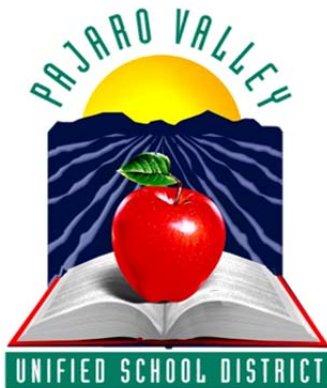## PAJARO VALLEY UNIFIED SCHOOL DISTRICT
MISSION STATEMENT

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.

May 28, 2014
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/Conference with Labor Negotiator
        a. CSEA
        b. PVFT
        c. Unrepresented Units: Management and Confidential
        d. Substitutes – Communication Workers of America (CWA)

  2.4   Claims for Damages

  2.5   Existing Litigation

  2.6   Pending Litigation

  2.7   Anticipated Litigation

  2.8   Real Property Negotiations

3.0 <u>OPENING CEREMONY – MEETING OF THE BOARD IN PUBLIC - 7:00 P.M.</u>
  3.1   Pledge of Allegiance

  3.2   Welcome by Board President
        Trustees Leslie DeRose, Maria Orozco, Karen Osmundson, Lupe Rivas, Jeff Ursino, Willie
        Yahiro and President Kim De Serpa

  3.3   Superintendent Comments

  3.4   Governing Board Comments/Reports Standing Committees Meetings   (*1 min per trustee*)

  3.5   Student Recognition
        - Anabel Willy, Bradley Elementary School
        - Will Borton, Linscott Charter School
        - Bryan A. Tahuite, Academic Vocational Charter Institute
        - Rachel Marina Hernandez, Pacific Coast Charter School
        - Adrian Rocha-Rocha, Pajaro Valley High School (from April)
        - Cesar Giovanni Garcia, Watsonville High School (from April)

4.0 APPROVAL OF THE AGENDA

5.0 APPROVAL OF MINUTES
  a) Minutes for May 14, 2014

6.0 HIGH SCHOOL STUDENTS BOARD REPRESENTATIVES REPORT   (3 min. per school)

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

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

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

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

9.1   Purchase Orders May 8 - 21, 2014
         The PO's will be available in the Superintendent's Office.

9.2   Warrants May 8 - 21, 2014
         The warrants will be available in the Superintendent's Office.

9.3   Approve Special Education Local Agency Plan (SELPA) Annual Service and Budget Plan for 2014-15.

9.4   Approve PVUSD Representation from Aptos High School, Pajaro Valley High School and Watsonville High School to California Interscholastic Federation (CIF).

9.5   Approve Resolution # 13-14-25, Change in Authorized Representative for MSHS Centers with Department of Social Services / Community Care Licensing, effective June 2, 2014.

9.6   Approve Procurement of Ten (10) – Eighty-two (82) Passenger School Buses Along with the Procurement and Installation of Cameras and Radios for the Existing Bus Feet through a Pre-existing Bid. Five-year Lease-to-Own Purchase Agreement.

9.7   Approve Correction to Student ID Number for CAHSEE Passage Waiver for Student ID 13-14-25 – English Language Arts, Pajaro Valley High School (approved on April 23, 2014 with incorrect ID #13-14-26)

9.8   Approve CAHSEE Passage Waiver for Student #13-14-35, Mathematics, Watsonville High School.

9.9   Approve CAHSEE Passage Waiver for Student #13-14-36, English Language Arts, Watsonville High School.

9.10   Approve CAHSEE Passage Waiver for Student #13-14-37, English Language Arts, Watsonville High School.

9.11   Approve CAHSEE Passage Waiver for Student #13-14-39, English Language Arts, Watsonville High School.

9.12   Approve CAHSEE Passage Waiver for Student #13-14-40, English Language Arts, Academic Vocational Charter Institute (AVCI).

9.13   Approve CAHSEE Passage Waiver for Student #13-14-41, English Language Arts, Watsonville High School.

9.14   Approve Aptos High School Water Tank Replacement Project – Measure L #8101 – Project Change Order.

9.15   Approve Ohlone Elementary School Kinder Playground Renovation Project – Measure L #8554 – Project Closeout and Project Notice of Completion.

9.16   Approve Aptos High School Stadium Bleacher and Sound System Project – Measure L #8102 – Project Change Order.

9.17   Approve Construction Project Management Services Amendments.

The administration recommends approval of the Consent Agenda.

10.0   DEFERRED CONSENT ITEMS

11.0   REPORT AND DISCUSSION ITEMS
11.1   Report and discussion on the Governor's May Budget Revision.
Report by Brett McFadden, CBO.   *10 min. report; 15 min. discussion*

11.2   Report and discussion on Smarter Balanced Assessment Consortium (SBAC) Field Tests.
Report by Susan Pérez, Assistant Superintendent, C&I, and Frances Whitney, Coordinator, Research, Accountability and Assessment.   *10 min. report; 10 min. discussion*

12.0   REPORT, DISCUSSION AND POSSIBLE ACTION ITEMS
12.1   Report, discussion and possible action to a Adopt Board Policy and Administrative Regulation #5141.52, Suicide Prevention.
Report by Murry Schekman, Assistant Superintendent.   *5 min report; 10 min. discussion*

12.2   Report, discussion and possible action to approve Resolution #13-14-24, Reduction of a Particular Kind of Classified Employee Service.
Report by Pam Shanks, Director, Classified Staff.   *2 min report; 2 min. discussion*

12.3   Report, discussion and possible action to approve the Instructional Technology Use Plan for 2014 – 2017.
Report by Tim Landeck, Technology Director.   *10 min report; 10 min. discussion*

13.0   ACTION ON CLOSED SESSION

14.0   UPCOMING BOARD MEETINGS/REMAINING BOARD MEETINGS FOR 2014
All meetings, unless otherwise noted, take place at the District Office Boardroom, 292 Green Valley Road, Watsonville, CA. Closed Session begins at 6:00 pm; Open Session begins at 7:00 pm.

		Comment
June	▪ 11	
	▪ 25	▪ 2014-2015 Budget Adoption
July	No Meetings	
August	▪ 13	
	▪ 27	
September	▪ 10	▪ Unaudited Actuals
	▪ 24	
October	▪ 8	
	▪ 22	
November	▪ 12	▪

| December | ▪ 10 Annual Org. Mtg. | ▪ Approve 1st Interim Report |

15.0   ADJOURNMENT

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

New Hires – Probationary	
4	Teachers
4	Instructional Assistant –Moderate/Severe
3	Instructional Assistant – General Education
Promotions	
1	Instructional Assistant –Moderate/Severe
New Hires	
	None
New Substitutes	
11	Substitutes
Administrative Appointments	
2	Principals
Transfers	
	None
Other	
1	Director
Extra Pay Assignments	
24	Coaches
Extra Period Assignments	
	None
Leaves of Absence	
1	Instructional Assistant – Mild/Moderate
1	Office Manager
2	Cafeteria Assistant
Retirements	
	None
Resignations/Terminations	
	None
Supplemental Service Agreements	
69	Teachers

Miscellaneous Actions	
1	Office Manager
Separations From Service	
1	Instructional Assistant – Moderate/Severe
1	Custodian II
Limited Term – Projects	
1	Administrative Secretary II
2	Administrative Secretary III
2	Cafeteria Assistants
1	Community Service Liaison I
2	Custodian I
1	Data Entry Specialist
4	Instructional Assistant – General Education
1	Instructional Support Clerk
1	Language Support Liaison II
1	Lead Custodian II
1	Library Media Technician
1	Office Assistant II
4	Office Assistant III
1	Office Manager
4	Parent Education Specialist
1	Payroll Technician
3	Translator
Exempt	
13	Childcare
3	Migrant Outside Work Experience (OWE)
1	Pupil
1	School Crossing Guard
6	Student Helper
6	Workability
5	Yard Duty
Provisional	
1	Attendance Specialist
1	Office Assistant III
1	Site Computer Support Technician
	None

Limited Term - Substitute	
2	Cafeteria Assistant
1	Custodian I
1	Instructional Assistant – General Education
1	Warehouse Worker II

May 14, 2014
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
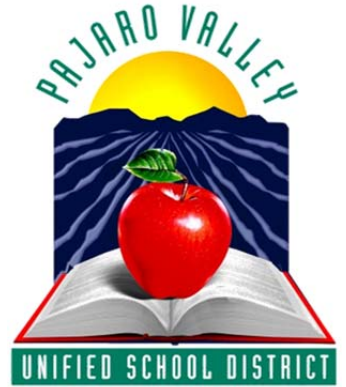
1.0 **CLOSED SESSION OPENING CEREMONY IN OPEN SESSION – 6:00 P.M.**
    1.1 **Call to Order**
Vice President/Clerk Rivas called the meeting of the Board to order in public at 6:02 PM at 292 Green Valley Road, Watsonville, CA.

    1.2 **Public comments on closed session agenda.**
None.

2.0 **CLOSED SESSION (AND AFTER REGULAR SESSION IF NECESSARY)**
    2.1 **Public Employee Appointment/Employment, Government Code Section 54957**
        a. **Certificated Employees**
        b. **Classified Employees**

New Hires – Probationary	
1	Cafeteria Assistant
2	Instructional Assistant Mild/Moderate
1	Planning Assistant
1	Site Computer Support Technician
Promotions	
	None
New Hires	
	None
New Substitutes	
	None
Administrative Appointments	
1	*Principal (Replacement)*
1	*Program Director (Replacement)*
Transfers	
	None

Other	
1	Assistant Principal
Extra Pay Assignments	
14	Coach
Extra Period Assignments	
	None
Leaves of Absence	
1	Accounting Operations Manager
1	Cafeteria Cook/Baker
1	Custodian II
1	Library Media Technician
1	Warehouse Delivery Worker
3	Teacher
1	Coordinator Program Op
1	Activities Director
1	*Director*
1	*Assistant Teacher*
Retirements	
	None
Resignations/Terminations	
	None
Supplemental Service Agreements	
32	Teacher
8	Family Home Care Specialists
Miscellaneous Actions	
1	Behavior Technician
1	Child Welfare & Attendance Analyst
1	Site Computer Technician
Separations From Service	
1	*Director*
1	*Principal*
Limited Term – Projects	
5	Enrichment Specialist
4	Parent Education Specialist
Exempt	
1	Childcare

1	Student Helper
Provisional	
	None
Limited Term - Substitute	
	None

2.2   Public Employee Discipline/Dismissal/Release/Leaves
     a. Resolution #13-14-22, Non Reelection of Certificated Probationary Employees
     b. Resolution #13-14-23, Reassignment of Administrator

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   Existing Litigation

2.6   Pending Litigation

2.7   Anticipated Litigation
     - Settlement Agreement with 1 Certificated Employee
This item was pulled.

2.8   Real Property Negotiations

2.9   4 Expulsions

2.10   Superintendent's Evaluation

3.0   OPENING CEREMONY   – MEETING OF THE BOARD IN PUBLIC - 7:00 P.M.
President De Serpa called the meeting of the Board in public to order at 7:13 PM.

3.1   Pledge of Allegiance
Trustee DeRose led the Board in the Pledge of Allegiance.

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

President De Serpa welcomed all to the meeting and congratulated the recipients of the Seal of Biliteracy.

3.3   Superintendent Comments
Dorma Baker congratulated the 58 students who earned the Seal of Biliteracy highlighting that the requirements are much more rigorous. She congratulated all teachers on this special Day of the Teacher and thanked them for all the work they do.

3.4   Governing Board Comments/Reports Standing Committees Meetings

Trustee Orozco attended the biliteracy ceremony and the Day of the Teacher event. She will attend the migrant head start meeting the following day.

Trustee DeRose congratulated biliteracy seal recipients. She commented on the success of the 3rd annual 4th grade experience at Cabrillo College, where all 4th graders in the county, about 2800, get to enjoyed a day on campus and learned about life as college students. She thanked all volunteers and staff who participated in the event.

Trustee Rivas welcomed all; she attended the ACSA dinner and many of our administrators were recognized, including Dorma Baker as superintendent of the year. She attended the Migrant Education Parent Advisory Committee meeting and said farewell to Faris Sabbah who has joined Monterey County Office of Education as an Assistant Superintendent for Student Services. She visited Duncan Holbert School.

Karen Osmundson attended the Youth City Council, visited the PVUSD Art exhibit at the City offices, attended the ACSA Awards Dinner as well – congratulations to Victoria Sorensen of New School and ShaKenya Edison from Student Services who also received an award. She went to see the West Side Story play at Watsonville High. She attended the Queer Youth Leadership Award event. She was able to be at the Day of the Teacher celebration as well as at the biliteracy seal award event. She will attend the Migrant Head Start meeting the following day.

Dorma Baker added that the 4th grade experience was very exciting. Encouraged the audience to volunteer – we always need escorts. Trustee DeRose was the main organizer and she did an amazing jog. Student art will be on display in the City offices for the entire year. It is worth seeing and something to be proud of.

President De Serpa attended the ACSA event; besides those administrators mentioned, the following were also honored: Susan Perez, Allison Niizawa, Kim Sweeney, and Casey O'Brien. She added the Mr. Schekman played a part on the West Side Story drama production.

3.5 Jacob Young Financial – Classified Employee of the Month Award
Jacob Young and staff recognized the following classified staff:
  - *Anita Bistrin, Librarian, Radcliff Elementary School – March 2014*
  - *Atalo Cruz, Behavior Technician, SELPA – April 2014*
  (Not present)
  - *Annette Nartates, Purchasing Specialist, Adult Education, May 2014*

3.6 Jacob Young Financial – Certificated Employee of the Month Award
Mr. Young noted that the teachers were not able to be at the meeting.
  - *Gretchen Miller, Aptos High School, May 2014*
  - *Rosie Ramirez, Watsonville High School, May 2014*

4.0 APPROVAL OF THE AGENDA
Trustee DeRose moved to approve the agenda, pulling item 2.7 and 3.6. Trustee Orozco seconded the motion. The motion passed unanimously.

5.0 APPROVAL OF MINUTES
a) Minutes for April 23, 2014
Trustee Orozco moved to approve the minutes for April 23, 2014. Trustee Ursino seconded the motion. The motion passed 4/0/3 (DeRose, Rivas, Yahiro abstained).

6.0 HIGH SCHOOL STUDENTS BOARD REPRESENTATIVES REPORT   (3 min. per school)
The following students reported on current and upcoming events at the site, including sports updates and end of year celebrations: LaMaya Gross and Teagan Knight of Aptos High School; Brenda Vargas of Renaissance High School; and Adam Ledesma and Vanessa Gonzalez of Watsonville High School.

President DeSerpa closed the regular meeting and opened the public hearing.

7.0   PUBLIC HEARING ON DEVELOPER FEES

7.1   Report on Approving School Facilities Needs Analysis and Resolution #13-14-18 for Level 2/3 Developer Fees and Residential and Commercial/Industrial Development School Fee Justification Studies and Adoption of Resolution #13-14-20 for Level 1 Developer Fees pursuant to state law.
Report by Brett McFadden, CBO.

Brett McFadden reported that this is an annual legal requirement. The Dolinka group conducted the analyses. Mr. McFadden introduced Mr. Larry Ferchaw of Dolinka to present.

Mr. Ferchaw reported that the Level 1 developer fees propose a 16 cent increase for residential construction, from $3.20 to $3.36 per square foot, and a 3 cent per foot increase for commercial/industrial construction. The district also qualifies for Levels 2 and 3, which can be levied in lieu of Level 1 fees on residential construction. The proposed fee for Level 2 of $4.33 per square foot is $1.23 lower than the current fee of $5.56. Level 3 fees may be levied in lieu of Level 2 fees only in the event that the state runs out of school facility funding. The needs analysis concluded that level 3 for all residential housing types shall be at $8.66. At this time, funding remains in the state school construction amount and the district is therefore not authorized to assess Level 3 fees. The district has historically imposed Level 2 fees on new construction within the district. Mr. Ferchaw concluded his presentation by stating that typically fees are implemented on July 1st but the recommendation is to start assessing the new fee immediately.

7.2   Public Comment
Jack Carroll, PVFT executive director, reviewed the report and it covers district housing capacity but does not mention class size, the numbers included,1st – 6th grades at 25 and 7th -12th grade as 27 students per room, which is less than what the union has proposed in negotiations.

7.3   Board Comments/Questions
Board participated with comments.

President DeSerpa closed the public hearing and resumed the regular board meeting.

8.0   VISITOR NON-AGENDA ITEMS
Carol Casey, teacher, thanked everyone for all the work trustees and administration. She requested higher level courses for sophomores, as well as a two year Physical Education exception, citing education code and board policy that would allow it.

Bobby Salazar, classified employee, stated that classified staff are hoping to restore much needed classified positions, such as custodial and health care positions.

Kate Hitt, bus driver, spoke about the Ewing Consulting classification study, noting she'd spent a lot of hours filling out the personnel questionnaire, and was disappointed with what they have received back from the consultant. The current description is accurately describes bus drivers' responsibilities. She asked for a salary increase for bus drivers.

Bill Beecher, community member, proposed an agenda item that would allow the Board to set priorities.

Ramiro Medrano, community member, read a report that for the first time it listed schools in California that is within ¼ mile of agricultural fields and Monterey County is one of the top counties to apply pesticides around schools. PVUSD is third on the list, and Pajaro Middle, Ohlone and Hall schools are surrounded by fields and they are affected by pesticide spraying. He noted that the community is working on a request for the board to support increasing buffer zones around the fields.

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

Francisco Rodriguez, PVFT president, in referece to the pesticide study, he said that Pajaro Middle, Ohlone and Hall District with most pesticide use around them. Santa Cruz county was not part of the study so we are not certain how they school rate. He distributed information on pesticides. We would like to reinstating the Safety Committee so that this issue can be addressed. Notifications regarding pesticide fumigation gets to the site but not on timely basis.

Bobby Salazar, CSEA member, asked for the board's approval for item #13.3, Classified Employees Week, and reminded the board of CSEA'a First Social on May 20th at Jalisco's from 4 – 6 PM.

Ulli Kummerow, PVAM, commented on what is going on at the sites at this time of closing the year and beginning the next. It is a very busy time, evaluating programs, making any necessary changes, saying goodbye to 5th graders and welcoming incoming kindergarteners at the same time. Just completed SBAC testing and it was a very good experience; the rigor is high but it was a great opportunity to take the test.

10.0   CONSENT AGENDA

Trustee DeRose moved to approve the consent agenda, deferring item #10.3. Trustee Orozco seconded the motion. The motion passed unanimously.

   10.1   Purchase Orders April 17 – May 7, 2014

   10.2   Warrants April 17 – May 7, 2014

   10.3   Approve General Services Agreement for Bond, Planning, and Financing Consulting Services with the Dolinka Group, LLC.
   This item was deferred.

   10.4   Accept Resolution #13-14-21, Supporting Alianza Charter School and Watsonville Charter School of the Arts' Application for State Facility Program Funding via the Charter School Facility Grant Funding.

   10.5   Accept Ceiba Charter School Application for Funding via the State Charter School Facilities Program.

   10.6   Approve Summer 2014 Modernization Project for Ann Soldo Elementary School.

   10.7   Approve Repainting Project for Lakeview Middle School.

   10.8   Approve Reroofing Project for Cesar Chavez Middle School.

   10.9   Approve Reroofing Project for Calabasas and Freedom Elementary Schools.

   10.10   Approve Kinder Re-Paving Project Change Order for Ohlone Elementary School.

   10.11   Approve Solar Project Change Order for Aptos High School.

11.0   DEFERRED CONSENT ITEMS
   10.3   Approve General Services Agreement for Bond, Planning, and Financing Consulting Services with the Dolinka Group, LLC.
   Public comment:
   Rocco Cappella, community member, spoke about the Dolinka agreement and a possible conflict of interest with the fiduciary responsibility. New law does not allow bond underwriters to be financial advisors.

Brett McFadden noted that the agreement is for General Services with a varied range of services. The creation of one company to oversee many of these services means they would have a global view of the district's needs as opposed to having various firms looking at their own data. He added the district is legally complaint.

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

12.0 REPORT AND DISCUSSION ITEMS
12.1 Report and discussion on the Frist Draft of Local Control Accountability Plan (LCAP).
Report by Susan Pérez, Assistant Superintendent, C&I.

Dorma Baker stated that the plan is a draft and the outcome of the meetings with the LCAP committee. It is not a completed document and we are not ready for the public hearing but it takes into consideration all stakeholder input and has been reviewed by the COE. The required public hearing will come to the board later.

Susan Pérez stated that the intent is to update the Board on the outcome of the writing committee. Input from stakeholders was taken prior to the writing committee initiating writing the plan. She commented on the various meetings administration held to obtain stakeholder input. Starting in January, administration sought input from teachers, parent groups, students and community members. The make-up of the writing committee included principals, teachers, staff from Migrant services, educational services, technology, child development, finance, foster youth, student services, special education, and cabinet. The committee worked arduously to create a comprehensive plan that incorporated identified priorities. They reviewed the template and guidelines, studied the data and developed goals based on identified need. They delineated actions for specific subgroups. Ms. Pérez noted that staff will bring back complete subgroup data to the public hearing.

