leave of absence, bonuses, etc.):

S8B. Cost Analysis of District's Labor Agreements - Classified (Non-management) Employees

DATA ENTRY: Click the appropriate Yes or No button for "Status of Classified Labor Agreements as of the Previous Reporting Period." If Yes, nothing further is needed for section S8B. If No, enter data, as applicable, in the remainder of section S8B; there are no extractions in this section.

Status of Classified Labor Agreements as of the Previous Reporting Period

Were all classified labor negotiations settled as of first interim projections?
If Yes, skip to section S8C.
If No, continue with section S8B.

Yes

Classified (Non-management) Salary and Benefit Negotiations

	Prior Year (2nd Interim) (2010-11)	Current Year (2011-12)	1st Subsequent Year (2012-13)	2nd Subsequent Year (2013-14)
Number of classified (non-management) FTE positions				

Data must be entered for all years.

1a. Have any salary and benefit negotiations been settled since first interim projections?

n/a

If Yes, and the corresponding public disclosure documents have been filed with the COE, complete questions 2 and 3.
If Yes, and the corresponding public disclosure documents have not been filed with the COE, complete questions 2-5.
If No, complete questions 6 and 7.

1b. Are any salary and benefit negotiations still unsettled?

No

If Yes, complete questions 6 and 7.

Negotiations Settled Since First Interim Projections

2a. Per Government Code Section 3547.5(a), date of public disclosure board meeting:

2b. Per Government Code Section 3547.5(b), was the collective bargaining agreement certified by the district superintendent and chief business official?

If Yes, date of Superintendent and CBO certification:

3. Per Government Code Section 3547.5(c), was a budget revision adopted to meet the costs of the collective bargaining agreement?

n/a

If Yes, date of budget revision board adoption:

4. Period covered by the agreement:

Begin Date: End Date:

5. Salary settlement:

	Current Year (2011-12)	1st Subsequent Year (2012-13)	2nd Subsequent Year (2013-14)
--	---------------------------	----------------------------------	----------------------------------

Is the cost of salary settlement included in the interim and multiyear projections (MYPs)?

--	--	--	--

One Year Agreement

Total cost of salary settlement

--	--	--

% change in salary schedule from prior year
or

--

Multiyear Agreement

Total cost of salary settlement

--	--	--

% change in salary schedule from prior year
(may enter text, such as "Reopener")

--	--	--

Identify the source of funding that will be used to support multiyear salary commitments:

Negotiations Not Settled

6. Cost of a one percent increase in salary and statutory benefits

7. Amount included for any tentative salary schedule increases

	Current Year (2011-12)	1st Subsequent Year (2012-13)	2nd Subsequent Year (2013-14)

Classified (Non-management) Health and Welfare (H&W) Benefits

1. Are costs of H&W benefit changes included in the interim and MYPs?
2. Total cost of H&W benefits
3. Percent of H&W cost paid by employer
4. Percent projected change in H&W cost over prior year

Current Year (2011-12)	1st Subsequent Year (2012-13)	2nd Subsequent Year (2013-14)

Classified (Non-management) Prior Year Settlements Negotiated Since First Interim

Are any new costs negotiated since first interim for prior year settlements included in the interim?

- If Yes, amount of new costs included in the interim and MYPs
If Yes, explain the nature of the new costs:

--	--	--

Classified (Non-management) Step and Column Adjustments

1. Are step & column adjustments included in the interim and MYPs?
2. Cost of step & column adjustments
3. Percent change in step & column over prior year

Current Year (2011-12)	1st Subsequent Year (2012-13)	2nd Subsequent Year (2013-14)

Classified (Non-management) Attrition (layoffs and retirements)

1. Are savings from attrition included in the interim and MYPs?
2. Are additional H&W benefits for those laid-off or retired employees included in the interim and MYPs?

Current Year (2011-12)	1st Subsequent Year (2012-13)	2nd Subsequent Year (2013-14)

Classified (Non-management) - Other

List other significant contract changes that have occurred since first interim and the cost impact of each (i.e., hours of employment, leave of absence, bonuses, etc.):

S8C. Cost Analysis of District's Labor Agreements - Management/Supervisor/Confidential Employees

DATA ENTRY: Click the appropriate Yes or No button for "Status of Management/Supervisor/Confidential Labor Agreements as of the Previous Reporting Period." If Yes or n/a, nothing further is needed for section S8C. If No, enter data, as applicable, in the remainder of section S8C; there are no extractions in this section.

Status of Management/Supervisor/Confidential Labor Agreements as of the Previous Reporting Period

Were all managerial/confidential labor negotiations settled as of first interim projections?
 If Yes or n/a, skip to S9.
 If No, continue with section S8C.

Management/Supervisor/Confidential Salary and Benefit Negotiations

	Prior Year (2nd Interim) (2010-11)	Current Year (2011-12)	1st Subsequent Year (2012-13)	2nd Subsequent Year (2013-14)
Number of management, supervisor, and confidential FTE positions	126.4	126.2	126.2	126.2

1a. Have any salary and benefit negotiations been settled since first interim projections?
 If Yes, complete question 2.
 If No, complete questions 3 and 4.