Ms. Pérez gave specific information on the eight priority areas that were identified by the state. The eight areas fell into three categories: conditions of learning, pupil outcomes and engagement. Three sub-committees were developed from the writing committee to look and analyze those areas. A statement of need was created and from it 14 goals were developed. She noted that the goals have to be specific and realistic as not meeting goals two out of three years jeopardizes funding.

Over 2,000 suggestions were received from stakeholder input and there was a lot of commonality, including arts and course access. The plan calls for developing actions, services and expenditures report. The expenditures could be for new or existing services. It is critical to identify action steps that are directly related to funding thus they were developed carefully.

Next steps in the process includes review of the of the plan by DELAC and the Parent Advisory Committee, a public hearing, a board meeting for additional revisions to the plan and a final board approval of LCAP and the budget by the end of June.

In conclusion, Ms. Pérez commended the core writing committee for working hard at meeting the needs of students with the available funding.

Public comment:
Beth Giuffre, parent, is pleased to see that arts is a priority. She asked for clarification when an item is identified as negotiable.

Sharon Roddick, Assistant Superintendent of Human Resources, clarified that items noted as negotiable mean that they must be negotiated prior to implementation.

Olga Diaz, parent, thanked the writing committee as she understand the amount of effort and time to read through all the input. An area of interest is college and career readiness and would like to see a metric to measure readiness. She was pleased to hear we are looking at other districts, such as Los

Angeles and Berkeley; she added that when she looked at Berkeley's plan, it seems that it has so much additional detail and looks more like a comprehensive document. As an example, she noted that access to mental health is not detailed.

Dorma Baker explained that the district is developing the plan in the format provided by the COE, which is less narrative.

Bill Beecher, community member, issues covered are appropriate and the format is what the state provided. He feels that the board should look at a bigger plan. He asked about town hall meetings summary or and an implementation plan. Intervention should be increased and there are no changes there and goals are set low.

Jack Carroll, PVFT member, requested a list of abbreviations to be included in the plan so the public can understand it. There is no mention of the recent increase and should have a place in the LCAP plan. Prep time should also be included. The hiring of the director is one of the identified goals and along with that the district may need to hire additional staff. He suggested the district saves that money and invests in the 5th grade science program.

Sarah Henne, teacher, said that it was a complicated process with a lot of critical discussions. Felt in good company making important decisions. As the district moves forward, she encourages including more teachers and parent leaders at the table.

Board participated with comments and questions. They requested staff includes additional information on intervention, especially at the elementary level, more information on drop out and graduation rates and a comprehensive implementation plan.

13.0   REPORT, DISCUSSION AND POSSIBLE ACTION ITEMS
13.1   Report, discussion and possible action to Adopt Resolution #13-14-20 to index Level 1 Developer Fees pursuant to state law.
Report given under item 8.0.
Trustee DeRose moved to approve this item. Trustee Orozco seconded the motion. The motion passed 6/0/1 (Yahiro away from his seat).

13.2   Report, discussion and possible action to Adopt Resolution #13-14-18 to levy Level 2 and 3 Developer Fees pursuant to state law.
Report given under item 8.0.
Trustee DeRose moved to approve this item. Trustee Ursino seconded the motion. The motion passed 6/0/1 (Yahiro away from his seat).

13.3   Report, discussion and possible action to approve Resolution #13-14-17, Declaring Week of May 18-24, 2014 Classified Employees Week.
Report by Sharon Roddick, Assistant Superintendent, HR.
Sharon Roddick stated that the district cannot be effective with our children without a dedicated and talented team of classified employees. She was pleased to bring this forth to the board.

Trustee Rivas moved to approve this motion. Trustee Orozco seconded the motion. The motion passed unanimously.

14.0   ACTION ON CLOSED SESSION
2.1   Public Employee Appointment/Employment, Government Code Section 54957
a.   Certificated Employees
Trustee DeRose moved to approve the certificated employee report with the following addition: 1 Principal and 1 Program Director under Administrative Appointments (replacements), 1 Child Development Director and 1 Assistant Teacher under Leaves of Absence, and 1 Director and 1

Principal under Separations/Retirement. Trustee Ursino seconded the motion. The motion passed unanimously.

b. Classified Employees

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

2.2 Public Employee Discipline/Dismissal/Release/Leaves
a. Resolution #13-14-22, Non Reelection of Certificated Probationary Employees
b. Resolution #13-14-23, Reassignment of Administrator

Trustee DeRose reported that the Board had unanimously approved Resolutions #13-14-22 and #13-14-23.

15.0   UPCOMING BOARD MEETINGS/REMAINING BOARD MEETINGS FOR 2014
All meetings, unless otherwise noted, take place at the District Office Boardroom, 292 Green Valley Road, Watsonville, CA. Closed Session begins at 6:00 pm; Open Session begins at 7:00 pm.

		Comment
May	▪ 28	▪ Approve 3rd Interim Report
June	▪ 11	
	▪ 25	▪ 2014-2015 Budget Adoption
July	No Meetings	
August	▪ 13	
	▪ 27	
September	▪ 10	▪ Unaudited Actuals
	▪ 24	
October	▪ 8	
	▪ 22	
November	▪ 12	▪
December	▪ 10 Annual Org. Mtg.	▪ Approve 1st Interim Report

16.0   ADJOURNMENT

There being no further business to address, the meeting of the Board was adjourned at 10:15 pm.

_____
Dorma Baker, Superintendent

Date: May 28, 2014

Item: SELPA Annual Service and Budget Plan, 2014-2015

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

Recommendation: Approve
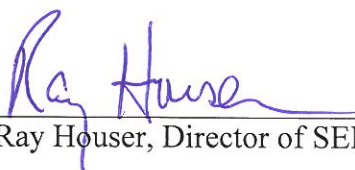
Budget Considerations:

Funding Source:

Budgeted: Yes: ☐   No: ☐

Amount:

Prepared By: _____

Ray Houser, Director of SELPA

Superintendent's Signature: _____

CERTIFICATION OF ANNUAL BUDGET PLAN
FISCAL YEAR 2014–15

1. Check one, as applicable:

[x] Single District	[ ] Multiple District	[ ] District/County
County-District-School Code/Special Education Local Plan Area (SELPA) Code 44-69799	SELPA Name Pajaro Valley Unified School District	Application Date May 28, 2014
SELPA Address 294 Green Valley Road	SELPA City Watsonville, CA	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 Dorma Baker	Telephone Number (831) 786-2100
RLA/AU Street Address 294 Green Valley Road	RLA/AU City Watsonville CA	RLA/AU Zip code 95076
Date of Governing Board Approval May 28, 2014		

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

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

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

Adopted this __28th__ day of _____May_____, __2014__.

Signed: _____
         RLA/AU Superintendent

ANNUAL BUDGET PLAN
FISCAL YEAR 2014–15

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

	Reference/Label	Instructions	Estimated Totals
A	Funds received in accordance with Chapter 7.2 (commencing with California *Education Code* [*EC*] Section 56836) (Special Education Program Funding)	SACS Resource Code 6500 (State), 3300–3499 (Federal) 6512–6535 (General Fund)	34,845,564
B	Administrative costs of the plan	SACS Goal Code 5001 Function 2100	478,428
C	Special Education services to pupils with: (1) **severe disabilities**, and (2) **low-incidence disabilities**	SACS Goal Code 5710	424,506
		SACS Goal Code 5730	1,636,273
		SACS Goal Code 5750	8,208,383
D	Special education services to pupils with **non-severe disabilities**	SACS Goal Code 5770	23,428,254
E	Supplemental aids and services to meet the individual needs of pupils placed **in regular education classrooms** and environments	Any SACS Goal Code with SACS Function Code 1130[1]	5,221,326
F	Regionalized operations and services, and direct instructional support **by program specialists** in accordance with Article 6 (commencing with Section 56836.23) of Chapter 7.2. (SELPA Program Specialists Funding)	SACS Goal Code 5050	82,300
		SACS Goal Code 5060	343,695
G	The use of **property taxes** allocated to the special education local plan area pursuant to *EC* Section 2572.	Statement is included in Local Plan	

[1] Function Activity Classification can be found at
http://www.cde.ca.gov/be/ag/ag/yr08/mar08item24a6.doc

FOR CALIFORNIA DEPARTMENT OF EDUCATION USE ONLY

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

NOTICE OF PUBLIC HEARING

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

TOPIC OF HEARING:

Final review and adoption of the SELPA-Wide Annual Service Delivery Plan and the
SELPA-wide Annual Budget Plan for 2014-2015

Note: The California State Department of Education has recently
informed all of the SELPAs in the state that they need to conduct a public
hearing on their 2014-2015 Annual Budget and Service Plans, adopt them
and submit them to the Department prior to June 30, 2014. This public
hearing enables the Pajaro Valley Unified School District SELPA to
comply with that instruction.

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

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

DATE: **May 28, 2014**

TIME: **5:30 – 6:30 P.M.**

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

FOR ADDITIONAL INFORMATION CONTACT:

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

AVISO DE UNA AUDIENCIA PÚBLICA

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

TEMA DE LA AUDIENCIA:

Revisión final y adopción del Amplio-Plan Anual de Entrega de Servicios de SELPA y el Amplio-Plan Anual de Presupuesto para el 2014-2015

> Nota: El Departamento de Educación del Estado de California recientemente ha informado a todas las oficinas de SELPA en el estado de que ellas necesitan conducir una audiencia pública en sus Presupuestos Anuales 2014-2015 y Planes de Servicios, adoptarlos y someterlos al Departamento antes del 30 de Junio del 2014. Esta audiencia pública permite al Distrito Escolar Unificado del Valle de Pájaro SELPA a cumplir con esa instrucción.

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

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

.

FECHA: **28 de Mayo, 2014**

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

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

PARA MÁS INFORMACIÓN COMUNÍQUESE al:

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

CERTIFICATION OF ANNUAL SERVICE PLAN

1. Check one, as applicable:

[x] Single District   [ ] Multiple District   [ ] District/County

County-District-School Code/Special Education Local Plan Area (SELPA) Code **44-69799**	SELPA Name Pajaro Valley Unified School District	Application Date May 28, 2014
SELPA Address 294 Green Valley Road	SELPA City Watsonville, CA	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, CA	RLA/AU Zip code 95076

Date of Governing Board Approval

May 28, 2014

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

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

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

Adopted this 28th day of _____May_____, _2014_.

Signed: _____
          RLA/AU Superintendent

FOR CALIFORNIA DEPARTMENT OF EDUCATION USE ONLY

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

Special Education Local Plan Area:

Code	Special Education Service Category Descriptions	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement*)
210	**Family training, counseling, and home visits (ages 0–2 only)**: This service includes: services provided by social workers, psychologists, or other qualified personnel to assist the family in understanding the special needs of the child and enhancing the child's development. Note: Services provided by specialists (such as medical services, nursing services, occupational therapy, and physical therapy) for a specific function should be coded under the appropriate service category, even if the services were delivered in the home.	X			34 *Code of Federal Regulations* (*CFR*) sections 300.34 (c)(3), 300.226
220	**Medical services (for evaluation only) (ages 0–2 only)**: Services provided by a licensed physician to determine a child's developmental status and need for early intervention services.	X			34 *CFR* sections 300.34 (c)(3), 300.226
32	**Correctional Institution or Incarcerated Facility** The Santa Cruz County Office of Education provides educational programs for individuals who are detained for infractions with the law. Their services include but are not limited to civic, vocational, literacy health, homemaking, technical and general education programs provided through the California Department of Corrections and Rehabilitation Division of Juvenile Justice.	X			
230	**Nutrition services (ages 0–2 only)**: These services include conducting assessments in: nutritional history and dietary intake; anthropometric, biochemical, and clinical variables; feeding skills and feeding problems; and food habits and food preferences.	X			34 *CFR* sections 300.34 (c)(3), 300.226
240	**Service coordination (ages 0–2 only)**	X			34 *CFR* sections 300.34 (c)(3), 300.226
250	**Special instruction (ages 0–2 only)**: Special instruction includes: the design of learning environments and activities that promote the child's acquisition of skills in a variety of developmental areas, including cognitive processes and social interaction; curriculum planning, including the planned interaction of personnel, materials, and time and space, that leads to achieving the outcomes in the child's individualized family service plan (IFSP); providing families with information, skills, and support related to enhancing the skill development of the child; and working with the child to enhance the child's development.	X			34 *CFR* sections 300.34 (c)(3), 300.226

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

Special Education Local Plan Area:

Code	Special Education Service Category Descriptions	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement*)
260	**Special education aide in regular development class, childcare center, or family childcare home (ages 0–2 only)**	X			34 *CFR* sections 300.34 (c)(3), 300.226
270	**Respite care services (ages 0–2 only)**: Through the IFSP process, short-term care given in-home or out-of-home, which temporarily relieves families of the ongoing responsibility for specialized care for child with a disability. (Note: only for infants and toddlers from birth through 2, but under 3.)	X			34 *CFR* sections 300.34 (c)(3), 300.226
330	**Specialized academic instruction**: Adapting, as appropriate to the needs of the child with a disability, the content, methodology, or delivery of instruction to ensure access of the child to the general curriculum, so that he or she can meet the educational standards within the jurisdiction of the public agency that apply to all children.	X			34 *CFR* Section 300.39(b)(3)
340	**Intensive individual instruction**: IEP Team determination that student requires additional support for all or part of the day to meet his or her IEP goals.	X			30 California *Education Code* (*EC*) Section 56364
350	**Individual and small group instruction**: Instruction delivered one-to-one or in a small group as specified in an IEP enabling the individual(s) to participate effectively in the total school program.	X			5 *California Code of Regulations* (*CCR*) Section 3051; 30 *EC* Section 56441.2
415	**Language and speech**: Language and speech services provide remedial intervention for eligible individuals with difficulty understanding or using spoken language. The difficulty may result from problems with articulation (excluding abnormal swallowing patterns, if that is the sole assessed disability); abnormal voice quality, pitch, or loudness; fluency; hearing loss; or the acquisition, comprehension, or expression of spoken language. Language deficits or speech patterns resulting from unfamiliarity with the English language and from environmental, economic or cultural factors are not included. Services include specialized instruction and services: monitoring, reviewing, and consultation, and may be direct or indirect, including the use of a speech consultant.	X			5 *CCR* Section 3051.1; 30 *EC* Section 56363; 34 *CFR* sections 300.34 (c)(15), 300.8 (c)(11)

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

Special Education Local Plan Area:

Code	Special Education Service Category Descriptions	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement*)
425	**Adapted physical education**: Direct physical education services provided by an adapted physical education specialist to pupils who have needs that cannot be adequately satisfied in other physical education programs as indicated by assessment and evaluation of motor skills performance and other areas of need. It may include individually designed developmental activities, games, sports, and rhythms, for strength development and fitness suited to the capabilities, limitations, and interests of individual students with disabilities who may not safely, successfully, or meaningfully engage in unrestricted participation in the vigorous activities of the general or modified physical education program.	X			5 *CCR* Section 3051.5; 30 *EC* Section 56363; 34 *CFR* sections 300.108, 300.39 (b)(2)
435	**Health and nursing–specialized physical health care services**: Specialized physical health care services means those health services prescribed by the child's licensed physician and surgeon, requiring medically related training of the individual who performs the services and which are necessary during the school day to enable the child to attend school (5 CCR Section 3051.12[b]). Specialized physical health care services include but are not limited to suctioning, oxygen administration, catheterization, nebulizer treatments, insulin administration, and glucose testing.	X			5 *CCR* Section 3051.12; 30 *EC* sections 56363, 49423.5(d) 34 *CFR* Section 300.107;
436	**Health and nursing–other services**: This includes services that are provided to individuals with exceptional needs by a qualified individual pursuant to an IEP when a student has health problems which require nursing intervention beyond basic school health services. Services include managing the health problem, consulting with staff, group and individual counseling, making appropriate referrals, and maintaining communication with agencies and health care providers. These services do not include any physician supervised or specialized health care service. IEP required health and nursing services are expected to supplement the regular health services program.	X			5 *CCR* Section 3051.12; 30 *EC* Section 56363; 34 *CFR* Section 300.107

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

Special Education Local Plan Area:

Code	Special Education Service Category Descriptions	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement*)
445	**Assistive technology services**: Any specialized training or technical support for the incorporation of assistive devices, adapted computer technology, or specialized media with the educational programs to improve access for students. The term includes a functional analysis of the student's needs for assistive technology; selecting, designing, fitting, customizing, or repairing appropriate devices; coordinating services with assistive technology devices; training or technical assistance for students with a disability, the student's family, individuals providing education or rehabilitation services, and employers.	X			5 *CCR* Section 3051.16; 30 *EC* Section 56363; 34 *CFR* sections 300.6, 300.105
450	**Occupational therapy**: Occupational Therapy (OT) includes services to improve student's educational performance, postural stability, self-help abilities, sensory processing and organization, environmental adaptation and use of assistive devices, motor planning and coordination, visual perception and integration, social and play abilities, and fine motor abilities. Both direct and indirect services may be provided within the classroom, other educational settings, or the home, in groups or individually, and may include therapeutic techniques to develop abilities, adaptations to the student's environment or curriculum, and consultation and collaboration with other staff and parents. Services are provided, pursuant to an IEP, by a qualified occupational therapist registered with the American Occupational Therapy Certification Board.	X			5 *CCR* Section 3051.6; 30 *EC* Section 56363; 34 *CFR* Section 300.34 (c)(6)

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

Special Education Local Plan Area:

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

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

Special Education Local Plan Area:

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

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

Special Education Local Plan Area:

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

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

Special Education Local Plan Area:

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

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

Special Education Local Plan Area:

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

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

Special Education Local Plan Area:

Code	Special Education Service Category Descriptions	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement*)
850	**Work experience education**: Work experience education means organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career requiring other than a baccalaureate or advanced degree.	X			5 *CCR* Section 3051.14; 34 *CFR* sections 300.39 (b)(5), 300.43
855	**Job Coaching**: Job coaching is a service that provides assistance and guidance to an employee who may be experiencing difficulty with one or more aspects of the daily job tasks and functions. The service is provided by a job coach who is highly successful, skilled and trained on the job who can determine how the employee that is experiencing difficulty learns best and formulate a training plan to improve job performance.	X			5 *CCR* Section 3051.14; 34 *CFR* sections 300.39 (b)(5), 300.43
860	**Mentoring**: Mentoring is a sustained coaching relationship between a student and teacher through ongoing involvement. The mentor offers support, guidance, encouragement and assistance as the learner encounters challenges with respect to a particular area such as acquisition of job skills. Mentoring can be either formal, as in planned, structured instruction, or informal that occurs naturally through friendship, counseling, and collegiality in a casual, unplanned way.	X			5 *CCR* Section 3051.14; 34 *CFR* sections 300.39 (b)(5), 300.43
865	**Agency linkages (referral and placement)**: Service coordination and case management that facilitates the linkage of individualized education programs under this part and individualized family service plans under part C with individualized service plans under multiple Federal and State programs, such as title I of the Rehabilitation Act of 1973 (vocational rehabilitation), title XIX of the Social Security Act (Medicaid), and title XVI of the Social Security Act (supplemental security income).	X			30 *EC* Section 56341.5 (f); 34 *CFR* Section 300.344 (3)(b)
870	**Travel training (includes mobility training)**	X			5 *CCR* Section 3051.3; 34 *CFR* sections 300.39 (c)(7)
890	**Other transition services**: These services may include program coordination, case management and meetings, and crafting linkages between schools and between schools and postsecondary agencies.	X			

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

Special Education Local Plan Area:

Code	Special Education Service Category Descriptions	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement*)
900**	**Other special education/related services**: Any other specialized service required for a student with a disability to receive educational benefit.	X			
*	*B&PC–Business and Proessional Codes* *CCR–California Code of Regulations* *CFR–Code of Federal Regulations* *EC–Education Code* *GC–Government Code*				
** **Use of CASEMIS Code 900 necessitates further explanation. Please list the other special education/related services to be provided as Code 900 on the form ASP-01b: Customized Service Descriptions.**					

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

Special Education Local Plan Area: Local Educational Agency:

ANNUAL SERVICE PLAN (001)
SELPA/Pajaro Valley Unified School District 2014-2015

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

26. Renaissance High	830								Page		of	2
27. New School	830											
28. Aptos Post Secondary	830											
29. Watsonville Post Secondary	830											
30. Alianza School	8303830 0											

Please ensure that the following are included on this form:

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

Special Education Local Plan Area: Local Educational Agency:

Other Facilities (002)
SELPA/Pajaro Valley Unified School District 2014-2015

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

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

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

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

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

Special Education Local Plan Area: Local Educational Agency:

Infant Services (003)
SELPA/Pajaro Valley Unified School District 2014-2015

List the site name and type of facility providing services to students enrolled in the LEA		Services Provided at this Location							
Site Name	Type of Facility	List the California Special Education Management Information System (CASEMIS) code associated with each service that is provided at the location listed in the left-hand column							
Duncan Holbert	15	210 730	240 740	250	415	445	450	710	725
Home	40	210 450	240 530	250 710	270 730	415 740	435	436	445
Community Sites	19	210	415	445	450				
CCS-MTU	19	460							
Pediatric Therapy Center	79	460							

Use these codes to identify the type of facility where Infant Services (ages 0–3) are provided:

00–No School (Ages 0–5 only)	10–Public Day School
11–Public Residential School	19–Other Public School/Facilities
40–Home	45–Hospital Facility
62–Child Development or Child Care Facility	65–Extended Day Care

Special Education Local Plan Area: Local Educational Agency:

Pre-School Services (004)

SELPA/Pajaro Valley Unified School District 2014-2015

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

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

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

CUSTOMIZED SERVICE DESCRIPTIONS

Special Education Local Plan Area:

California Department of Education Form ASP-01b (rev March 2014)				Special Education Division		
CASEMIS Code	Special Education Service Category Descriptions Birth–21 Years	Compliance Standard (Legal Requirement)	For CDE USE ONLY			
			Compliance	Meets Compliance		Findings/ Comments
				Yes	No	
			Has the Special Education Local Plan Area (SELPA) included: - Name of service? - Description of service? - How service provided?			

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

Board Agenda Backup

Item No: 9.4

Date: May 28, 2014

Item: California Interscholastic Federation – PVUSD Representation

Overview: Each year the Board of Trustees reviews and approves the list of employees who serve as our district representatives to the C.I.F. In the past our representatives have included the Principal and/or the Athletic Director from each of our comprehensive high schools.

It is therefore staff's recommendation that the following individuals be approved to serve as the district's representatives to the California Interscholastic Federation:

Athletic Director AHS – Mark Dorfman
Athletic Director PVHS – Joseph Manfre
Athletic Director WHS – Saul Ruiz

Recommendation: Approve

Budget Considerations:

Funding Source: N/A

Budgeted: Yes: ☐ No: ☐

Amount: $

Prepared By: Murry Schekman, Assistant Superintendent , Secondary Education

Superintendent's Signature: _Dorma Baker (td)_

2014-2015 Designation of CIF Representatives to League

Please complete the form below for each school under your jurisdiction and **RETURN TO THE CIF SECTION OFFICE (ADDRESSES ON REVERSE SIDE) no later than June 25, 2014.**

Pajaro Valley Unified School District School District/Governing Board at its <u>May 28, 2014</u> meeting,

(Name of school district/governing board)   (Date)

appointed the following individual(s) to serve for the 2014-2015 school year as the school's league representative:

PHOTOCOPY THIS FORM TO LIST ADDITIONAL SCHOOL REPRESENTATIVES

NAME OF SCHOOL   Aptos High School

NAME OF REPRESENTATIVE	Mark Dorfman	POSITION	A.D.		
ADDRESS	100 Mariner Way	CITY Aptos		ZIP 95003	
PHONE 831-688-6565	FAX 831-688-6430	E-MAIL mark_dorfman@pvusd.net			

****

NAME OF SCHOOL   Pajaro Valley High School

NAME OF REPRESENTATIVE	Joseph Manfre	POSITION	A.D.	
ADDRESS 500 Harkins Slough Rd		CITY Watsonville	ZIP 95076	
PHONE 831-728-8102	FAX 831-728-694	E-MAIL joseph_manfre@pvusd.net		

****

NAME OF SCHOOL   Watsonville High School

NAME OF REPRESENTATIVE Saul Ruiz		POSITION	A.D.	
ADDRESS 250 E. Beach Street		CITY Watsonville	ZIP 95076	
PHONE 831-728-6390	FAX 831-761-6013	E-MAIL saul_ruiz@pvusd.net		

****

NAME OF SCHOOL

NAME OF REPRESENTATIVE		POSITION	
ADDRESS		CITY	ZIP
PHONE	FAX	E-MAIL	

If the designated representative is not available for a given <u>league</u> meeting, an alternate designee of the district governing board may be sent in his/her place. **NOTE:** League representatives from public schools and private schools must be designated representatives of the school's governing boards in order to be eligible to serve on the section and state governance bodies.

Superintendent's or Principal's Name <u>Dorma Baker</u>   Signature

Address <u>294 Green Valley Rd.</u>   City Watsonville   Zip 95076

Phone <u>831-786-2100 ext. 2135</u>   Fax <u>831-761-6010</u>

PLEASE MAIL OR FAX THIS FORM DIRECTLY TO THE <u>CIF SECTION OFFICE</u>. SEE REVERSE SIDE FOR CIF SECTION OFFICE ADDRESSES.
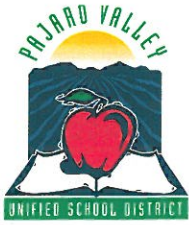
Date: May 28, 2014

Item: **Resolution # 13-14-25, Change in Authorized Representative for MSHS Centers with Department of Social Services / Community Care Licensing**

Overview: PVUSD Migrant Seasonal Head Start Programs are required to be Licensed under the Department Of Social Services / Community Care Licensing. Currently Carole Clarke is the Authorized Representative for these Licensing. This resolution places Kathy Lathrop as authorized representative until such time as a new program director is hired. Kathy will work with MSHS staff to change required paperwork into her name and to inspect sites. Transfer will take effect June 2, 2014

MSHS Sites Effected :
- Calabasas Infants/Toddlers, Facility #444400154
- Calabasas Preschool Center, Facility # 444400148
- Freedom MSHS, Facility # 440710333
- HA Hyde Presschool Center, Facility # 444400153
- Hall District MSH, Facility # 274404686
- Hall District MSH, Facility # 274408849

Recommendation: Approve Resolution # 13-14-25

Budget Considerations: None

Funding Source:

Budgeted: Yes: ☐ **No:** ☒

Amount: Total $

Prepared By: Kathy Lathrop Director, Child Development

Superintendent's Signature: _Dorma Baker (AJ)_

RESOLUTION # 13-14-25

This resolution must be adopted in order to certify the designation of Authorized Representative with Department of Social Services/ Community Care Licensing for the following Migrant Seasonal Head Start Centers: **Calabasas Infants/Toddlers, Facility #444400154; Calabasas Preschool Center, Facility # 444400148; Freedom MSHS, Facility # 440710333; HA Hyde Presschool Center, Facility # 444400153; Hall District MSH, Facility # 274404686; Hall District MSH, Facility # 274408849**

RESOLUTION # 13-14-25

BE IT RESOLVED that the Governing Board of Pajaro Valley Unified School District Authorizes entering into local agreement numbers and the person who are/is listed below is/are authorized to sign the transaction for the Governing Board:

NAME	TITLE	SIGNATURE
Kathy Lathrop	Director of Child Development	

PASSED AND ADOPTED THIS 28th day of May 2014, by the

Governing Board of **Pajaro Valley Unified School District** of **Santa Cruz** County, California.

Lupe Rivas, Clerk of the Governing Board of Pajaro Unified School District of Santa Cruz County, California, certify that the foregoing is a full, true and correct copy of a resolution adopted by the said Board at a general meeting thereof held at a regular public place of meeting and the resolution is on file in the office of said Board.

_____   _____
(Clerk's signature)   (Date)

PAJARO VALLEY UNIFIED SCHOOL DISTRICT
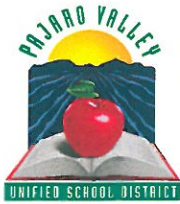
Board Agenda Backup

Item No: 9.6

Date: May 28, 2014

Item: **Procurement of ten (10) ea. eighty-two (82) passenger school buses along with the procurement and installation of cameras and radios for the existing bus fleet through a pre-existing bid. Five-year lease-to-own purchase agreement.**

Overview: Staff recommends approval for the purchase of ten ea. (10) eighty-two (82) passenger school buses along with the procurement and installation of cameras and radios for the existing bus fleet via a five-year lease-to-own agreement. Staff further recommends that this purchase be conducted via a "piggyback" bid process. Pursuant to Board Policy 3311(a), the district has found a desirable pre-existing proposal from Hemet Unified School District that reflects low pricing and meets the district's needs and specifications. The district supports the use of piggyback bids and participates in offering pre-existing bids to other districts in Santa Cruz and surrounding counties.

Terms of the agreement are included. Staff recommends a five-year lease purchase agreement and has negotiated a fixed interest rate of 2.165%. This is one of the lowest interest rates the district has secured for this type of capital expenditure. The total purchase cost would be $2,188,422.35 for the ten (10) buses along with cameras and radios for the remaining bus fleet. An annual payment of $466,515.72 will begin in the 2015-16 fiscal year. The terms and conditions associated with the agreement are typical for this type of bid award. This action would be General Fund expenditure.

Analysis

Staff has updated the board as to the continued need to replace/update aspects of its school bus fleet. The district has been aggressive at securing replacement grants from the state and regional air quality management district, but the pace and amount of these awards has been insufficient to meet full compliance with a pending state regulation. Pursuant to state law, the district must remove from service all 2-stroke, non-trappable buses no later than January 1, 2017. This procurement will put the district into compliance and remove its non-compliant buses out of service early.

The district operates the largest school transportation program in the region. The district transports, on average, approximately 35-40% of it students annually. This is significantly higher than the average district of our size and makeup. Less than 16% of California public education students are transported to and from school via school transportation programs. In addition, the district operates large after-school, summer school, and special service programs that provide transportation to district students year round. Our buses are one of the most visible aspects of the district to the public.

Transportation for students is a service highly recommended for those districts meeting transportation criteria. Transportation of students must also comply with strict access, safety, and air quality standards. Non-compliance with these standards can result in significant penalties and corrective action for the district.

The district will replace the remaining bus fleet with radios and cameras so the entire fleet is operable under one very reliable, state of the art system. Currently the district uses a radio system that is undependable for the needs of the department, inhibiting the optimal safety for students. Dispatchers need to share a unit located away from their workstation. The unit echoes throughout the office. Because of outdated software, the radio system does not provide consistent radio communication or bus locations. The purchase of cameras will give the transportation department better views within the bus hence a more secure environment for students and bus driver. Currently only 29 of 99 buses have 2 camera systems. This upgrade will provide four (4) cameras for large buses and two (2) cameras for small buses. By replacing the existing units, the entire fleet will be uniform and manageable for optimal student safety. The cost reflected in the request contains total price for the ten (10) buses and the purchase/installation of the radios and cameras.

Below is a list of the buses staff is seeking to replace. Under this proposal, ten (10) buses would be replaced. This portion of the district's bus fleet averages approximately twenty-seven (27) years old, with one of them being thirty-three (33) years old. Average mileage for these buses is above 351,000 miles.

BUS #	TYPE	CAPACITY	YEAR	MAKE	Compliance	Mileage
	LICENSE #	VIN #				
104	1	78	1980	Crown Repower	*	E758335
	39092					
110	1	84	1999	Bluebird Transit	*	1040797
	1BAANB7A5XF087749					
123	1	78	1978	Crown Repower	*	E450043
	38630					
131	1	78	1986	Crown Repower	*	63732
	1C9BH15A9GC102148					
138	1	78	1987	Crown Repower	*	88679
	1C9BH15A9HC102136					

139	1	78	1987	Crown Repower	*	66515
	1C9BH15A9HC102140					
140	1	78	1987	Crown Repower	*	80638
	1C9BH14A2HC102141					
141	1	78	1987	Crown Repower	*	90282
	1C9BH14A4HC102142					
142	1	78	1987	Crown Repower	*	90284
	1C9BH14A6HC102143					
143	1	78	1987	Crown x	361,730	94611
	1C9BH14A8HC102144					
144	1	78	1987	Crown x	388,537	94612
	1C9BH14AOHC102154					
145	1	78	1987	Crown x	dead	94609
	1C9BH14A2HC102155					
146	1	78	1986	Crown x	263,613	88680
	1C9BH14A4HC102156					
147	1	78	1987	Crown x	347188	200198
	1C9BH12AXJC102316					
148	1	78	1988	Crown x	337,382	200371
	1C9BH12A1JC102317					
149	1	84	1999	Bluebird	Transit *	1040843
	1BAANBXA1YF087782					
150	1	78	1991	Bluebird	Transit *	348871
	1BABKB7A1MF041988					
151	1	84	1999	Bluebird	Transit *	1040796
	1BAANBXA5YF087803					
152	1	84	2000	Bluebird	Transit *	1055317
	1BABNBXA7YF091520					
153	1	78	1986	Crown x	438,994	485768
	1C9BH15AXGC102112					
154	1	78	1986	Crown x	429,935	501061
	1C9BH15A9GC102165					
155	1	78	1986	Crown x	403,889	1093868
	1C9BH15A6GC102382					
156	1	87	1990	Crown x	252,386	334537
	1C9NJ12A1LC102368					
157	1	78	1981	Crown Grant	306,223	772737
	1C9BH14A1BL102168					
159	1	78	1988	Crown Grant	399,807	200370
	1C9BH12A3JC102318					

- • * Repowers, or buses in compliance
- • X 2 stroke, non-trappable
- • Average mileage 351,789
- • Average age 27 years

Other factors:

The pre-1987 Crown buses are currently getting 4-5 mpg. Estimated mpg for the new buses is 8-9 mpg. This will cut down on fuel costs and have positive environmental benefits. Staff receives approximately 3 - 5 complaints per month from parents, school staff, and the public regarding air quality concerns and "dirty smoke" from these buses. In addition, the older buses do not comply with current bus safety standards – do not include five-point safety harness, updated seats/benches, modern fire suppression materials, and emergency quick escape. This procurement will put the district in compliance with all of these factors.

Recommendation: **Administration requests approval to purchase ten (10) ea. eighty-two (82) passenger school buses along with the procurement and installation of cameras and radios for the existing bus fleet through a pre-existing bid and Five-year lease-to-own purchase agreement through Bus West Inc.**

Budget Considerations:

Funding Source: **General Fund**

Budgeted: Yes: X   No:

Amount: Total purchase price is $2,188,422.35 with an annual payment of $466,515.72 beginning in the FY 2015-16.

Prepared By: Brett McFadden, CBO
Mary Hoagland, Director of Transportation
Rich Buse, Director of Purchasing & Safety

Superintendent's Signature: _Dorma Baker (A/)_

Date: May 28, 2014

Item: **CAHSEE Passage Waiver**
English Language Arts (PVHS 13-14-26) correct case#(13-14-25)

Overview: This item is only a correction to the student case # for Board item #9.9 approved by the Board on April 23, 2014.

The required documentation was included in the packet from April 23, 2014

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 correction of student case #13-14-25

Budget Considerations: None

Funding Source:

Budgeted: Yes: ☐ No: ☐

Amount: $

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

Superintendent's Signature: _Dorma Baker_ (AH)
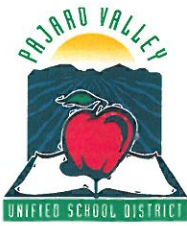
Date: May 28, 2014

Item: **CAHSEE Passage Waiver**
Math (WHS 13-14-35)

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

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

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

Recommendation: Approve

Budget Considerations: None

    Funding Source:

        Budgeted: Yes: ☐   **No:** ☐

        Amount: $

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

Superintendent's Signature: _____

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Date: 5/20/14

To The Parent/Guardian of: _____)

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

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

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

Signature of Principal: _Elaine Legorreta_   Date: 5/20/14

- -

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

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

1. An IEP that specifies the use of modification(s) on the exit examination, standardized testing, or classroom instruction and assessments.

2. Sufficient high school level coursework either satisfactorily completed or a progress in the high school level curriculum sufficient to have attained the skills and knowledge otherwise needed to pass the CAHSEE.

3. An individual score report showing that my child has received the equivalent of a passing score on the CAHSEE while using a modification that fundamentally alters what the high school examination measures as determined by the State Board of Education.

Signature of Parent: _____   Date: 5/21/14

FOR SITE USE ONLY
Date Received by Principal: _____
Student Identification Number: _____

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Student's Name: _____   Student's ID Number: _____

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

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

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

    a. Describe the nature of the student's disability as identified on the IEP (please note if this will result in overt identification of the student. *(visual & auditory memory processing speed)* has a learning disability which affects her academic achievement, particularly in the area of ELA.

    b. Describe any modification used on the ☑ English/language arts or ☐ math section of the exam (separate form must be filled out for each section:

    test questions read aloud

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

    required hearing the test Q's read aloud in order to comprehend them and earn a passing score.

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

    test/assignment questions; directions read aloud

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

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

Certified by: _____   5/21/14
               Principal's Signature   Date

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

_____   5/20/14
Signature of Student's Special Education Teacher   Date

Heather Morrison
Print Name of Student's Special Education Teacher

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

_____   _____
Signature of Student's Academic Counselor

Ruschele Viott.
Printed Name of Student's Academic Counselor

Student _____ IO _____ Date of Birth _____

IEP Meeting Date _01/22/14_____

SUPPLEMENTARY/SPECIALIZED SUPPORT

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

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

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

* If a placement or service is ending, give reason_____ .

PROMOTION STANDARDS

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

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

CALIFORNIA HIGH SCHOOL EXIT EXAMINATION (CAHSEE)

- ☐ No accommodations or modifications
- ☑ Modifications (specify) calculator, test questions read aloud
- ☑ Accommodations (specify) Extended time, flexible setting

- ☐ 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 01/22/14 _____

INSTRUCTIONAL ACCOMMODATIONS _____

Area of Difficulty	Accommodation	Responsible Agency/Personnel	Start Date
Auditory Memory, Auditory Processing	Calculator, Directions Read Aloud, test questions read aloud, notes as requested, use of packets for Indep Studies, Preferential Seating, Provide with Notes, Take Tests in Alternate Setting, Visual Models	District of Service, RS	01/22/14
Processing Speed	Extra Time: Assignments/Tests (2.0), Frequent Breaks, seat near visuals; check in freq for understanding; allow opportunity to ask Qs, Shortened Assignments, Take Tests in Alternate Setting, Tests in Short Segments	District of Service, RS	01/22/14

IEP 04B (12/11)

Pajaro Valley Unified School District

Enter Date: 8/23/2010

Graduated:

Class Of: 2014

School Name/Address

Watsonville High School
250 East Beach St
Watsonville, CA 95076

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

Counselor:

SSID:

Community Service Hours: 65

CrsID	Course Title	Mark	Credit
Watsonville High School Grd 09 12/2010			
9240	Advisory 9th	P	0.500
2435	Algebra Readiness	F	0.000
1065	BER3 /Read 180	D	5.000
1130 P	English 1	F	0.000
3910	Health	C	5.000
3605 P	Integ Science I	F	0.000
4510	N PE 9	D+	5.000
Crs Att: 30.500 Cmp: 15.500			
After School Watsonville High Grd 09 12/2010			
AS9250	AS ENRICHMENT/ELECTIVE		
Crs Att: 0.000 Cmp: 0.000 Total GPA: 0.705			
Watsonville High School Grd 09 6/2011			
9240	Advisory 9th	C-	0.500
2435	Algebra Readiness	F	0.000
1065	BER3 /Read 180	F	0.000
1130 P	English 1	F	0.000
3605 P	Integ Science I	F	0.000
5051	Intro Computers	A	5.000
4510	N PE 9	C	5.000
Crs Att: 30.500 Cmp: 10.500 Total GPA: 1.016			
Watsonville High School Grd 10 12/2011			
9241	Advisory 10th	B	0.500
5638	Agriculture/Natural Res	F	0.000
2410 P	Algebra 1A/B	D	5.000
3210 P	Biology	C	5.000
8370	Directed Study (ACM)	A	0.000
1230 P	English 2	B	5.000
7110 P	World Civ	C+	5.000
Crs Att: 30.500 Cmp: 20.500			
After School Watsonville High Grd 10 12/2011			
AS1130 P English 1 AS-2nd Sem Cr B			5.000
Crs Att: 5.000 Cmp: 5.000 Total GPA: 2.155			

CrsID	Course Title	Mark	Credit
Renaissance Grd 10 6/2012			
4610	N Adv PE	P	3.100
4610	N Adv PE	P	1.900
1740	English Elective	P	5.000
1740	English Elective	P	5.000
9250	General Elective	P	10.900
9250	General Elective	P	2.400
3010	Life Science	P	5.000
2998	Math Elective	P	0.100
2998	Math Elective	P	4.900
3650	Science Elective	P	2.500
3650	Science Elective	P	7.500
7210	US History	P	0.500
7110	World Civ	P	2.000
7110	World Civ	P	3.000
Crs Att: 53.800 Cmp: 53.800 Total GPA: 2.000			
Watsonville High School Grd 10 7/2012			
SS3410 P CP PHYSICAL SCIENCE-1st A			5.000
SS3410 P CP PHYSICAL SCIENCE-2nd B+			5.000
Crs Att: 10.000 Cmp: 10.000 Total GPA: 3.500			
Watsonville High School Grd 11 12/2012			
9245	Advisory IEP	B+	0.500
2512	Alg/Bridge to Geometry	C	5.000
9294	CAHSEE Tutorial Math	B	5.000
1330 P	English 3	A	5.000
3050 P	Environmental Horticult	B+	5.000
4610	N Physical Education 2	B	5.000
7210 P	US History	D	5.000
Crs Att: 30.500 Cmp: 30.500 Total GPA: 2.672			
Watsonville High School Grd 11 6/2013			
9245	Advisory IEP	B	0.500
2512	Alg/Bridge to Geometry	F	0.000
9294	CAHSEE Tutorial Math	A-	5.000
1330 P	English 3	B	5.000
3050 P	Environmental Horticult	B+	5.000
4610	N Physical Education 2	A-	5.000
7210 P	US History	D	5.000
Crs Att: 30.500 Cmp: 25.500			
Watsonville High S2020 Grd 11 6/2013			
2410 P	Algebra 1B S2020	F	0.000
Crs Att: 5.000 Cmp: 0.000 Total GPA: 2.155			