1b. Are any salary and benefit negotiations still unsettled?
 If Yes, complete questions 3 and 4.

Negotiations Settled Since First Interim Projections

2. Salary settlement:

	Current Year (2011-12)	1st Subsequent Year (2012-13)	2nd Subsequent Year (2013-14)
Is the cost of salary settlement included in the interim and multiyear projections (MYPs)?	Yes	No	No
Total cost of salary settlement	288,578	0	0
Change in salary schedule from prior year (may enter text, such as "Reopener")	Furlough Days Restored		

Negotiations Not Settled

3. Cost of a one percent increase in salary and statutory benefits

4. Amount included for any tentative salary schedule increases

	Current Year (2011-12)	1st Subsequent Year (2012-13)	2nd Subsequent Year (2013-14)

Management/Supervisor/Confidential Health and Welfare (H&W) Benefits

	Current Year (2011-12)	1st Subsequent Year (2012-13)	2nd Subsequent Year (2013-14)
1. Are costs of H&W benefit changes included in the interim and MYPs?	Yes	Yes	Yes
2. Total cost of H&W benefits	2,609,464	2,738,929	2,921,518
3. Percent of H&W cost paid by employer	90.0%	90.0%	90.0%
4. Percent projected change in H&W cost over prior year	10.0%	10.0%	10.0%

Management/Supervisor/Confidential Step and Column Adjustments

	Current Year (2011-12)	1st Subsequent Year (2012-13)	2nd Subsequent Year (2013-14)
1. Are step & column adjustments included in the budget and MYPs?	Yes	Yes	Yes
2. Cost of step & column adjustments	136,626	110,638	75,588
3. Percent change in step and column over prior year	3.0%	3.0%	3.0%

Management/Supervisor/Confidential Other Benefits (mileage, bonuses, etc.)

	Current Year (2011-12)	1st Subsequent Year (2012-13)	2nd Subsequent Year (2013-14)
1. Are costs of other benefits included in the interim and MYPs?	Yes	Yes	Yes
2. Total cost of other benefits	33,600	33,600	33,600
3. Percent change in cost of other benefits over prior year	0.0%	0.0%	0.0%

S9. Status of Other Funds

Analyze the status of other funds that may have negative fund balances at the end of the current fiscal year. If any other fund has a projected negative fund balance, prepare an interim report and multiyear projection for that fund. Explain plans for how and when the negative fund balance will be addressed.

S9A. Identification of Other Funds with Negative Ending Fund Balances

DATA ENTRY: Click the appropriate button in Item 1. If Yes, enter data in Item 2 and provide the reports referenced in Item 1.

1. Are any funds other than the general fund projected to have a negative fund balance at the end of the current fiscal year?

If Yes, prepare and submit to the reviewing agency a report of revenues, expenditures, and changes in fund balance (e.g., an interim fund report) and a multiyear projection report for each fund.

2. If Yes, identify each fund, by name and number, that is projected to have a negative ending fund balance for the current fiscal year. Provide reasons for the negative balance(s) and explain the plan for how and when the problem(s) will be corrected.

ADDITIONAL FISCAL INDICATORS

The following fiscal indicators are designed to provide additional data for reviewing agencies. A "Yes" answer to any single indicator does not necessarily suggest a cause for concern, but may alert the reviewing agency to the need for additional review.

DATA ENTRY: Click the appropriate Yes or No button for items A2 through A9; Item A1 is automatically completed based on data from Criterion 9.

- A1. Do cash flow projections show that the district will end the current fiscal year with a negative cash balance in the general fund? (Data from Criterion 9B-1, Cash Balance, are used to determine Yes or No)

- A2. Is the system of personnel position control independent from the payroll system?

- A3. Is enrollment decreasing in both the prior and current fiscal years?

- A4. Are new charter schools operating in district boundaries that impact the district's enrollment, either in the prior or current fiscal year?

- A5. Has the district entered into a bargaining agreement where any of the current or subsequent fiscal years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?

- A6. Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?

- A7. Is the district's financial system independent of the county office system?

- A8. Does the district have any reports that indicate fiscal distress pursuant to Education Code Section 42127.6(a)? (If Yes, provide copies to the county office of education.)

- A9. Have there been personnel changes in the superintendent or chief business official positions within the last 12 months?

When providing comments for additional fiscal indicators, please include the item number applicable to each comment.

Comments:
(optional)

A8. Based on the current State budget and potential tax initiatives not passing November, our records indicate we are qualified and unable to meet our obligations in the 3rd year.