CrsID	Course Title	Mark	Credit
Watsonville High School Grd 12 12/2013			
9251	Advisory ESNR 12	B	0.500
9292	CAHSEE Tutorial English	B+	5.000
9294	CAHSEE Tutorial Math	B+	5.000
6120 P	Digital Photography	B	5.000
8370	Directed Study	A	5.000
1560 P	English 4/ World Lit	D	5.000
5710	ROP Criminal Justice Co		0.000
7310 P	US Government	D-	5.000
Crs Att: 35.500 Cmp: 30.500 Total GPA: 2.508			

Work In Progress

CrsID	Course Title	Mark	Credit
5710	ROP Criminal Justice Co		0.000
9251	Advisory ESNR 12		0.000
9292	CAHSEE Tutorial English		0.000
9294	CAHSEE Tutorial Math		0.000
6120 P	Digital Photography		0.000
8370	Directed Study		0.000
5474	Parenting		0.000
9061	N Teen Parent		0.000

Credit Summary - High School

	Subject Area	Req	Cmp	Def
A	English	40.00	40.00	
B	Math	20.00	20.00	
C	Biological Science	10.00	10.00	
D	Physical Science	10.00	10.00	
E	Health	5.00	5.00	
F	Fine Arts / Foreign L	10.00	5.00	5.00
G	Physical Education	20.00	20.00	
H	Applied Arts	10.00	5.00	5.00
I	World Civilization	10.00	10.00	
J	US History	10.00	10.50	
K	Federal Government	5.00	5.00	
L	Economics	5.00	0.00	5.00
M	Electives	45.00	41.30	3.70
N	Algebra	10.00	10.00	
O	Science	10.00	10.00	
X	Electives 2	0.00	0.00	
---Total Credits---		220.00	201.80	18.70

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

ants:
Cum sent to Renaissance High

Polio	2/23/1996	4/30/1996	9/23/1996	6/23/2000
DTP	2/23/1996	4/30/1996	9/23/1996	4/4/1997	6/23/2000
MMR	4/4/1997	7/23/2000		
HEP B	12/27/1995	2/23/1996	9/23/1996	
Varicella	1/30/1996			

Transcript is unofficial unless signed by a school official
School Officials
Signature _____   Date: 4/30/2014

Pajaro Valley Unified School District

Enter Date: 8/23/2010

Graduated:

Class Of: 2014

School Name/Address

Watsonville High School
250 East Beach St
Watsonville, CA 95076

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

Counselor:

SSID:

Community Service Hours: 65

		CrsID	Course Title	Mark	Credit	CrsID	Course Title	Mark	Credit

Academic GPA: 1.925 Rank 338 out of 419
Total GPA: 1.971 Rank 351 out of 419
UC/CSU GPA: 2.313

Testing Information

	CAHSEE_ELA-1-1		
CA HSEE ELA	F	11/5/2013
	CAHSEE_Math-1-1	
CA HSEE Math	F	2/5/2014

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

ient to Renaissance High

Polio	2/23/1996	4/30/1996	9/23/1996	6/23/2000	
DTP	2/23/1996	4/30/1996	9/23/1996	4/4/1997	6/23/2000
MMR	4/4/1997	7/23/2000			
HEP B	12/27/1995	2/23/1996	9/23/1996		
Varicella	1/30/1998				

Transcript is unofficial unless signed by a school official
School Officials
Signature   Date: 4/30/2014

California High School Exit Examination

Student and Parent Report

Student Name:

Date of Birth
Student ID:
Grade: 12
School: 4437901 - Watsonville High

District: 69799 - Pajaro Valley Unified

County: 44 - Santa Cruz Coun

290
SELPA 5-20-14

English-Language Arts

Test Date: 03/18/2014

Your Total Score	Score Required to Pass	Status
354	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.

Your Score
354

275   Passing Score   450

Strands for English-Language Arts

READING	Number of Questions	Number Correct
Word Analysis	7	3
Reading Comprehension	18	15
Literary Response & Analysis	20	15
WRITING		
Writing Strategies	12	5
Writing Conventions	15	11

Essay	2.0
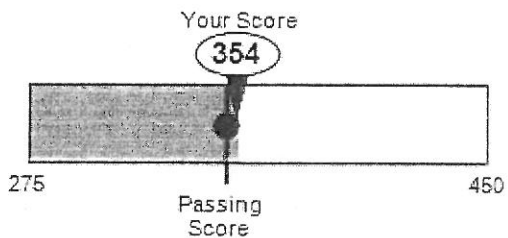
Mathematics

Test Date: 03/19/2014

Your Total Score	Score Required to Pass	Status
347	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.

Your Score
347

275   Passing Score   450

Strands for Mathematics

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

Date: May 28, 2014

Item: **CAHSEE Passage Waiver**
English Language Arts (WHS 13-14-36)

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

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

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

Recommendation: Approve

Budget Considerations: None

Funding Source:

Budgeted: Yes: ☐   No: ☐

Amount: $

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

Superintendent's Signature: _Denise Banghart-Bragg_

Dorma Baker CAA

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Date: 5/7/14

To The Parent/Guardian of

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

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

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

Signature of Principal: _____ Date: 5/9/14

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

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

1. An IEP that specifies the use of modification(s) on the exit examination, standardized testing, or classroom instruction and assessments.

2. Sufficient high school level coursework either satisfactorily completed or in progress in the high school level curriculum sufficient to have attained the skills and knowledge otherwise needed to pass the CAHSEE.

3. An individual score report showing that my child has received the equivalent of a passing **score on the CAHSEE while using a modification that fundamentally alters what the high** school examination measures as determined by the State Board of Education.

Signature of Parent _____ _____ Date: 5/12/14

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

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

Certified by: _Elaine Kazeneta_   Date: _5/7/14_
            Principal's Signature

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

_____   _5/7/14_
Signature of Student's Special Education Teacher   Date

Noe Murakami
Print Name of Student' 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.

_____   _5-7-14_
Signature of Student's Academic Counselor   Date

Ruschele Viotti
Printed Name of Student's Academic Counselor

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Student's Name   Student's ID Number:

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

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

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

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

      *has challenges in the area of auditory pro-
      cessing which affects his ability to read, write &
      spell.*

   b. Describe any modification used on the ☑ English/language arts or ☐ math
      section of the exam (separate form must be filled out for each section):

      test read aloud

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

      *Due to his specific learning disability, Isaiah
      required that the test be read aloud in order
      to be successful on the cahsee.*

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

      *extended time, questions read aloud, tests
      in alternate settings*

Student_ _____   Date of Birth_ _____

IEP Meeting Date 01/13/14 _____

SUPPLEMENTARY/SPECIALIZED SUPPORT

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

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

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

* If a placement or service is ending, give reason_____

PROMOTION STANDARDS

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

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

CALIFORNIA HIGH SCHOOL EXIT EXAMINATION (CAHSEE)

☐ No accommodations or modifications

☑ Modifications (specify) test read aloud

☑ Accommodations (specify) flexible setting, extended time

☐ Exempt due to eligibility for participation in CAPA

☐ Grade Exempt (below grade 10)

☐ Passed both subtests of the CAHSEE

Student _____ Date of Birth _____

IEP Meeting Date 01/13/14 _____

INSTRUCTIONAL ACCOMMODATIONS _____

Area of Difficulty	Accommodation	Responsible Agency/Personnel	Start Date
Auditory Memory	Directions Read Aloud, Extra Time: Assignments/Tests (1.5), oral repetition of directions, regular check ins, test read aloud, Visual Models	District of Service, Assistant, Gen. Ed. Teacher, RS	03/25/13
Processing Speed	Calculator, Break down assignments, provide examples of projects, Preferential Seating, Take Tests in Alternate Setting	District of Service, Assistant, Gen. Ed. Teacher, RS	03/25/13
Social Skills	confirm understanding of assignments, encourage student to ask for help	District of Service, Assistant, Gen. Ed. Teacher, RS	03/25/13

Pajaro Valley Unified School District

r Date: 8/20/2012

uated:

s Of: 2014

Counselo

SSID:

Community Service Hours: 50

CrsID	Course Title	Mark	Credit
Pajaro Valley High School Grd 09 12/2010			
2413 P	Algebra 1A/B (Support9T	C-	5.000
9270	Directed Study	A	5.000
1130 P	English 1	D	5.000
3910	Health	B+	5.000
3610 P	Integrated Science I	B	5.000
2978	Math B (9th)	C	5.000
4510 N	Physical Education 9	B-	5.000
Crs Att: 35.000 Cmp: 35.000 Total GPA: 2.571			
Pajaro Valley High School Grd 09 6/2011			
2413 P	Algebra 1A/B (Support9T	B	5.000
9270	Directed Study	A	5.000
1130 P	English 1	F	0.000
3610 P	Integrated Science I	D	5.000
5051	Intro Computers	B+	5.000
2978	Math B (9th)	B	5.000
4510 N	Physical Education 9	B	5.000
Crs Att: 35.000 Cmp: 30.000 Total GPA: 2.429			
Pajaro Valley High School Grd 10 12/2011			
4610 N	Adv PE	B	5.000
3210 P	Biology	C-	5.000
9270	Directed Study	A	5.000
1230 P	English 2	D-	5.000
2510 P	Geometry	D+	5.000
7110 P	World Civ	B-	5.000
Crs Att: 30.000 Cmp: 30.000			
After School Pajaro Valley High Grd 10 12/2011			
AS4306	J.V. Football (Tutorial)	P	5.000
Crs Att: 5.000 Cmp: 5.000 Total GPA: 2.333			
Pajaro Valley High School Grd 10 6/2012			
4610 N	Adv PE	B-	5.000
3210 P	Biology	C-	5.000
9270	Directed Study	A-	5.000
1230 P	English 2	D-	5.000
2510 P	Geometry	D	5.000
7110 P	World Civ	C	5.000
Crs Att: 30.000 Cmp: 30.000 Total GPA: 2.167			
Watsonville High School Grd 11 12/2012			
9245	Advisory IEP	A	0.500
3518 P	Ag Engineering/Applied	D+	5.000
2610 P	Algebra II	F	0.000
3310 P	Chemistry	F	0.000
8370	Directed Study	A	5.000
1330 P	English 3	C	5.000
7210 P	US History	D	5.000

CrsID	Course Title	Mark	Credit
Crs Att: 30.500 Cmp: 20.500 Total GPA: 1.377			
Watsonville High School Grd 11 6/2013			
9245	Advisory IEP	A	0.500
3518 P	Ag Engineering/Applied	C	5.000
2610 P	Algebra II	F	0.000
3310 P	Chemistry	D	5.000
8370	Directed Study	A	5.000
1330 P	English 3	C	5.000
7210 P	US History	D	5.000
Crs Att: 30.500 Cmp: 25.500 Total GPA: 1.705			
Watsonville High School Grd 12 12/2013			
9245	Advisory IEP	C+	0.500
9292	CAHSEE Tutorial English	B	5.000
9294	CAHSEE Tutorial Math	A	5.000
6050 P	Ceramics	B-	5.000
7410 P	Economics	D-	5.000
8373	IS Program (SpEd)	A	5.000
5155	ROP Metal Fabrication	A+	5.000
Crs Att: 30.500 Cmp: 25.500 Total GPA: 2.980			

Work In Progress		
8373	IS Program (SpEd)	0.000
9245	Advisory IEP	0.000
5410	Beginning Foods/ Nutrit	0.000
9292	CAHSEE Tutorial English	0.000
6050 P	Ceramics	0.000
8373	IS Program (SpEd)	0.000
5155	ROP Metal Fabrication	0.000
7310 P	US Government	0.000

Credit Summary - High School

Subject Area		Req	Cmp	Def
A	English	40.00	30.00	10.00
B	Math	20.00	20.00	
C	Biological Science	10.00	10.00	
D	Physical Science	10.00	10.00	
E	Health	5.00	5.00	
F	Fine Arts / Foreign L	10.00	5.00	5.00
G	Physical Education	20.00	20.00	
H	Applied Arts	10.00	10.00	
I	World Civilization	10.00	10.00	
J	US History	10.00	10.00	
K	Federal Government	5.00	0.00	5.00
L	Economics	5.00	5.00	
M	Electives	45.00	41.00	4.00
N	Algebra	10.00	10.00	
O	Science	10.00	10.00	
X	Electives 2	0.00	5.50	
---Total Credits---		220.00	201.50	24.00

GPA Summary

Academic GPA: 2.137 Rank 288 out of 419
Total GPA: 2.217 Rank 290 out of 419
UC/CSU GPA: 1.625

Testing Information

	CAHSEE_ELA-1-1		
CA HSEE ELA	F	2/4/2014	
	CAHSEE_Math-1-1		
CA HSEE Math	P	11/6/2013	

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

2/18/09 to LVMS
HS 9/12/12

Polio	10/24/1995	2/14/1996	5/2/1996	8/3/2000	
DTP	10/24/1995	2/14/1996	5/2/1996	4/23/1997	8/31/2000
MMR	8/20/1996	11/6/2000			
HEP B	7/30/1995	10/24/1995	2/14/1996		
Varicella	1/28/1998				

California High School Exit Examination

Student and Parent Report

290

4-7-14 to SELPA

District: 69799 - Pajaro Valley Unified

County: 44 - Santa Cruz Coun

English-Language Arts

Test Date: 02/04/2014

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.

Your Score
(368)

275   450

Passing Score
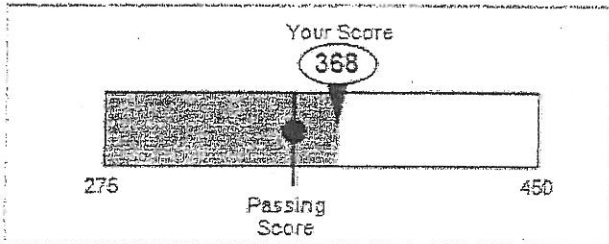
Strands for English-Language Arts

READING	Number of Questions	Number Correct
Word Analysis	7	7
Reading Comprehension	18	15
Literary Response & Analysis	20	18
WRITING		
Writing Strategies	12	9
Writing Conventions	15	6

	Your Score
Essay	2.0

Mathematics

Test Date: 02/05/2014

Your Total Score	Score Required to Pass	Status
		SATISFIED REQ

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

275   450

Strands for Mathematics

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

Date: May 28, 2014

Item: **CAHSEE Passage Waiver**
English Language Arts (WHS 13-14-37)

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

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

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

Recommendation: Approve

Budget Considerations: None

Funding Source:

Budgeted: Yes: ☐   No: ☐

Amount: $

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

Superintendent's Signature:

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Date: 5/12/14

To The Parent/Guardian of:

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

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

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

Signature of Principal: _Elaine Legorito_ Date: 5/13/14

I request that my child   vho was tested with a modification and earned the equivalent of a passing score ne 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: 5-14-14

FOR SITE USE ONLY

Date Received by Principal:_____

ntification Number:_____

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

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

Certified by: _____   Date: __5/13/14__
Principal's Signature

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

_____   __5/12/14__
Signature of Student's Special Education Teacher   Date

__Nori Murakami__
Print Name of Student' 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.

_____   __5/14/14__
Signature of Student's Academic Counselor   Date

__Rushelp Viotti__
Printed Name of Student's Academic Counselor

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Student's Name: _____ Student's ID Number: _____

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

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

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

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

        *has challenges in the area of auditory
        processing which affects his ability to listen, read,
        write, spell & 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):

        Test read aloud

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

        *required that the test be read aloud
        in order to have success on the cahsee due
        to his specific learning disability.*

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

        *Shortened assignments, questions read aloud,
        extended time, tests in alternate settings*

Student _____   Date of Birth_ _____

IEP Meeting Date 01/13/14 _____

SUPPLEMENTARY/SPECIALIZED SUPPORT

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

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

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

* If a placement or service is ending, give reason_____

PROMOTION STANDARDS

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

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

CALIFORNIA HIGH SCHOOL EXIT EXAMINATION (CAHSEE)

- ☐ No accommodations or modifications
- ☑ Modifications (specify) use of calculator, test read aloud
- ☑ Accommodations (specify) Flexible Setting, Extended Time
- ☐ Exempt due to eligibility for participation in CAPA
- ☐ Grade Exempt (below grade 10)
- ☐ Passed both subtests of the CAHSEE

Student _____   Date of Birth _____ _____

IEP Meeting Date 01/13/14 _____

INSTRUCTIONAL ACCOMMODATIONS _____

Area of Difficulty	Accommodation	Responsible Agency/Personnel	Start Date
Auditory Processing	Extra Time: Assignments/Tests (1.5), Frequent checks for understanding, Take Tests in Alternate Setting	District of Service, Assistant, Gen. Ed. Teacher, RS	04/16/13
Auditory Processing	use multiple modalities, repeition, Preferential Seating, Provide with Notes	District of Service, Assistant, Gen. Ed. Teacher, RS	04/16/13
Auditory Processing	Calculator, tests read aloud, open note test/quizzes upon teacher discretion	District of Service, Assistant, Gen. Ed. Teacher, RS	01/13/14

Gender	
M	

95

Enter Date: 8/20/2012

Graduated:

Class Of: 2014

School Name/Address
Watsonville High School
250 East Beach St
Watsonville, CA 95076

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

Counselor:

SSID:

Community Service Hours: 46

CrsID	Course Title	Mark	Credit
Marina High School Grd 09 12/2010			
6020	P DR/PNT 1	A-	5.000
3510	P Earth Sci	D	5.000
8353	Ess Math	B-	5.000
8353	Ess Math	B-	5.000
1070	Trans Acad Eng	D	10.000
9250	Tutorial Support	A	5.000
7010	Wld Geog	D	5.000
Crs Att: 40.000 Cmp: 40.000 Total GPA: 2.250			
Marina High School Grd 09 6/2011			
6020	P DR/PNT 1	B	5.000
3510	P Earth Sci	C-	5.000
8353	Ess Math	B	5.000
8353	Ess Math	B	5.000
3910	Health	D	5.000
1070	Trans Acad Eng	C-	10.000
9250	Tutorial Support	A	5.000
Crs Att: 40.000 Cmp: 40.000 Total GPA: 2.500			
Marina High School Grd 10 12/2011			
2410	P Algebra 10-12 BLK	F	0.000
6020	P DR&PT 2	B	5.000
1070	ELD 4/5	C+	5.000
1230	P English 10	C	5.000
4610	N PE	A	5.000
9250	Tutorial Support	A	5.000
7108	World History	A	5.000
Crs Att: 35.000 Cmp: 30.000 Total GPA: 2.714			
Marina High School Grd 10 6/2012			
2410	P Algebra 10-12 BLK	D	5.000
6020	P DR&PT 2	B	5.000
1070	ELD 4/5	C+	5.000
1230	P English 10	A-	5.000
4610	N PE	A	5.000
9250	Tutorial Support	B	5.000
7108	World History	D	5.000
Crs Att: 35.000 Cmp: 35.000 Total GPA: 2.571			
Watsonville High School Grd 11 12/2012			
9245	Advisory IEP	A	0.500
2512	Alg/Bridge to Geometry	C	5.000
9292	CAHSEE Tutorial English	B	5.000
8370	Directed Study	A-	5.000
1330	P English 3		0.000
3050	P Environmental Horticult	C	5.000
7540	P Psychology	B	5.000
7210	P US History		0.000
7210	P US History	P	5.000

CrsID	Course Title	Mark	Credit
Crs Att: 30.500 Cmp: 30.500 Total GPA: 2.824			
Watsonville High School Grd 11 6/2013			
9245	Advisory IEP	A	0.500
2512	Alg/Bridge to Geometry	C	5.000
9292	CAHSEE Tutorial English	C+	5.000
8370	Directed Study	A-	5.000
3050	P Environmental Horticult	B	5.000
7540	P Psychology	C+	5.000
7210	P US History	F	0.000
Crs Att: 30.500 Cmp: 25.500			
Watsonville High E2020 Grd 11 6/2013			
2998	Math Elective E2020	C	5.000
Crs Att: 5.000 Cmp: 5.000 Total GPA: 2.169			
Watsonville High School Grd 12 12/2013			
9245	Advisory IEP	C	0.500
3518	P Ag Engineering/Applied	D	5.000
9292	CAHSEE Tutorial English	C	5.000
9294	CAHSEE Tutorial Math		0.000
4600	Physical Education 2	D	5.000
5155	ROP Metal Fabrication	F	0.000
7310	P US Government	F	0.000
Crs Att: 30.500 Cmp: 15.500 Total GPA: 0.824			

Work In Progress		
9294	CAHSEE Tutorial Math	0.000
9245	Advisory IEP	0.000
3518	P Ag Engineering/Applied	0.000
9292	CAHSEE Tutorial English	0.000
8370	Directed Study	0.000
7410	P Economics	0.000
4600	Physical Education 2	0.000
5155	ROP Metal Fabrication	0.000

Credit Summary - High School

	Subject Area	Req	Cmp	Def
A	English	40.00	25.00	15.00
B	Math	20.00	25.00	
C	Biological Science	10.00	10.00	
D	Physical Science	10.00	10.00	
E	Health	5.00	5.00	
F	Fine Arts / Foreign L	10.00	20.00	
G	Physical Education	20.00	15.00	5.00
H	Applied Arts	10.00	0.00	10.00
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	55.00	
N	Algebra	10.00	10.00	
O	Science	10.00	5.00	5.00
X	Electives 2	0.00	26.50	
---Total Credits---		220.00	221.50	50.00

GPA Summary

Academic GPA:	2.257 Rank 266 out of 417
Total GPA:	2.304 Rank 276 out of 417
UC/CSU GPA:	2.091

Testing Information

		CAHSEE_ELA-1-1	
CA HSEE ELA	F	3/18/2014	
		CAHSEE_Math-1-1	
CA HSEE Math	F	3/19/2014	

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

Polio	4/11/1996	5/23/1996	6/18/1996	9/21/2000	
DTB	1/18/1996	4/11/1996	5/23/1996	3/13/1997	9/21/2000
MMR	12/5/1996	9/21/2000			
HEP B	1/18/1996	5/23/1996	11/23/1996		
Varicella	5/24/1999	7/26/2007			

Transcript is unofficial unless signed by a school official
School Officials
Signature _____   Date: 5/21/2014

California High School Exit Examination

Student and Parent Report

290
4-7-14 SELPA

Student Na

Date of Birt
Student ID:
Grade: 12
School: 443

District: 69799 - Pajaro Valley Unified

County: 44 - Santa Cruz Coun

English-Language Arts

Test Date: 02/04/2014

Your Total Score	Score Required to Pass	Status
366	350	MODIFIED

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

Your Score
366

275   450
Passing Score

Strands for English-Language Arts

READING	Number of Questions	Number Correct
Word Analysis	7	7
Reading Comprehension	18	13
Literary Response & Analysis	20	19
WRITING		
Writing Strategies	12	8
Writing Conventions	15	7

	Your Score
Essay	2.0

Mathematics

Test Date: 02/05/2014

Your Total Score	Score Required to Pass	Status
318	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.

Your Score
318

275   450
Passing Score
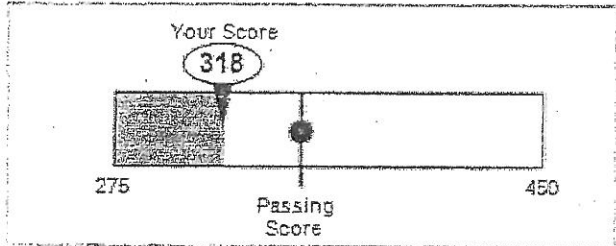
Strands for Mathematics

	Number of Questions	Number Correct
Probability & Statistics	13	1
Number Sense	17	8
Algebra & Functions	20	9
Measurement & Geometry	18	6
Algebra I	12	1

See back for details

Each student answer register two or more most significant l (lowest) and (highest) or non-significant (N/S). The average of these two scores is listed above under the heading "Your Score"
The verbal applications score could be 50% 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.

20613927

44-69799-4437901-174821

Date: May 28, 2014

Item: **CAHSEE Passage Waiver**
English Language Arts (WHS 13-14-39)

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

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

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

Recommendation: Approve

Budget Considerations: None

Funding Source:

Budgeted: Yes: ☐   **No:** ☐

Amount: $

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

Superintendent's Signature:

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Date: 5/7/14

To The Parent/Guardian of

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

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

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

Signature of Principal: Elaine Legorreta   Date: 5/7/14

I request that my child,   was tested with a modification and earned the equivalent of a pass   more parts of the CAHSEE, be granted a waiver of this California graduation requirement.

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

1. An IEP that specifies the use of modification(s) on the exit examination, standardized testing, or classroom instruction and assessments.

2. Sufficient high school level coursework either satisfactorily completed or in progress in the high school level curriculum sufficient to have attained the skills and knowledge otherwise needed to pass the CAHSEE.

3. An individual score report showing that my child has received the equivalent of a passing **score on the CAHSEE while using a modification that fundamentally alters what the high** school examination measures as determined by the State Board of Education.

Signature of Parent: Date: 5/12/14

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

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

Certified by: _____ Date: _5/7/14_
            Principal's Signature

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

_____   _5/7/14_
Signature of Student's Special Education Teacher   Date

_____
Print Name of Student' 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.

_____   _5-7-14_
Signature of Student's Academic Counselor   Date

_____
Printed Name of Student's Academic Counselor

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Student's Name: 𝓩   Student's ID Number

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

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

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

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

        *has difficulties with visual processing
        and sensory-motor skills which affect his
        ability to read & spell.*

    b. Describe any modification used on the ☑ English/language arts or ☐ math
        section of the exam (separate form must be filled out for each section):

        Test read aloud

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

        *Due to his SLD, Alex required this modification
        in order to be successful on the cahsee*

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

        *questions read aloud, alternate test setting,
        extra time,*

Student _____

Date of Birth _____ _____

IEP Meeting Date 01/13/14 · _____

SUPPLEMENTARY/SPECIALIZED SUPPORT

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

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

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

* If a placement or service is ending, give reason_____

PROMOTION STANDARDS

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

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

CALIFORNIA HIGH SCHOOL EXIT EXAMINATION (CAHSEE)

☐ No accommodations or modifications   ☐ Exempt due to eligibility for participation in CAPA

☑ Modifications (specify) test read aloud   ☐ Grade Exempt (below grade 10)

☑ Accommodations (specify) flexible setting, extended time   ☐ Passed both subtests of the CAHSEE

Student_   Z_____   Date of Birth_   ____

IEP Meeting Date 01/13/14_____

INSTRUCTIONAL ACCOMMODATIONS _____

Area of Difficulty	Accommodation	Responsible Agency/Personnel	Start Date
Processing Speed	Extra Time: Assignments/Tests (1.5), use of computer to complete assignments, tests read aloud, Provide with Notes, Shortened Assignments	District of Service, Assistant, Gen. Ed. Teacher, RS	11/14/13
Visual Processing	Visual Models, Visual Schedule	District of Service, Assistant, Gen. Ed. Teacher, RS	11/14/13
Sensory-Motor Integration	Directions Read Aloud, open note tests/quizzes when possible, Spelling Checker	District of Service, Assistant, Gen. Ed. Teacher, RS	11/14/13

CrsID		Course Title	Mark	Credit
Watsonville High School Grd 09 12/2010				
9240		Advisory 9th	B	0.500
2435		Algebra Readiness	C	5.000
1130	P	English 1	D	5.000
3910		Health	C	5.000
3605	P	Integ Science I	B	5.000
4510	N	PE 9	B	5.000
8365		Tutorial 9-12	C-	5.000
Crs Att: 30.500 Cmp: 30.500 Total GPA: 2.180				
Watsonville High School Grd 09 6/2011				
9240		Advisory 9th	A+	0.500
2435		Algebra Readiness	C	5.000
1130	P	English 1	D	5.000
3605	P	Integ Science I	A-	5.000
5051		Intro Computers	A	5.000
8364		Math Tutorial	A	5.000
4510	N	PE 9	B	5.000
Crs Att: 30.500 Cmp: 30.500 Total GPA: 3.016				
Watsonville High School Grd 10 12/2011				
9241		Advisory 10th	B	0.500
2410	P	Algebra 1A/B	D	5.000
3210	P	Biology	C	5.000
8370		Directed Study (ACM)	B-	5.000
1230	P	English 2	C	5.000
4010	P	French 1	D	5.000
5455		Health Careers/Technolo	C	5.000
7110	P	World Civ	C	5.000
Crs Att: 30.500 Cmp: 30.500 Total GPA: 2.016				
Watsonville High School Grd 10 6/2012				
9241		Advisory 10th	A-	0.500
2410	P	Algebra 1A/B	D	5.000
3210	P	Biology	C	5.000
8370		Directed Study (ACM)	B	5.000
1230	P	English 2	C	5.000
5455		Health Careers/Technolo	D	5.000
7110	P	World Civ	C-	5.000
Crs Att: 30.500 Cmp: 30.500 Total GPA: 1.869				
Watsonville High School Grd 10 7/2012				
SS9695		Food/Nutrition-1st Sess		0.000
SS9695		Food/Nutrition-1st-Sess	A+	5.000
Crs Att: 5.000 Cmp: 5.000 Total GPA: 4.000				

CrsID		Course Title	Mark	Credit
Watsonville High School Grd 11 12/2012				
9245		Advisory IEP	A-	0.500
3310	P	Chemistry	D-	5.000
8370		Directed Study	B+	5.000
1330	P	English 3	C	5.000
2510	P	Geometry	D	5.000
6115	P	ROP Digital Photo		0.000
5511		ROP Medical Occupations	B	5.000
7210	P	US History	C	5.000
Crs Att: 30.500 Cmp: 30.500 Total GPA: 2.033				
Watsonville High School Grd 11 6/2013				
9245		Advisory IEP	A-	0.500
3518	P	Ag Engineering/Applied		0.000
8370		Directed Study	C	5.000
1330	P	English 3	C	5.000
3050	P	Environmental Horticult	B-	5.000
2510	P	Geometry	D	5.000
5511		ROP Medical Occupations	C	5.000
7210	P	US History	D	5.000
Crs Att: 30.500 Cmp: 30.500 Total GPA: 1.869				
Watsonville High School Grd 12 12/2013				
9245		Advisory IEP	C	0.500
6050	P	Ceramics	B	5.000
8370		Directed Study	B+	5.000
7410	P	Economics	C-	5.000
1560	P	English 4/ World Lit	D	5.000
4600		Physical Education 2	A-	5.000
5512	P	ROP Medical Technology	C	5.000
Crs Att: 30.500 Cmp: 30.500 Total GPA: 2.492				

Work In Progress

CrsID		Course Title		Credit
9245		Advisory IEP		0.000
6050	P	Ceramics		0.000
8370		Directed Study		0.000
1560	P	English 4/ World Lit		0.000
4600		Physical Education 2		0.000
5512	P	ROP Medical Technology		0.000
7310	P	US Government		0.000

Credit Summary - High School

	Subject Area	Req	Cmp	Def
A	English	40.00	35.00	5.00
B	Math	20.00	20.00	
C	Biological Science	10.00	10.00	
D	Physical Science	10.00	10.00	
E	Health	5.00	5.00	
F	Fine Arts / Foreign L	10.00	5.00	5.00
G	Physical Education	20.00	15.00	5.00
H	Applied Arts	10.00	10.00	
I	World Civilization	10.00	10.00	
J	US History	10.00	10.00	
K	Federal Government	5.00	0.00	5.00
L	Economics	5.00	5.00	
M	Electives	45.00	45.00	
N	Algebra	10.00	10.00	
O	Science	10.00	10.00	
X	Electives 2	0.00	18.50	
---Total Credits---		220.00	216.50	20.00

GPA Summary

Academic GPA:	2.172 Rank 281 out of 419
Total GPA:	2.252 Rank 287 out of 419
UC/CSU GPA:	1.750

Testing Information

	CAHSEE_ELA-1-1		
CA HSEE ELA	F	2/4/2014	
	CAHSEE_Math-1-1		
CA HSEE Math	P	11/7/2012	

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

Polio	9/15/1995	12/20/1995	3/27/1996	5/15/2000
DTP	9/15/1995	12/20/1995	3/27/1996	1/29/1997	5/19/2000
MMR	9/9/1996	5/19/2000		
HEP B	7/14/1995	9/15/1995	3/27/1996	
Varicella				

Transcript is unofficial unless signed by a school official
School Officials
Signature _____ Date: 4/30/2014

290

4-7-14 to SELPA

Studen

Date of

Studen

Grade:

School

District: 69799 - Pajaro Valley Unified

County: 44 - Santa Cruz Coun

English-Language Arts

Test Date: 02/04/2014

Your Total Score	Score Required to Pass	Status
358	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.

Your Score
(358)

275   450

Passing Score
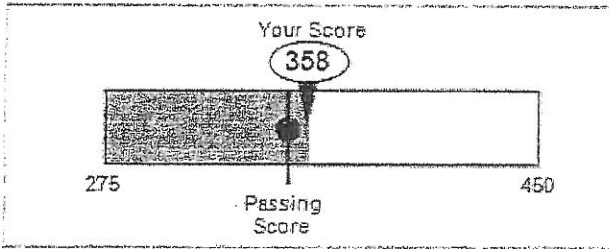
Strands for English-Language Arts

READING	Number of Questions	Number Correct
Word Analysis	7	7
Reading Comprehension	18	14
Literary Response & Analysis	20	19
WRITING		
Writing Strategies	12	7
Writing Conventions	15	4

	Your Score
Essay	2.0

Mathematics

Test Date: 02/05/2014

Your Total Score	Score Required to Pass	Status
		SATISFIED REQ

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

275   450
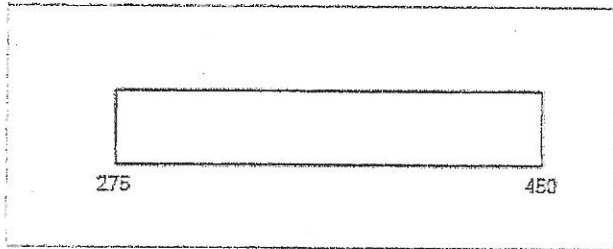
Strands for Mathematics

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

* Each student receives two scores, a higher one (a lower one) in English or mathematics (ELA). The average of these two scores is listed above under the heading "Your Score". The writing-conventions score counts for 20% of the final English-Language Arts score.

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

20613922   44-69799-4437901-174818

Board Agenda Backup

Date: May 28, 2014

Item: **CAHSEE Passage Waiver**
English Language Arts (AVCI 13-14-40)

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

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

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

Recommendation: Approve

Budget Considerations: None

Funding Source:

Budgeted: Yes: ☐   **No:** ☐

Amount: $

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

Superintendent's Signature:

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Date: 05/13/14

To ~~The Parent/Guardian of:~~ Adult Student:

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

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

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

Signature of Principal: _____   Date: 5/13/14

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

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

1. An IEP that specifies the use of modification(s) on the exit examination, standardized testing, or classroom instruction and assessments.

2. Sufficient high school level coursework either satisfactorily completed or a progress in the high school level curriculum sufficient to have attained the skills and knowledge otherwise needed to pass the CAHSEE.

3. An individual score report showing that my child has received the equivalent of a passing score on the CAHSEE while using a modification that fundamentally alters what the high school examination measures as determined by the State Board of Education.

Signature of ~~Parent~~: Adult Stu   Date: 5/13/14

FOR SITE USE ONLY	
Date Received by Principal: 5/13/14	_____
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~~ _____ nt 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. Auditory Processing deficit — weaknesses in auditory memory, sequencing, slow processing speed, and weak verbal comprehension skills. The processing disorder manifests itself in the imperfect ability to read and spell.

    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:
        Provided assistance reading items on ELA exam, as needed.

    c. State the rationale for applying the modification(s) used to achieve an equivalent passing score on the CAHSEE for this student. Difficulties in reading comprehension, vocabulary, understanding directions, and academic fluency.
        ʌ is on track to graduate June 2014 and passing all classes. He has taken the CAHSEE each time it was offered and came within 2 and 3 points of passing in Oct. 2013 + Feb. 2014.

    d. Describe the modification(s) that the student regularly uses in the classroom and on other assessments.
        Student is allowed/provided assistance reading directions, assignments, and assessments in the classroom, as needed.

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

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

Certified by: _____   5/13/14
                         Principal's Signature   Date

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

_____   05/13/14
Signature of Student's Special Education Teacher   Date

Sharon Duty, Resource Specialist
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.

_____   5/13/14
Signature of Student's Academic Counselor   Date

Bruce White
Printed Name of Student's Academic Counselor

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

Student _____   Date of Birth _____ _____

IEP Meeting Date _03/14/14_____

SUPPLEMENTARY/SPECIALIZED SUPPORT

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

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

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

* If a placement or service is ending, give reason_____

PROMOTION STANDARDS

- [x] Student is working towards a diploma and will be promoted based upon district curriculum standards [ ] without accommodations or [x] 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
- [x] Modifications (specify) Read ELA test to student, as needed
- [x] Accommodations (specify) extended time, flexible setting
- [ ] Exempt due to eligibility for participation in CAPA
- [ ] Grade Exempt (below grade 10)
- [ ] Passed both subtests of the CAHSEE

Student _____

Date of Birth _____

IEP Meeting Date 03/14/14 _____

INSTRUCTIONAL ACCOMMODATIONS

Area of Difficulty	Accommodation	Responsible Agency/Personnel	Start Date
Auditory Perception, Academic Fluency, works at a slow pace	Extra Time: Assignments/Tests (1.5), Above accommodations as needed, Preferential Seating, Provide with Notes, Take Tests in Alternate Setting	District of Service, Assistant, Gen. Ed. Teacher, RS	11/21/13
Auditory Perception	Check for understanding/clarify oral and written directions	District of Service, Assistant, Gen. Ed. Teacher, RS	11/21/13
Auditory Perception, Written Language	Grammar Checker, Encourage development of keyboarding skills, Spelling Checker	District of Service, Assistant, Gen. Ed. Teacher, RS	11/21/13
Auditory Perception, Reading & Writing Skills	For CAHSEE/or in class: Read writing prompt/reading test to student, as needed	District of Service, Assistant, Gen. Ed. Teacher, RS	03/17/14
Auditory Perception, Low reading & written lang. skills	Individual/small group instruction, when possible, for areas of difficulty	District of Service, Assistant, Gen. Ed. Teacher, RS	11/21/13

Academic Vocational Charter

Date: 1/11/2012

Iated:

Of: 2014

CrsID	Course Title	Mark	Credit
Watsonville High School Grd 09 12/2010			
9240	Advisory 9th	A+	0.500
2416 P	Algebra 1A/B (9th)	D-	5.000
1065	BER3 /Read 180	C+	5.000
1130 P	English 1	RF	0.000
3910	Health	RF	0.000
3605 P	Integ Science I	B	5.000
4510 N	PE 9	A-	5.000
Crs Att: 30.500 Cmp: 20.500 Total GPA: 2.537			
Watsonville High School Grd 09 6/2011			
9240	Advisory 9th	B	0.500
2416 P	Algebra 1A/B (9th)	D	5.000
1065	BER3 /Read 180	B	5.000
1130 P	English 1	RF	0.000
3605 P	Integ Science I	B+	5.000
5051	Intro Computers	B	5.000
4510 N	PE 9	A-	5.000
Crs Att: 30.500 Cmp: 25.500			
After School Watsonville High Grd 09 6/2011			
AS1130 P	English 1 AS	C	5.000
Crs Att: 5.000 Cmp: 5.000 Total GPA: 2.672			
Watsonville High School Grd 09 7/2011			
SS1130 P	ENGLISH 1-2nd Sem	B	5.000
SS3910	HEALTH-1st Sem	B	5.000
Crs Att: 10.000 Cmp: 10.000 Total GPA: 3.000			
Watsonville High School Grd 10 12/2011			
9241	Advisory 10th	C	0.500
3210 P	Biology	F	0.000
8370	Directed Study (ACM)	B+	5.000
1230 P	English 2	D	5.000
2510 P	Geometry	RF	0.000
6015 P	Visual Arts	B	5.000
7110 P	World Civ	RF	0.000
Crs Att: 30.500 Cmp: 15.500 Total GPA: 1.756			

CrsID	Course Title	Mark	Credit
Academic Vocational Charter Grd 10 6/2012			
3210	Biology	A+	2.500
3210	Biology	A-	2.500
5110	Engineering/Industrial	A	2.500
5110	Engineering/Industrial	A	2.500
1136	English 2	C	2.500
1136	English 2	B-	2.500
2910	Math Skills	A	2.500
2910	Math Skills	A	2.500
2992	Recordkeeping	B	2.500
2992	Recordkeeping	A	2.500
7110	World Civ	B+	2.500
7110	World Civ	A-	2.500
Crs Att: 30.000 Cmp: 30.000			
Extended Learning AVCI Grd 10 6/2012			
3210 P	Biology-1st Sem Credit	P	2.500
Crs Att: 2.500 Cmp: 2.500 Total GPA: 3.583			
Watsonville High School Grd 10 7/2012			
SS2510 P	GEOMETRY-1st Sem Credit	B-	5.000
SS7110 P	WORLD CIV-1st Sem Credi	B	5.000
Crs Att: 10.000 Cmp: 10.000 Total GPA: 3.000			
Academic Vocational Charter Grd 11 12/2012			
1308	American Literature	A+	2.500
1308	American Literature	B-	2.500
5310	Computer Aided Design	A	2.500
5310	Computer Aided Design	B	2.500
5310	Computer Aided Design	A	2.500
5310	Computer Aided Design	B	2.500
6073	Digital Media Arts	C	2.500
6073	Digital Media Arts	A	2.500
5153	Green Construction	B-	2.500
5153	Green Construction	A	2.500
5910	Intro to Engineering	B	2.500
5910	Intro to Engineering	A-	2.500
Crs Att: 30.000 Cmp: 30.000			
IS PE Grd 11 12/2012			
4610 N	Adv PE IS	P	5.000
Crs Att: 5.000 Cmp: 5.000 Total GPA: 3.417			