End of School District Second Interim Criteria and Standards Review



PAJARO VALLEY UNIFIED SCHOOL DISTRICT



Board Agenda Backup

Item No: 15.4

Date:	March 14, 2012
Item:	Approve Resolution #11-12-12 Acknowledging March 12 - 16, 2012, as Adult Education Week.
Overview:	Through the attached resolution, PVUSD wishes to recognize the importance of adult education.
Recommendation:	Approve resolution #11-12-12

Prepared By: Dorma Baker, Superintendent

Superintendent's Signature: Dom Baker



PAJARO VALLEY UNIFIED SCHOOL DISTRICT

**RESOLUTION # 11-12-12
WEEK OF ADULT EDUCATION, MARCH 12 - 16, 2012**

WHEREAS, that from March 12 through March 16 the State of California will observe Adult Education Week, the Pajaro Valley Unified School District, its Trustees and staff, acknowledge that Watsonville/Aptos Adult Education serves the changing economic and cultural needs of a vigorous, expanding community; and

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

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

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

WHEREAS, Watsonville/Aptos Adult Education, provides a way for adults to complete high school studies in their own time and pace; and

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

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

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

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

WHEREAS, by providing these services, Watsonville/Aptos Adult Education has become an invaluable support to the entire Pajaro Valley Unified School District community.

NOW, THEREFORE, on behalf of the Trustees, I, Leslie L. DeRose, President of the Board of the Pajaro Valley Unified School District, do hereby proclaim the week of March 12 through March 16, 2012, as: "ADULT EDUCATION WEEK" in the Pajaro Valley Unified School District and salute the administration, teachers, and students of Watsonville/Aptos Adult Education and honor their efforts and accomplishments on this day.

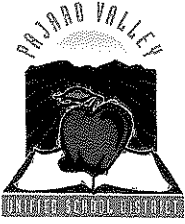
IN WITNESS WHEREOF, I hereunto set my hand and cause the seal of the Pajaro Valley Unified School District to be affixed this 14th day of March, 2012.

PASSED AND ADOPTED ON WEDNESDAY, MARCH 14, 2012 BY THE FOLLOWING VOTE:

AYES: ____; NAYS: ____; ABSTENTIONS: ____; ABSENT: ____

Leslie L. DeRose, President of the Board

PAJARO VALLEY UNIFIED SCHOOL DISTRICT



Board Agenda Backup

Item No: 15.5

Date: March 14, 2012

Item: First Reading of the Student Calendar for the 2012-2013 School Year

Overview: The District developed its Calendar Committee comprised of parents, teachers, classified staff, principals, district personnel and union leadership in January of 2012. The Calendar committee was charged with creating student calendars for the next three years: 2012-13, 2013-14, 2014-15.

Over the course of three meetings, the committee successfully completed a draft of the 2012-2013 school calendar. The committee felt it necessary to bring forward the first calendar as early as possible as there are pending professional development activities and summer school programs that need to be scheduled upon approval of the calendar. The committee will continue to work on the 2013-14 and 2014-15 calendars and plans to present these to the Governing Board in April.

As per the collective bargaining agreement between the Pajaro Valley Unified School District and the Pajaro Valley Federation of Teachers, within ten (10) days after presentation to the Board either the District or the Union may provide written notice to the other party of intent to meet and negotiate on any and all of the recommendations of the calendar committee that are within the scope of negotiations.

If neither party notifies the other in writing, the calendar committee report shall be considered for adoption by the Governing Board at the next regular meeting following expiration of the ten (10) day notification period. If the Board does not adopt the recommended calendars, they shall be resubmitted for further negotiations. The calendar shall be subject to ratification by both the District and PVFT after completion of the process.

Recommendation: Approve the first reading of the Student Calendar for the 2012-2013 school year

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

Superintendent's Signature:

A handwritten signature in cursive script, appearing to read "Dan Burt".

**Pajaro Valley Unified School District
2012-2013
FIRST READING - DRAFT**



JULY

M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

AUGUST

M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

SEPTEMBER

M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

OCTOBER

M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

NOVEMBER

M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

DECEMBER

M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

CODE:

- Legal Holiday
- Stu/Tchr Recess
- Teacher Work Day
- Begin/End Qtr/Sem
- Trimesters
- SBC Days

16th SBC Day
17th Teacher Work Day
20th Begin/End Qtr/Sem

10 Student Days

3rd Labor Day

19 Student Days

17th End Qtr/Semester
18th Begin Qtr/Semester

23 Student Days

12th Veterans Day
13th Trimester Ends
21st-23rd Stu/Tchr Recess
22nd Thanksgiving
23rd Holiday

18 Student Days

20th End Qtr/Semester
12/21/12-1/11/13 Winter Brk
24th Holiday
25th Christmas
28th Classified Floater Holiday
31st Holiday
14 Student Days

1st Semester - 84 student days

JANUARY

M	T	W	T	F
		2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

FEBRUARY

M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	

1 Holiday
12/21/12-1/11/13 Wntr Brk
14th Begin Qtr/Semester
10-11 SBC Days
21 Martin Luther King Day
13 Student Days

11 Lincoln's Birthday
18 President's Holiday

18 Student Days

MARCH

M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

7th Trimester Ends
25th End Qtr/Semester
26th Begin Qtr/Semester
31 Easter Sunday

21 Student Days

APRIL

M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

1-5 Spring Recess

17 Student Days

MAY

M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

27 Memorial Day

22 Student Days

JUNE

M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

7th End Qtr/Semester
7th Trimester Ends

5 Student Days

180 Instructional Days

2nd Semester - 96 student days