CrsID	Course Title	Mark	Credit
Academic Vocational Charter Grd 11 6/2013			
1308	American Literature	B	2.500
1308	American Literature	B+	2.500
5310	Computer Aided Design	A	2.500
5310	Computer Aided Design	A	2.500
5310	Computer Aided Design	A	2.500
5310	Computer Aided Design	A	2.500
6073	Digital Media Arts	B	2.500
6073	Digital Media Arts	A	2.500
5153	Green Construction	B+	2.500
5153	Green Construction	A-	2.500
5910	Into to Engineering	B	2.500
5910	Intro to Engineering	A	2.500
Crs Att: 30.000 Cmp: 30.000 Total GPA: 3.583			
Pajaro Valley High School Grd 11 7/2013			
SS7210 P	US HISTORY-1st Sem	C	5.000
SS7210 P	US HISTORY-2nd Sem	C+	5.000
Crs Att: 10.000 Cmp: 10.000 Total GPA: 2.000			
Academic Vocational Charter Grd 12 12/2013			
2994	Accounting	A	2.500
5320	Computer Aided Manufact	A	2.500
5320	Computer Aided Manufact	A	2.500
5320	Computer Aided Manufact	A	2.500
5320	Computer Aided Manufact	A	2.500
7408	Economics	A	2.500
1138	English 4	A-	2.500
1138	English 4	A-	2.500
5705	Green Careers	A+	2.500
5705	Green Careers	B-	2.500
Crs Att: 25.000 Cmp: 25.000			
Extended Learning AVCI Grd 12 12/2013			
3210 P	Biology-1st Sem Credit	C	3.000
Crs Att: 3.000 Cmp: 3.000 Total GPA: 3.696			
Academic Vocational Charter Grd 12 6/2014			
2994	Accounting	A	2.500
5320	Computer Aided Manufact	A	2.500
5320	Computer Aided Manufact	A	2.500
1138	English 4	C-	2.500
7308	Federal Government	B-	2.500
5705	Green Careers	A	2.500
Crs Att: 15.000 Cmp: 15.000 Total GPA: .000			

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

Transcript is unofficial unless signed by a school official
School Officials
Signature _____ Date: 5/13/2014

Pajaro Valley Unified School District

Enter Date: 1/11/2012

Graduated:

Class Of: 2014

CrsID	Course Title	Mark	Credit
Academic Vocational Charter Grd 12 6/2014			
2994	Accounting	A	2.500
5320	Computer Aided Manufact	A	2.500
5320	Computer Aided Manufact		0.000
5320	Computer Aided Manufact	A	2.500
5320	Computer Aided Manufact		0.000
7408	Economics		0.000
1138	English 4	C-	2.500
1138	English 4		0.000
7308	Federal Government	B-	2.500
7308	Federal Government		0.000
5705	Green Careers	A	2.500
5705	Green Careers		0.000

Crs Att: 30.000 Cmp: 15.000 Total GPA: .000

Credit Summary - High School

Subject Area		Req	Cmp	Def
A	English	40.00	37.50	2.50
B	Math	20.00	20.00	
C	Biological Science	10.00	10.00	
D	Physical Science	10.00	10.00	
E	Health	5.00	5.00	
F	Fine Arts / Foreign L	10.00	10.00	
G	Physical Education	20.00	20.00	
H	Applied Arts	10.00	10.00	
I	World Civilization	10.00	10.00	
J	US History	10.00	10.00	
K	Federal Government	5.00	2.50	2.50
L	Economics	5.00	2.50	2.50
M	Electives	45.00	45.00	
N	Algebra	10.00	10.00	
O	Science	10.00	8.00	2.00
X	Electives 2	0.00	31.50	
---Total Credits---		220.00	242.00	9.50

GPA Summary

Academic GPA:	3.010	Rank 0 out of
Total GPA:	3.055	Rank 0 out of
CSU GPA:	0.000	
Cal Grant GPA:	3.092	

Testing Information

CAHSEE_ELA-1-1
CA HSEE ELA   F   3/18/2014
CAHSEE_Math-1-1
CA HSEE Math   P   2/8/2012

CrsID	Course Title	Mark	Credit

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

n sent to AVCI

Transcript is unofficial unless signed by a school official
School Officials
Signature _____   Date: 5/20/2014

See back for details

290
SELPA 5-20-14

Student

Date of

Student

Grade:

School: Charter I ional

District: 69799 - Pajaro Valley Unified

County: 44 - Santa Cruz Coun

English-Language Arts

Test Date: 03/18/2014

Your Total Score	Score Required to Pass	Status
366	350	MODIFIED

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

Your Score
(366)

275 — Passing Score — 450
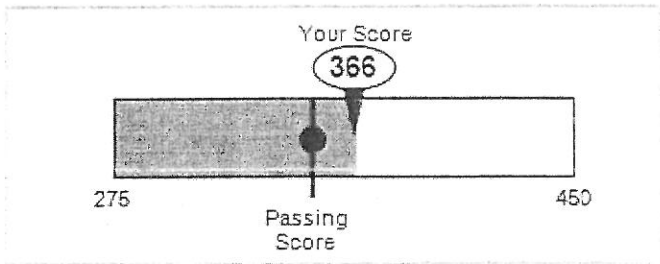
Strands for English-Language Arts

READING	Number of Questions	Number Correct
Word Analysis	7	6
Reading Comprehension	18	16
Literary Response & Analysis	20	14
WRITING		
Writing Strategies	12	9
Writing Conventions	15	9

Essay		2.0

Mathematics

Test Date: 03/19/2014

Your Total Score	Score Required to Pass	Status
		SATISFIED REQ

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

275 — 450

Strands for Mathematics

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

Board Agenda Backup

Date: May 28, 2014

Item: **CAHSEE Passage Waiver**
English Language Arts (WHS 13-14-41)

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

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

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

Recommendation: Approve

Budget Considerations: None

Funding Source:

Budgeted: Yes: ☐   No: ☐

Amount: $

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

Superintendent's Signature: _Denise Banghart Bragg_

Dorma Baker (A4)

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Date: 5/15/14

To The Parent/Guardian of:

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

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

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

Signature of Principal: *Elaine Legorreta*   Date: 5/21/14

- -

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

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

1. An IEP that specifies the use of modification(s) on the exit examination, standardized testing, or classroom instruction and assessments.

2. Sufficient high school level coursework either satisfactorily completed or a progress in the high school level curriculum sufficient to have attained the skills and knowledge otherwise needed to pass the CAHSEE.

3. An individual score report showing that my child has received the equivalent of a passing score on the CAHSEE while using a modification that fundamentally alters what the high school examination measures as determined by the State Board of Education.

Signature of Parent: _____   Date: 5/21/14

FOR SITE USE ONLY
Date Received by Principal:_____
Student Identification Number:_____

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

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

Certified by: _____   5/20/14
                     Principal's Signature   Date

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

_____   5/19/14
Signature of Student's Special Education Teacher   Date

Heather Morrison
Print Name of Student's Special Education Teacher

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

_____   _____
Signature of Student's Academic Counselor

Ruschele Viotti
Printed Name of Student's Academic Counselor

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Student's Name:_____   Student's ID Number:_____ - . |

Pursuant to Education Code 6051, the parent/guardian of _____ , u-1, 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.   'a has a
        Learning Disability that affects her
        Processing speed, her auditory memory, and
        her auditory processing in general, impacting her

    b. Describe any modification used on the ☐ English/language arts or ☑ math section of learning.
        the exam (separate form must be filled out for each section:
                used   a   calculator.

    c. State the rationale for applying the modification(s) used to achieve an equivalent
        passing score on the CAHSEE for this student.   's learning disability negatively impacts
        her memory and processing speed, causing her
        to require the use of a calculator to pass the
    d. Describe the modification(s) that the student regularly uses in the classroom and on   CAHSEE in
        other assessments.   the area of
                                                                                                  math.
                Uses a calculator
        and 'test questions read
        aloud regularly in the G.E.
        classroom i Resource Center.
                                     Learning

Student _____NO_____   Date of Birth_____

IEP Meeting Date _01/22/14_____

SUPPLEMENTARY/SPECIALIZED SUPPORT

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

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

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

* If a placement or service is ending, give reason_____

PROMOTION STANDARDS

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

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

CALIFORNIA HIGH SCHOOL EXIT EXAMINATION (CAHSEE)

☐ No accommodations or modifications

☑ Modifications (specify) calculator, test questions read aloud

☑ Accommodations (specify) Extended time, flexible setting

☐ Exempt due to eligibility for participation in CAPA

☐ Grade Exempt (below grade 10)

☐ Passed both subtests of the CAHSEE

Student_____ RANO _____   Date of Birth_____   _____

IEP Meeting Date 01/22/14 _____

INSTRUCTIONAL ACCOMMODATIONS _____

Area of Difficulty	Accommodation	Responsible Agency/Personnel	Start Date
Auditory Memory, Auditory Processing	Calculator, Directions Read Aloud, test questions read aloud, notes as requested, use of packets for Indep Studies, Preferential Seating, Provide with Notes, Take Tests in Alternate Setting, Visual Models	District of Service, RS	01/22/14
Processing Speed	Extra Time: Assignments/Tests (2.0), Frequent Breaks, seat near visuals; check in freq for understanding; allow opportunity to ask Qs, Shortened Assignments, Take Tests in Alternate Setting, Tests in Short Segments	District of Service, RS	01/22/14

IEP 04B (12/11)

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

Enter Date: 8/23/2010

Graduated:

Class Of: 2014

Counselor:

SSID:

Community Service Hours: 65

CrsID	Course Title	Mark	Credit
Watsonville High School Grd 09 12/2010			
9240	Advisory 9th	B	0.500
2435	Algebra Readiness	F	0.000
1065	BER3 /Read 180	D	5.000
1130 P	English 1	F	0.000
3910	Health	C	5.000
3605 P	Integ Science I	F	0.000
4510 N	PE 9	D+	5.000
Crs Att: 30.500 Cmp: 15.500			
After School Watsonville High Grd 09 12/2010			
AS9250	AS ENRICHMENT/ELECTIVE		0.000
Crs Att: 0.000 Cmp: 0.000 Total GPA: 0.705			
Watsonville High School Grd 09 6/2011			
9240	Advisory 9th	C-	0.500
2435	Algebra Readiness	F	0.000
1065	BER3 /Read 180	F	0.000
1130 P	English 1	F	0.000
3605 P	Integ Science I	F	0.000
6051	Intro Computers	A	5.000
4510 N	PE 9	C	5.000
Crs Att: 30.500 Cmp: 10.500 Total GPA: 1.016			
Watsonville High School Grd 10 12/2011			
9241	Advisory 10th	B	0.500
5639	Agriculture/Natural Res	F	0.000
2410 P	Algebra 1A/B	D	5.000
3210 P	Biology	C	5.000
8370	Directed Study (ACM)	A	0.000
1230 P	English 2	B	5.000
7110 P	World Civ	C+	5.000
Crs Att: 30.500 Cmp: 20.500			
After School Watsonville High Grd 10 12/2011			
AS1130 P	English 1 AS-2nd Sem Cr	B	5.000
Crs Att: 5.000 Cmp: 5.000 Total GPA: 2.155			

CrsID	Course Title	Mark	Credit
Renaissance Grd 10 6/2012			
4610 N	Adv PE	P	3.100
4610 N	Adv PE	P	1.900
1740	English Elective	P	5.000
1740	English Elective	P	5.000
9250	General Elective	P	16.900
9250	General Elective	F	2.400
3010	Life Science	P	5.000
2998	Math Elective	P	0.100
2998	Math Elective	P	4.900
3650	Science Elective	P	2.500
3650	Science Elective	P	7.500
7210	US History	P	0.500
7110	World Civ	P	2.000
7110	World Civ	P	3.000
Crs Att: 53.800 Cmp: 53.800 Total GPA: 2.000			
Watsonville High School Grd 10 7/2012			
SS3410 P	CP PHYSICAL SCIENCE-1st	A	5.000
SS3410 P	CP PHYSICAL SCIENCE-2nd	B+	5.000
Crs Att: 10.000 Cmp: 10.000 Total GPA: 3.500			
Watsonville High School Grd 11 12/2012			
9245	Advisory IEP	B+	0.500
2512	Alg/Bridge to Geometry	C	5.000
9294	CAHSEE Tutorial Math	B	5.000
1330 P	English 3	A	5.000
3050 P	Environmental Horticult	B+	5.000
4610 N	Physical Education 2	B	5.000
7210 P	US History	D	5.000
Crs Att: 30.500 Cmp: 30.500 Total GPA: 2.672			
Watsonville High School Grd 11 6/2013			
9245	Advisory IEP	P	0.500
2512	Alg/Bridge to Geometry	F	0.000
9294	CAHSEE Tutorial Math	A-	5.000
1330 P	English 3	B	5.000
3050 P	Environmental Horticult	B+	5.000
4610 N	Physical Education 2	A-	5.000
7210 P	US History	D	5.000
Crs Att: 30.500 Cmp: 25.500			
Watsonville High E2020 Grd 11 6/2013			
2410 P	Algebra 1B E2020	F	0.000
Crs Att: 5.000 Cmp: 0.000 Total GPA: 2.155			

CrsID	Course Title	Mark	Credit
Watsonville High School Grd 12 12/2013			
9251	Advisory ESNR 12	B	0.500
9292	CAHSEE Tutorial English	B+	5.000
9294	CAHSEE Tutorial Math	B-	5.000
6120 P	Digital Photography	B	5.000
8370	Directed Study	A	5.000
1560 P	English 4/ World Lit	D	5.000
5710	ROP Criminal Justice Co		0.000
7310 P	US Government	D-	5.000
Crs Att: 35.500 Cmp: 30.500 Total GPA: 2.508			

Work In Progress

5710	ROP Criminal Justice Co	0.000
9251	Advisory ESNR 12	0.000
9292	CAHSEE Tutorial English	0.000
9294	CAHSEE Tutorial Math	0.000
6120 P	Digital Photography	0.000
8370	Directed Study	0.000
5474	Parenting	0.000
9051 N	Teen Parent	0.000

Credit Summary - High School

	Subject Area	Req	Cmp	Def
A	English	40.00	40.00	
B	Math	20.00	20.00	
C	Biological Science	10.00	10.00	
D	Physical Science	10.00	10.00	
E	Health	5.00	5.00	
F	Fine Arts / Foreign L	10.00	5.00	5.00
G	Physical Education	20.00	20.00	
H	Applied Arts	10.00	5.00	5.00
I	World Civilization	10.00	10.00	
J	US History	10.00	10.50	
K	Federal Government	5.00	0.00	
L	Economics	5.00	0.00	5.00
M	Electives	45.00	41.30	3.70
N	Algebra	10.00	10.00	
O	Science	10.00	10.00	
X	Electives 2	0.00	0.00	
---Total Credits---		220.00	201.60	18.70

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

Polio	2/23/1996	4/30/1996	9/23/1996	6/23/2000	
DTP	2/23/1996	4/30/1996	9/23/1996	4/4/1997	6/23/2000
MMR	4/4/1997	7/23/2000			
HEP B	12/27/1995	2/23/1996	9/23/1996		
Varicella	1/30/1998				

Transcript is unofficial unless signed by a school official
School Officials
Signature _____   Date: 4/30/2014

Pajaro Valley Unified School District

Enter Date: 8/23/2010

Graduated:

Class Of: 2014

School Name/Address

Watsonville High School
250 East Beach St
Watsonville, CA 95076

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

Counselor:

SSID:

Community Service Hours: 65

			CrsID	Course Title	Mark	Credit	CrsID	Course Title	Mark	Credit

Academic GPA: 1.925 Rank 338 out of 419
Total GPA: 1.971 Rank 351 out of 419
UC/CSU GPA: 2.313

Testing Information

CAHSEE_ELA-1-1
CA HSEE ELA   F   11/5/2013
CAHSEE_Math-1-1
CA HSEE Math   F   2/5/2014

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

sent to Renaissance High

Polio	2/23/1996	4/30/1996	9/23/1996	6/23/2000	
DTP	2/23/1996	4/30/1996	9/23/1996	4/4/1997	6/23/2000
MMR	4/4/1997	7/23/2000			
HEP B	12/27/1995	2/23/1996	9/23/1996		
Varicella	1/30/1998				

Transcript is unofficial unless signed by a school official
School Officials
Signature _____   Date: 4/30/2014

California High School Exit Examination

Student and Parent Report

See back for details

290

4-7-14 To SELPA

Stude
Date o
Stude
Grade
Schoo

District: 69799 - Pajaro Valley Unified

County: 44 - Santa Cruz Coun

English-Language Arts

Test Date: 02/04/2014

Your Total Score	Score Required to Pass	Status
		NOT ATTEMPTED

Your student answered fewer than 5 questions on this portion of the exam.
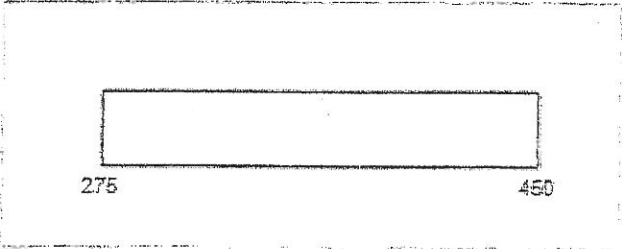
275   450

Strands for English-Language Arts

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

Your Score

Essay

Mathematics

Test Date: 02/05/2014

Your Total Score	Score Required to Pass	Status
352	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.

Your Score
(352)

275   450

Passing Score
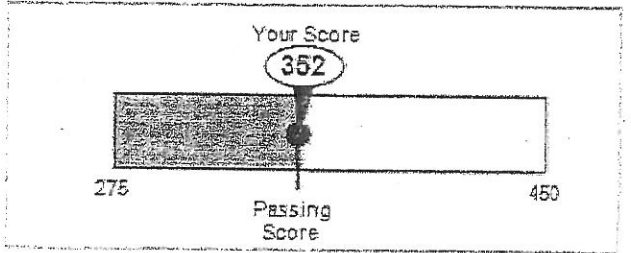
Strands for Mathematics

	Number of Questions	Number Correct
Probability & Statistics	13	9
Number Sense	17	9
Algebra & Functions	20	11
Measurement & Geometry	18	10
Algebra I	12	4

Board Agenda Backup

Item No: 9.14

Date: May 28, 2014

Item: <u>Aptos High School-Water Tank Replacement Project – Measure L #8101</u> – Project Change Order

Overview: The water tank replacement project at Aptos High School experienced several unforeseen issues during construction. There were changes requested by the Fire Department and several projects improvements. This project is in final punch list.

The negotiated cost for the additional work is $82,648.00.

Note: The contract for CRW Construction was approved at the May 22, 2013 Board Meeting.

Detailed list of changes attached.

Original Contract Amount	$620,585.00
Detailed list of changes attached	$82,648.00
New Total Contract Amount	$703,233.00

Recommendation: It is recommended that the Board approve the change order and approve the Director of Maintenance Operations and Facilities to have the contract for CRW Construction increased by this approved amount.

Funding Source: **Measure L Bond Funds**

Budgeted: Yes: ☒ No: ☐

Amount: **$82,648.00**

Prepared By: _____

Richard Mullikin, Director of Maintenance, Operations & Facilities (PJA)

Superintendent's Signature: _____

Dorma Baker

CHANGE ORDER REQUEST – SUMMARY

PROJECT NAME: Aptos High School Water Tank Replacement Project
CONTRACTOR: CRW Construction
DSA App #: N/A - **DSA File #:** N/A
CO #: 1 – With – 4 Item(s)
APPROVAL DATE: May 28, 2014
ORIGINAL CONTRACT AMOUNT: $620,585.00 - P.O.# 141602

The Owner (PVUSD) accepts the above noted change order request in the amount of: **$82,648.00** and agrees to extend the contract completion date by: **- 0 days for this C.O.R.**

The change order request amount is to be: 　　[　] deducted from allowance
　　　　　　　　　　　　　　　　　　　　[x] Added to contract sum

LEGEND – Reason(s) for Change
AV =　ADDED VALUE
AEO = ARCHITECTURAL ERRORS & OMISSIONS
UC =　UNFORSEEN CONDITIONS

The description of the change order is as follows:
Item No. 1: 　**UC -** Unforeseen Soil Condition requiring design change for helix Piers. Add third helix chaser to prevent extreme over depth
　　　　　Cost = $35,574.00 – Zero (0) day added to Contract.

Item No. 2: 　**AV** – Install 8" temp line from pressure relief valve to Tank
　　　　　Cost = $6,536.00 – Zero (0) day added to Contract.

Item No. 3: 　**UC** – Existing 8" water main discovered at the existing storm drain under existing tank pad, hit during removal of storm drain
　　　　　Cost = $3,368.00 – Zero (0) day added to Contract.

Item No. 4: 　**UC** – Reroute 8" water fire main line outside of tank pad.
　　　　　Cost = $6,729.00 – Zero (0) day added to Contract.

Item No. 5: 　**UC -** Storm drain design change to accommodate actual field conditions
　　　　　Cost = $2,020.00 – Zero (0) day added to Contract.

Item No. 6: 　**AV** – Add perimeter footing to design of concrete tank foundation pad
　　　　　Cost = $8,016.00 – Zero (0) day added to Contract.

Item No. 7: 　**UC** – Unforeseen Power Point of Connection discovery differs from contract drawings, fused supply for entire school not standard disconnect main breakers
　　　　　Cost = $5,230.00 – Zero (0) day added to Contract.

Item No. 9: 　**AV** – 16" Valve Replacement. The old one was too rusty to be reused.
　　　　　Cost = $10,421.00 – Zero (0) day added to Contract.

Item No. 11: **AV** – Provide sampling port and 65 Gallon Barrel
　　　　　Cost = $662.00 – Zero (0) day added to Contract.

Item No. 12: **AV – New FDC Connection**
        Cost = $4,092.00 – Zero (0) day added to Contract.

Note: Proposed change orders #8 and #10 are being reviewed and researched.

Total of all Items = $82,648.00   New contract total $703,233.00

On behalf of the Owner (PVUSD):
Signature: _____   Date: _____

Richard Mullikin, Director - Maintenance, Operations & Facilities Department

The Contractor accepts the above as full and complete compensation and contract time adjustments for the described change order request. The Contractor has no reservation of rights to adjust the contract amount or time based on this change order request unless their is a material change in the scope of work as described above and the Contractor provides notice immediately to the Owner or Construction Manager of any perceived change of scope and prior to performing any additional scope.

On behalf of the Contractor:

Signature: _____   Date: 5/21/2014
CRW Construction

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

Board Agenda Backup

Item No: 9.15

Date: May 28, 2014

Item: <u>Ohlone Elementary School-Kinder Play Ground Renovation Project – Measure L #8554</u>
 – Project Closeout and Project Notice of Completion

Overview: The Play area by the Kinder classrooms had become a hazard due to uneven payment caused by tree roots. Staff has worked with Mid Coast Engineering to develop a suitable solution to renovate the area.

On March 13, 2014 staff opened bids for the site work.
There were 6 bids submitted. Don Chapin Construction from Prunedale was the low bidder. The Ohlone Playground Renovation Project was awarded to Don Chapin Inc. at the March 26, 2014 Board of Trustees meeting.

This project is complete and final payment of retention is due to the contractor.

<u>**Ohlone Play Structure Project-8554 is now complete. There were change orders which were approved at the May 14, 2014 Board Meeting.**</u>

Original Contract Amount	$36,850.00
Change Orders – Approved at May 14, 2014 Board Meeting	$9,501.50
New Total Contract Amount	$46,351.50
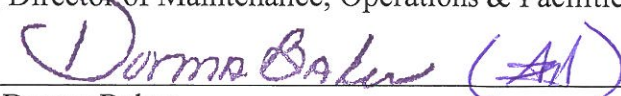
Recommendation: It is recommended that the Board accept the Notice of Completions for this project and authorize the Director of Maintenance Operations and Facilities to Sign, File & Record them at the Santa Cruz or Monterey County Recorder's Office.

Funding Source: Measure L Bond Funds

Budgeted: Yes: ☒   No: ☐

Amount: $46,351.50

Prepared By: _____
Richard Mullikin, Director of Maintenance, Operations & Facilities (PJA)

Superintendent's Signature: _____
Dorma Baker

NOTICE of COMPLETION

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

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

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

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

   The nature of the interest of estate of the owner is: In fee _____
   (IF OTHER THAN FEE, STRIKE "IN FEE" AND INSERT, FOR EXAMPLE, "PURCHASE UNDER CONTRACT OF PURCHASE", OR "LESSEE")

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

5. The full names and full addresses of the predecessors in interest of the undersigned, if the property was transferred subsequent to the Commencement of the work or improvements herein referred to:
   NAMES: ADDRESSES:
   N/A

6. A work of improvement on the property hereinafter described was completed on May 28, 2014. The work done was:

   Demolition and replacement of kinder play area and drainage improvements at the Ohlone Elementary School Site.

7. The name of the contractor, if any, for such work of improvements was: Don Chapin, Inc.

8. The property on which said work of improvements was completed is in the County of Monterey, and State of

   California, and is described as follows:

   Ohlone Elementary School

9. The Street address of said property is _____ 21 Bay Farms Road, Royal Oaks, California 95076 _____ APN# 117-091-017
   (IF NO STREET ADDRESS HAS BEEN OFFICIALY ASSIGNED, INSERT "NONE")

Dated: May 29, 2014   X Richard Mullikin _____
(SIGNATURE OF OWNER OR CORPORATE OFFICER OF OWNER NAMED IN PARAGRAPH 2 OR HIS AGENT)

VERIFICATION

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

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

Executed on: May 29, 2014 at _____ Watsonville, CA 95076
(CITY)   (STATE)   (ZIP)

DSA#:
File#:

X _____
(PERSONAL SIGNATURE OF THE INDIVIDUAL WHO IS SWEARING THAT THE CONTENTS OF THE NOTICE OF COMPLETION ARE TRUE)
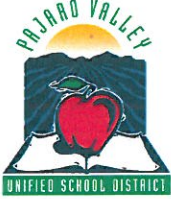
Board Agenda Backup

Item No: 9.16

Date: May 28, 2014

Item: <u>Aptos High School-Stadium Bleacher and Sound System Project –
Measure L #8102</u>
– Project Change Order

Overview: The bleacher project at Aptos High School experienced a DSA required
change to the structural design. When the bleacher plans were submitted as
a deferred approval item to DSA after the bid opening DSA required a more
substantial structural attachment for the bleachers. There were two pull
boxes installed per the plans however they were on a hillside so we had to
build retaining walls to keep the hillside from covering the new pull boxes.
We had the contactor do skin patch repairs on Mariner Way. We had
truncated embedded into the concrete where needed instead of being just
glued down.

The negotiated cost for the additional work is $31,376.00.

Note: The contract for Earthworks Paving and Construction was approved
at the May 22, 2013 Board Meeting.

Detailed list of changes attached.

Original Contract Amount	$412,000.00
Detailed list of changes attached	$31,376.00
New Total Contract Amount	$443,376.00

Recommendation: It is recommended that the Board approve the change order and approve the
Director of Maintenance Operations and Facilities to have the contract for
Earthworks Paving increased by this approved amount.

Funding Source: Measure L Bond Funds

Budgeted: Yes: ☒   No: ☐

Amount: $31,376.00

Prepared By: _____
Richard Mullikin, Director of Maintenance, Operations & Facilities (PJA)

Superintendent's Signature: _____
Dorma Baker

CHANGE ORDER REQUEST – SUMMARY

PROJECT NAME: Aptos High School Bleacher and Sound System Project
CONTRACTOR: Earthworks paving and Construction
DSA App #: 112736 - **DSA File #:** 44-HS
CO #: 1 – With – 4 Item(s)
APPROVAL DATE: May 28, 2014
ORIGINAL CONTRACT AMOUNT: $412,000.00 - P.O.# 141176

The Owner (PVUSD) accepts the above noted change order request in the amount of: **$31,376.00** and agrees to extend the contract completion date by: **- 0 days for this C.O.R.**

The change order request amount is to be: ☐ deducted from allowance
☒ Added to contract sum

LEGEND – Reason(s) for Change
AV = ADDED VALUE
AEO = ARCHITECTURAL ERRORS & OMISSIONS
UC = UNFORSEEN CONDITIONS

The description of the change order is as follows:

Item No. 2: **AV - Installation** of new block retaining walls around hillside electrical pull boxes. (There was no PCO item 1)
　　　Cost = $3,950.00 – Zero (0) day added to Contract.

Item No. 3: **AV** – Skin Patch and asphalt repairs to Mariner Way.
　　　Cost = $8,224.00 – Zero (0) day added to Contract.

Item No. 4: **AV** – Embed truncated domes (for ADA) instead of gluing them down.
　　　Cost = $2,205.00 – Zero (0) day added to Contract.

Item No. 5: **AV** – New foundation design for the attachment of the bleachers to the substructure.
　　　Cost = $16,977.00 – Zero (0) day added to Contract.

Total of all Items = $31,376.00　　New contract total $443,376.00

On behalf of the Owner (PVUSD):
Signature: _____　　　　　　　Date: _____
Richard Mullikin, Director - Maintenance, Operations & Facilities Department

The Contractor accepts the above as full and complete compensation and contract time adjustments for the described change order request. The Contractor has no reservation of rights to adjust the contract amount or time based on this change order request unless their is a material change in the scope of work as described above and the Contractor provides notice immediately to the Owner or Construction Manager of any perceived change of scope and prior to performing any additional scope.

On behalf of the Contractor:

Signature: _____　　　　　　　Date: _____
Earthworks Paving and Construction
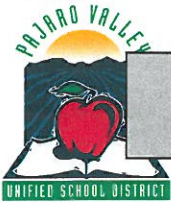
Board Agenda Backup

Item No: 9.17

Date: May 28, 2014

Item: Approval of Construction Project Management Services Amendments

Overview: On February 05, 2014 the Board approved the Construction Management Services Master Agreement Contract of Valley Springs Tractor (Erik Slaughter) from Boulder Creek.

This firm will be working on various capital projects funded by Measure L bond funds.

Staff are assigning projects to Valley Springs Tractor by amendments to their master agreements.
The attached amendments show the Projects to be approved.

Recommendation: It is recommended that the Board approve Amendments to the Construction Management Services Master Agreement for Valley Springs related to these projects as indicated on the attached documents and approve Richard Mullikin to sign the attached amendments for the District.

Budget Considerations:

Funding Source: Measure L Bond Funds

Budgeted: Yes: ☒   No: ☐

Amount: $135,000.00

Prepared By: _____
Richard Mullikin, Director of Maintenance, Operations & Facilities (PJA)

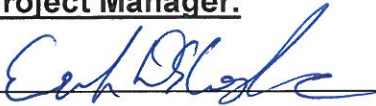**Superintendent's Signature:** _____
Dorma Baker

Project Management Amendment
Measure L Bond Construction Program

Project Location/School: E A Hall Elementary School
Project Name: Classroom Building Project
Project Number (District's 4 digit code):   8524

Amendment to the Consultant Services Agreement

Project Schedule Milestones

Start of Design: March 01, 2014
DSA Submittal: August 01, 2014
Project Bid Date: April 1, 2015

Project Scope, Budget, and Compensation

Project Scope Narrative: Consistent with Scope of Work section of the Consultant Services Agreement, The Project Manager WILL BE RESPONSIBLE TO COORDINATE WITH THE DISTRICT'S MEASURE L BOND TEAMS - ARCHITECTS, CONSTRUCTION MANAGERS, DSA PROJECT INSPECTORS, DSA TESTING LABS, PROJECT CONSULTANTS AND OTHER TEAM MEMBERS. COORDINATE ACTIVITIES WITH OTHER DISTRICT DEPARTMENTS, SCHOOLS, OUTSIDE AGENCIES AND THE GENERAL PUBLIC. ASSIST WITH UPDATED BOND REPORTS TO DISTRICT STAFF, THE BOARD AND THE CITIZENS OVERSITE COMMITTEE. PROJECT ACCOUNTING AND BUDGETS MUST BE CONTINUALLY UPDATED.

The scope of this project will include. Design, construction and Project closeout of a new water system at the Alianza Charter School Site. This will include a new water tank, pump system, chlorination system, fire flow, fire hydrants, fire service and domestic water system.

Project Budget: $4,509,180.00
Pending site verification of scope and existing conditions by the Design Team, project budgets are to be defined as Bid Day Total Construction Costs, escalated to the mid-point of the anticipated construction duration.

Project Compensation: **$15,000.00 Fifteen Thousand Dollars**

Project Management Amendment
Measure L Bond Construction Program

Project Location/School: E A Hall Elementary School
Project Name: Classroom Building Project
Project Number (District's 4 digit code):   8524

Amendment to the Consultant Services Agreement

SIGNED:

Project Manager:

(signature)
_____

Date: 5-15-14

Valley Springs Tractor
Attn: Erik Slaughter
234 Moon Drive.
Boulder Creek, CA 95006
(831) 435-9329
Erik_slaughter@pvusd.net

DISTRICT:

_____

Date: _____

Richard Mullikin
Pajaro Valley USD
294 Green Valley Road
Watsonville, CA 95076
(831)786 - 2190

Project Management Amendment
Measure L Bond Construction Program

Project Location/School: E A Hall Elementary School
Project Name: Track and Field Project
Project Number (District's 4 digit code):   8523

Amendment to the Consultant Services Agreement

Project Schedule Milestones

Start of Design: March 01, 2014
DSA Submittal: August 01, 2014
Project Bid Date: April 1, 2015

Project Scope, Budget, and Compensation

Project Scope Narrative: Consistent with Scope of Work section of the Consultant Services Agreement, The Project Manager WILL BE RESPONSIBLE TO COORDINATE WITH THE DISTRICT'S MEASURE L BOND TEAMS - ARCHITECTS, CONSTRUCTION MANAGERS, DSA PROJECT INSPECTORS, DSA TESTING LABS, PROJECT CONSTULTANTS AND OTHER TEAM MEMBERS. COORDINATE ACTIVITIES WITH OTHER DISTRICT DEPARTMENTS, SCHOOLS, OUTSIDE AGENCIES AND THE GENERAL PUBLIC. ASSIST WITH UPDATED BOND REPORTS TO DISTRICT STAFF, THE BOARD AND THE CITIZENS OVERSITE COMMITTEE. PROJECT ACCOUNTING AND BUDGETS MUST BE CONTINUALLY UPDATED.
The scope of this project will include. Design, construction and Project closeout of a new water system at the Alianza Charter School Site. This will include a new water tank, pump system, chlorination system, fire flow, fire hydrants, fire service and domestic water system.

Project Budget: $3,973,966.00
Pending site verification of scope and existing conditions by the Design Team, project budgets are to be defined as Bid Day Total Construction Costs, escalated to the mid-point of the anticipated construction duration.

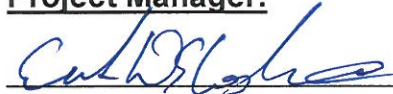Project Compensation: **$15,000.00 Fifteen Thousand Dollars**

Project Management Amendment
Measure L Bond Construction Program

Project Location/School: E A Hall Elementary School
Project Name: Track and Field Project
Project Number (District's 4 digit code): 8523

Amendment to the Consultant Services Agreement

SIGNED:

Project Manager:

Date: 5-15-14

Valley Springs Tractor
Attn: Erik Slaughter
234 Moon Drive.
Boulder Creek, CA 95006
(831) 435-9329
Erik_slaughter@pvusd.net

DISTRICT:

Date:

Richard Mullikin
Pajaro Valley USD
294 Green Valley Road
Watsonville, CA 95076
(831)786 - 2190

Project Management Amendment
Measure L Bond Construction Program

Project Location/School: Aptos High School
Project Name: Freedom Field Phase II Project
Project Number (District's 4 digit code):   8100

Amendment to the Consultant Services Agreement

Project Schedule Milestones

Start of Design: March 01, 2014
DSA Submittal: August 01, 2014
Project Bid Date: April 1, 2015

Project Scope, Budget, and Compensation

Project Scope Narrative: Consistent with Scope of Work section of the Consultant Services Agreement, The Project Manager WILL BE RESPONSIBLE TO COORDINATE WITH THE DISTRICT'S MEASURE L BOND TEAMS - ARCHITECTS, CONSTRUCTION MANAGERS, DSA PROJECT INSPECTORS, DSA TESTING LABS, PROJECT CONSULTANTS AND OTHER TEAM MEMBERS. COORDINATE ACTIVITIES WITH OTHER DISTRICT DEPARTMENTS, SCHOOLS, OUTSIDE AGENCIES AND THE GENERAL PUBLIC. ASSIST WITH UPDATED BOND REPORTS TO DISTRICT STAFF, THE BOARD AND THE CITIZENS OVERSITE COMMITTEE. PROJECT ACCOUNTING AND BUDGETS MUST BE CONTINUALLY UPDATED.
The scope of this project will include. Design, construction and Project closeout of a new water system at the Alianza Charter School Site. This will include a new water tank, pump system, chlorination system, fire flow, fire hydrants, fire service and domestic water system.

Project Budget: $545,000.00
Pending site verification of scope and existing conditions by the Design Team, project budgets are to be defined as Bid Day Total Construction Costs, escalated to the mid-point of the anticipated construction duration.

Project Compensation: **$30,000.00 Thirty Thousand Dollars**

Project Management Amendment
Measure L Bond Construction Program

Project Location/School: Aptos High School
Project Name: Freedom Field Phase II Project
Project Number (District's 4 digit code):   8100

Amendment to the Consultant Services Agreement

SIGNED:

Project Manager:

[signature]

Date: 5-15-14

Valley Springs Tractor
Attn: Erik Slaughter
234 Moon Drive.
Boulder Creek, CA 95006
(831) 435-9329
Erik_slaughter@pvusd.net

DISTRICT:

_____

Date: _____

Richard Mullikin
Pajaro Valley USD
294 Green Valley Road
Watsonville, CA 95076
(831)786 - 2190

Project Management Amendment
Measure L Bond Construction Program

Project Location/School: Information Technology
Project Name: NOC Remodel Project
Project Number (District's 4 digit code):   8613

Amendment to the Consultant Services Agreement

Project Schedule Milestones

Start of Design: March 01, 2014
City Planning Submittal: August 01, 2014
Project Bid Date: April 1, 2015

Project Scope, Budget, and Compensation

Project Scope Narrative: Consistent with Scope of Work section of the Consultant Services Agreement, The Project Manager WILL BE RESPONSIBLE TO COORDINATE WITH THE DISTRICT'S MEASURE L BOND TEAMS - ARCHITECTS, CONSTRUCTION MANAGERS, DSA PROJECT INSPECTORS, DSA TESTING LABS, PROJECT CONSULTANTS AND OTHER TEAM MEMBERS. COORDINATE ACTIVITIES WITH OTHER DISTRICT DEPARTMENTS, SCHOOLS, OUTSIDE AGENCIES AND THE GENERAL PUBLIC. ASSIST WITH UPDATED BOND REPORTS TO DISTRICT STAFF, THE BOARD AND THE CITIZENS OVERSITE COMMITTEE. PROJECT ACCOUNTING AND BUDGETS MUST BE CONTINUALLY UPDATED.
The scope of this project will include. Design, construction and Project closeout of a new water system at the Alianza Charter School Site. This will include a new water tank, pump system, chlorination system, fire flow, fire hydrants, fire service and domestic water system.

Project Budget: $250,000.00
Pending site verification of scope and existing conditions by the Design Team, project budgets are to be defined as Bid Day Total Construction Costs, escalated to the mid-point of the anticipated construction duration.

Project Compensation: **$20,000.00 Twenty Thousand Dollars**

Project Management Amendment
Measure L Bond Construction Program

Project Location/School: Information Technology
Project Name: NOC Remodel Project
Project Number (District's 4 digit code):   8613

Amendment to the Consultant Services Agreement

SIGNED:

Project Manager:

signature

Date: 5-15-14

Valley Springs Tractor
Attn: Erik Slaughter
234 Moon Drive.
Boulder Creek, CA 95006
(831) 435-9329
Erik_slaughter@pvusd.net

DISTRICT:

_____

Date: _____

Richard Mullikin
Pajaro Valley USD
294 Green Valley Road
Watsonville, CA 95076
(831)786 - 2190

Project Management Amendment
Measure L Bond Construction Program

Project Location/School: Pajaro Middle School
Project Name: Kitchen Remodel Project
Project Number (District's 4 digit code):   8510

Amendment to the Consultant Services Agreement

Project Schedule Milestones

Start of Design: March 01, 2014
DSA Submittal: August 01, 2014
Project Bid Date: April 1, 2015

Project Scope, Budget, and Compensation

Project Scope Narrative: Consistent with Scope of Work section of the Consultant Services Agreement, The Project Manager WILL BE RESPONSIBLE TO COORDINATE WITH THE DISTRICT'S MEASURE L BOND TEAMS - ARCHITECTS, CONSTRUCTION MANAGERS, DSA PROJECT INSPECTORS, DSA TESTING LABS, PROJECT CONSULTANTS AND OTHER TEAM MEMBERS. COORDINATE ACTIVITIES WITH OTHER DISTRICT DEPARTMENTS, SCHOOLS, OUTSIDE AGENCIES AND THE GENERAL PUBLIC. ASSIST WITH UPDATED BOND REPORTS TO DISTRICT STAFF, THE BOARD AND THE CITIZENS OVERSITE COMMITTEE. PROJECT ACCOUNTING AND BUDGETS MUST BE CONTINUALLY UPDATED.
The scope of this project will include. Design, construction and Project closeout of a new water system at the Alianza Charter School Site. This will include a new water tank, pump system, chlorination system, fire flow, fire hydrants, fire service and domestic water system.

Project Budget: $1,787,480.00
Pending site verification of scope and existing conditions by the Design Team, project budgets are to be defined as Bid Day Total Construction Costs, escalated to the mid-point of the anticipated construction duration.

Project Compensation: **$10,000.00 Ten Thousand Dollars**

Project Management Amendment
Measure L Bond Construction Program

Project Location/School: Pajaro Middle School
Project Name: Kitchen Remodel Project
Project Number (District's 4 digit code): 8510

Amendment to the Consultant Services Agreement

SIGNED:

Project Manager:

_____

Date: 5-15-14

Valley Springs Tractor
Attn: Erik Slaughter
234 Moon Drive.
Boulder Creek, CA 95006
(831) 435-9329
Erik_slaughter@pvusd.net

DISTRICT:

_____

Date: _____

Richard Mullikin
Pajaro Valley USD
294 Green Valley Road
Watsonville, CA 95076
(831)786 - 2190

Project Management Amendment
Measure L Bond Construction Program

Project Location/School: Watsonville High School
Project Name: 2 Story Classroom Building Project
Project Number (District's 4 digit code):   8505

Amendment to the Consultant Services Agreement

Project Schedule Milestones

Start of Design: March 01, 2014
DSA Submittal: August 01, 2014
Project Bid Date: April 1, 2015

Project Scope, Budget, and Compensation

Project Scope Narrative: Consistent with Scope of Work section of the Consultant Services Agreement, The Project Manager WILL BE RESPONSIBLE TO COORDINATE WITH THE DISTRICT'S MEASURE L BOND TEAMS - ARCHITECTS, CONSTRUCTION MANAGERS, DSA PROJECT INSPECTORS, DSA TESTING LABS, PROJECT CONSULTANTS AND OTHER TEAM MEMBERS. COORDINATE ACTIVITIES WITH OTHER DISTRICT DEPARTMENTS, SCHOOLS, OUTSIDE AGENCIES AND THE GENERAL PUBLIC. ASSIST WITH UPDATED BOND REPORTS TO DISTRICT STAFF, THE BOARD AND THE CITIZENS OVERSITE COMMITTEE. PROJECT ACCOUNTING AND BUDGETS MUST BE CONTINUALLY UPDATED.
The scope of this project will include. Design, construction and Project closeout of a new water system at the Alianza Charter School Site. This will include a new water tank, pump system, chlorination system, fire flow, fire hydrants, fire service and domestic water system.

Project Budget: $4,550,000.00
Pending site verification of scope and existing conditions by the Design Team, project budgets are to be defined as Bid Day Total Construction Costs, escalated to the mid-point of the anticipated construction duration.

Project Compensation: **$15,000.00 Fifteen Thousand Dollars**

Project Management Amendment
Measure L Bond Construction Program

Project Location/School: Watsonville High School
Project Name: 2 Story Classroom Building Project
Project Number (District's 4 digit code):   8505

Amendment to the Consultant Services Agreement

SIGNED:

Project Manager:

Date: 5-15-14

Valley Springs Tractor
Attn: Erik Slaughter
234 Moon Drive.
Boulder Creek, CA 95006
(831) 435-9329
Erik_slaughter@pvusd.net

DISTRICT:

Date:

Richard Mullikin
Pajaro Valley USD
294 Green Valley Road
Watsonville, CA 95076
(831)786 - 2190

Project Management Amendment
Measure L Bond Construction Program

Project Location/School: Pajaro Valley High School
Project Name: Solar Project
Project Number (District's 4 digit code): 8304

Amendment to the Consultant Services Agreement

Project Schedule Milestones

Start of Design: June 01, 2014
DSA Submittal: August 01, 2014
Project Start Date: September 01, 2014

Project Scope, Budget, and Compensation

Project Scope Narrative: Consistent with Scope of Work section of the Consultant Services Agreement, The Project Manager WILL BE RESPONSIBLE TO COORDINATE WITH THE DISTRICT'S MEASURE L BOND TEAMS - ARCHITECTS, CONSTRUCTION MANAGERS, DSA PROJECT INSPECTORS, DSA TESTING LABS, PROJECT CONSULTANTS AND OTHER TEAM MEMBERS. COORDINATE ACTIVITIES WITH OTHER DISTRICT DEPARTMENTS, SCHOOLS, OUTSIDE AGENCIES AND THE GENERAL PUBLIC. ASSIST WITH UPDATED BOND REPORTS TO DISTRICT STAFF, THE BOARD AND THE CITIZENS OVERSITE COMMITTEE. PROJECT ACCOUNTING AND BUDGETS MUST BE CONTINUALLY UPDATED.
The scope of this project will include. Installation of solar arrays at Pajaro Valley High School.

Project Budget: $3,200,000.00
Pending site verification of scope and existing conditions by the Design Team, project budgets are to be defined as Bid Day Total Construction Costs, escalated to the mid-point of the anticipated construction duration.

Project Compensation: **$30,000.00   Thirty Thousand Dollars**

Project Management Amendment
Measure L Bond Construction Program

Project Location/School: Pajaro Valley High School
Project Name: Solar Project
Project Number (District's 4 digit code):   8304

Amendment to the Consultant Services Agreement

SIGNED:

Project Manager:

Date: 5-15-14

Valley Springs Tractor
Attn: Erik Slaughter
234 Moon Drive.
Boulder Creek, CA 95006
(831) 435-9329
Erik_slaughter@pvusd.net

DISTRICT:

_____

Date: _____

Richard Mullikin
Pajaro Valley USD
294 Green Valley Road
Watsonville, CA 95076
(831)786 - 2190

PAJARO VALLEY UNIFIED SCHOOL DISTRICT
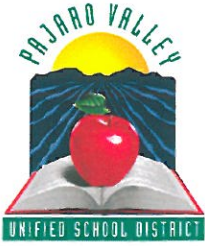
Board Agenda Backup

Item No: **11.1**

Date: May 28, 2014

Item: Update on Governor's 2014-15 May Budget Revision

Overview: Staff will provide the board an overview of the Governor's proposed 2014-15 May Budget Revision. The report will highlight possible impacts to the district's General Fund and provide perspectives on possible out-year implications associated with the Governor's proposal.

Recommendation: Report and discussion only.

Prepared By: Brett McFadden, CBO

Superintendent's Signature: _Dorma Baker (A)_

PAJARO VALLEY UNIFIED SCHOOL DISTRICT
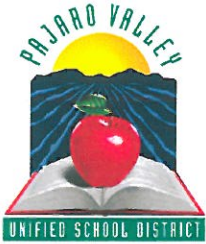
Board Agenda Backup

Item No: **11.2**

Date: May 28, 2014

Item: Report on Smarter Balanced Assessment Consortium (SBAC) Field Tests

Overview: All of our school sites recently participated in the state wide field test of the new Smarter Balanced assessments. Frances Basich-Whitney, Coordinator of Research, Evaluation and Assessments, will provide an update on this field test. She will discuss the preparation and collaboration that was required to prepare for these online assessments, as well as the successes, challenges and lessons learned that will help us better prepare for these new tests in 2015.

Recommendation: This is a report and discussion item only.

Budget Considerations: N/A

Funding Source:

Budgeted: Yes: ☐ No: ☐

Amount:

Prepared By: Susan Pérez, Assistant Superintendent, Curriculum and Instruction

Superintendent's Signature: _Dorma Baker (AA)_

PAJARO VALLEY UNIFIED SCHOOL DISTRICT
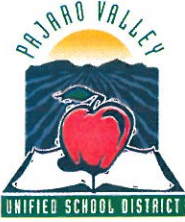
Board Agenda Backup

Item No: 12.1

Date: May 28, 2014

Item: Board Policy and Administrative Regulations 5141.52 (Suicide Prevention)

Overview: District staff continues to review and update policy based on recent court cases and legislation. Suicide Prevention is a difficult but unfortunately a relevant topic in our district. The California School Board Association provides sample board policy based on legislation and court decisions. Included in this packet are the original CSBA policy draft and a revised version to potentially use in our district. Board Policy 5141.52 is intended to develop preventative strategies and intervention. The Administrative Regulations add two sample postvention strategies – one from the Center for Mental Health in Schools at UCLA and another from the California Association of School Psychologists. The check lists were not part of the CSBA sample policy but included for the board's review.

This presentation was set up for May 14 and was delayed due to the need to provide the initial draft of the district's LCAP plan. Since that time another student has taken her own life. That student was no longer at Aptos High but the tragedy is still reverberating throughout the community. We are concerned about the concept of contagion. The district has been in touch with the California Association of School Psychologists (CASP). We are working to bring in a team of professionals to help assess the situation at Aptos High and to provide recommendations for this policy and our follow up in general.

The intent today is to give the board some sample policy and administrative regulations as an update, but not to finalize the policy yet. We hope to have a dialogue at tonight's board meeting, get direction from the board and come back with the revisions based on the board's direction and our work with the California Association of School Psychologists.

Recommendation: Receive and review report. Provide feedback. Not for final approval.

Budget Considerations:

Funding Source:

Budgeted: Yes: ☐ No: ☐

Amount: $

Prepared By: Murry Schekman, Assistant Superintendent

Superintendent's Signature:

Board Policy

CSBA Recommended Policy and Admin Regulation
Suicide Prevention

BP 5141.52
Students

Note: The Government Claims Act (Government Code 810-996.6) provides that a district may be liable for injuries on school grounds or for an employee's failure to exercise supervisorial responsibility to use reasonable care to prevent foreseeable injuries resulting from school activities. Therefore, it is strongly recommended that, before adopting the following optional policy and administrative regulation, districts carefully review all the elements, consider their staff capabilities and resources, and delete or modify them as necessary to ensure that all aspects will be adequately enforced. Districts should also consult with legal counsel and the district's risk manager or insurance carrier, as appropriate.

The Governing Board recognizes that suicide is a major cause of death among youth and should be taken seriously. In order to attempt to reduce suicidal behavior and its impact on students and families, the Superintendent or designee shall develop preventive strategies and intervention procedures.

The Superintendent or designee may involve school health professionals, school counselors, administrators, other staff, parents/guardians, students, local health agencies and professionals, and community organizations in planning, implementing, and evaluating the district's strategies for suicide prevention and intervention.

(cf. 1020 - Youth Services)
(cf. 1220 - Citizen Advisory Committees)
(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

Prevention and Instruction

Note: The following optional section may be revised to reflect district practice. The California Department of Education's (CDE) Youth Suicide-Prevention Guidelines for California Schools identifies factors that may help build resiliency and protect against high-risk behaviors, including, but not limited to, emotional wellness, school engagement, self-perceived ability to cope with problems, and positive interpersonal relationships. For further information about strategies to protect students from bullying, cyberbullying, and other harassment, see BP 5131 - Conduct, BP 5145.3 - Nondiscrimination/Harassment, and BP 5145.9 - Hate-Motivated Behavior.

Suicide prevention strategies may include, but not be limited to, efforts to promote a positive school climate that enhances students' feelings of connectedness with the school and is characterized by caring staff and harmonious interrelationships among students.

(cf. 5131 - Conduct)
(cf. 5137 - Positive School Climate)
(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 5145.7 - Sexual Harassment)
(cf. 5145.9 - Hate-Motivated Behavior)

Note: The state's Health Education Content Standards for California Public Schools include voluntary content standards pertaining to mental, emotional, and social health at selected elementary and secondary grades and suicide prevention instruction at grade 7 or 8 and in high school. The district may revise the following optional paragraph to reflect grade levels offered by the district.

The district's comprehensive health education program shall promote the healthy mental, emotional, and social development of students including, but not limited to, the development of problem-solving skills, coping skills, and self-esteem. Suicide prevention instruction shall be incorporated into the health education curriculum in the secondary grades. Such instruction shall be aligned with state content standards and shall be designed to help students analyze signs of depression and self-destructive behaviors, including potential suicide, and to identify suicide prevention strategies.

(cf. 6142.8 - Comprehensive Health Education)

The Superintendent or designee may offer parents/guardians education or information which describes the severity of the youth suicide problem, the district's suicide prevention curriculum, risk factors and warning signs of suicide, basic steps for helping suicidal youth, and/or school and community resources that can help youth in crisis.

Staff Development

Note: The following optional section may be revised to reflect district practice. Pursuant to Education Code 41533, as added by SB 1378 (Ch. 143, Statutes of 2008), a district that receives funding through the Professional Development Block Grant may use a portion of those funds to provide each teacher up to two hours of training in the prevention of youth suicide. Education Code 49604 encourages each district to provide suicide prevention training to each middle, junior high, and high school counselor.

Note: Staff development may include training about risk factors associated with suicide, as provided in item #1 below. Information about research on risk factors is available in the CDE's Youth Suicide-Prevention Guidelines for California Schools as well as through the California Department of Mental Health, Centers for Disease Control and Prevention, American Association of Suicidology, and other health organizations.

Suicide prevention training for staff shall be designed to help staff identify and respond to students at risk of suicide. The training shall be offered under the direction of a district counselor/psychologist and/or in cooperation with one or more community mental health

agencies and may include information on:

1.   Research identifying risk factors, such as previous suicide attempt(s), history of depression or mental illness, substance use problems, family history of suicide or violence, feelings of isolation, interpersonal conflicts, a recent severe stressor or loss, family instability, and other factors

(cf. 5131.6 - Alcohol and Other Drugs)

2.   Warning signs that may indicate suicidal intentions, including changes in students' appearance, personality, or behavior

3.   Research-based instructional strategies for teaching the suicide prevention curriculum and promoting mental and emotional health

4.   School and community resources and services

(cf. 5141.6 - School Health Services)
(cf. 6164.2 - Guidance/Counseling Services)

5.   District procedures for intervening when a student attempts, threatens, or discloses the desire to commit suicide

(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)

Intervention

Note: The following optional section should be revised to reflect district practice. Education Code 49602, which requires confidentiality of information disclosed to a school counselor by students 12 years of age or older, specifically allows a counselor to disclose such information to the principal or parents/guardians of the student when he/she has reasonable cause to believe that disclosure is necessary to avert a clear and present danger to the student's health or safety. In addition, Education Code 49602 allows disclosure to psychotherapists, other health care providers, or the school nurse for the sole purpose of referring the student for treatment.

Whenever a staff member suspects or has knowledge of a student's suicidal intentions, he/she shall promptly notify the principal or school counselor. The principal or counselor shall then notify the student's parents/guardians as soon as possible and may refer the student to mental health resources in the school or community.

(cf. 5141 - Health Care and Emergencies)

Students shall be encouraged to notify a teacher, principal, counselor, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another

student's suicidal intentions.

Whenever schools establish a peer counseling system to provide support for students, peer counselors shall complete the suicide prevention curriculum, including identification of the warning signs of suicidal behavior and referral of a suicidal student to appropriate adults.

(cf. 5138 - Conflict Resolution/Peer Mediation)

Note: For sample procedures to be followed in the event of a suicide attempt on campus, see the accompanying administrative regulation.

The Superintendent or designee shall establish crisis intervention procedures to ensure student safety and appropriate communications in the event that a suicide occurs or an attempt is made on campus or at a school-sponsored activity.

Legal Reference:
EDUCATION CODE
32280-32289 Comprehensive safety plan
49060-49079 Student records
49602 Confidentiality of student information
49604 Suicide prevention training for school counselors
GOVERNMENT CODE
810-996.6 Government Claims Act
WELFARE AND INSTITUTIONS CODE
5698 Emotionally disturbed youth; legislative intent
5850-5883 Mental Health Services Act
COURT DECISIONS
Corales v. Bennett (Ontario-Montclair School District), (2009) 567 F.3d 554

Management Resources:
CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
Health Education Content Standards for California Public Schools, Kindergarten Through Grade Twelve, 2008
Youth Suicide-Prevention Guidelines for California Schools, 2005
Health Framework for California Public Schools, Kindergarten Through Grade Twelve, 2003
CALIFORNIA DEPARTMENT OF MENTAL HEALTH PUBLICATIONS
California Strategic Plan for Suicide Prevention: Every Californian is Part of the Solution, 2008
CENTERS FOR DISEASE CONTROL AND PREVENTION PUBLICATIONS
School Connectedness: Strategies for Increasing Protective Factors Among Youth, 2009
U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES PUBLICATIONS
National Strategy for Suicide Prevention: Goals and Objectives for Action, 2001
WEB SITES
American Psychological Association: http://www.apa.org
California Department of Education, Mental Health: http://www.cde.ca.gov/ls/cg/mh

California Department of Mental Health, Children and Youth Programs:
http://www.dmh.ca.gov/Services_and_Programs/Children_and_Youth
Centers for Disease Control and Prevention, Mental Health: http://www.cdc.gov/mentalhealth
National Institute for Mental Health: http://www.nimh.nih.gov
U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services
Administration: http://www.samhsa.gov

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Administrative Regulation
Suicide Prevention

AR 5141.52
Students

Note: The Government Claims Act (Government Code 810-996.6) provides that a district may be liable for injuries on school grounds or for an employee's failure to exercise supervisorial responsibility to use reasonable care to prevent foreseeable injuries resulting from school activities. Therefore, it is strongly recommended that, before adopting the following optional policy and administrative regulation, districts carefully review all the elements, consider their staff capabilities and resources, and delete or modify them as necessary to ensure that all aspects will be adequately enforced. Districts should also consult with legal counsel and the district's risk manager or insurance carrier, as appropriate.

Instruction

Note: The following optional section reflects topics of instruction recommended by suicide prevention resources and is consistent with the state's Health Education Content Standards for California Public Schools, which include standards pertaining to suicide prevention instruction at grade 7 or 8 and high school.

At appropriate secondary grades, the district's suicide prevention instruction shall be designed to help students:

1. Identify and analyze signs of depression and self-destructive behaviors and understand how feelings of depression, loss, isolation, inadequacy, and anxiety can lead to thoughts of suicide

2. Identify alternatives to suicide and develop coping and resiliency skills

3. Learn to listen, be honest, share feelings, and get help when communicating with friends who show signs of suicidal intent

4. Identify trusted adults, school resources, and/or community crisis intervention resources where youth can get help and recognize that there is no stigma associated with seeking mental health, substance abuse, and/or suicide prevention services

(cf. 1020 - Youth Services)
(cf. 5131.6 - Alcohol and Other Drugs)
(cf. 5141.6 - School Health Services)
(cf. 6142.8 - Comprehensive Health Education)
(cf. 6164.2 - Guidance/Counseling Services)

Intervention

Note: The following optional section may be revised to reflect district practice. For additional information about steps that school personnel can take when a student threatens or attempts suicide, see the California Department of Education's Youth Suicide-Prevention Guidelines for California Schools.

When a suicide attempt or threat is reported, the principal or designee shall:

1. Ensure the student's physical safety by one of the following, as appropriate:

a. Securing immediate medical treatment if a suicide attempt has occurred

b. Securing law enforcement and/or other emergency assistance if a suicidal act is being actively threatened

c. Keeping the student under continuous adult supervision until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene

(cf. 5141 - Health Care and Emergencies)

2. Designate specific individuals to be promptly contacted, including the school counselor, psychologist, nurse, superintendent, and/or the student's parent/guardian, and, as necessary, local law enforcement or mental health agencies

3. Document the incident in writing as soon as feasible

(cf. 5125 - Student Records)

4. Follow up with the parent/guardian and student in a timely manner to provide referrals to appropriate services as needed

5. Provide access to counselors or other appropriate personnel to listen to and support students and staff who are directly or indirectly involved with the incident at the school

6. Provide an opportunity for all who respond to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions

Note: The following optional paragraph may be revised to reflect district practice. Education Code 32280-32289 require schools to develop and implement comprehensive school safety plans; see BP/AR 0450 - Comprehensive Safety Plan. If the district's safety plan includes crisis intervention strategies, those strategies may encompass procedures that the district will use in the aftermath of a suicide or attempted suicide. Also see BP 6164.2 - Guidance/Counseling Services for policy language pertaining to crisis counseling.

In the event that a suicide occurs or is attempted on campus, the principal or designee shall

follow the crisis intervention procedures contained in the school safety plan. After consultation with the Superintendent or designee and the student's parents/guardians about facts that may be divulged in accordance with the laws governing confidentiality of student record information, the principal or designee may provide students, parents/guardians, and staff with information, counseling, and/or referrals to community agencies as needed. School staff may receive assistance from school counselors or other mental health professionals in determining how best to discuss the suicide or attempted suicide with students.

(cf. 0450 - Comprehensive Safety Plan)
(cf. 1112- Media Relations)

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Board Policy

DRAFT

(9)

Suicide Prevention

BP 5141.52
Students

The Governing Board recognizes that suicide is a major cause of death among youth and should be taken seriously. In order to attempt to reduce suicidal behavior and its impact on students and families, the Superintendent or designee shall develop preventive strategies and intervention procedures.

The Superintendent or designee may involve school health professionals, school counselors, administrators, other staff, parents/guardians, students, local health agencies and professionals, and community organizations in planning, implementing, and evaluating the district's strategies for suicide prevention and intervention.

(cf. 1020 - Youth Services)
(cf. 1220 - Citizen Advisory Committees)
(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

Prevention and Instruction

Suicide prevention strategies may include, but not be limited to, efforts to promote a positive school climate that enhances students' feelings of connectedness with the school and is characterized by caring staff and harmonious interrelationships among students.

(cf. 5131 - Conduct)
(cf. 5137 - Positive School Climate)
(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 5145.7 - Sexual Harassment)
(cf. 5145.9 - Hate-Motivated Behavior)

The district's comprehensive health education program shall promote the healthy mental, emotional, and social development of students including, but not limited to, the development of problem-solving skills, coping skills, and self-esteem. Suicide prevention instruction shall be incorporated into the health education curriculum in the secondary grades. Such instruction shall be aligned with state content standards and shall be designed to help students analyze signs of depression and self-destructive behaviors, including potential suicide, and to identify suicide prevention strategies.

(cf. 6142.8 - Comprehensive Health Education)

The Superintendent or designee may offer parents/guardians education or information which

describes the severity of the youth suicide problem, the district's suicide prevention curriculum, risk factors and warning signs of suicide, basic steps for helping suicidal youth, and/or school and community resources that can help youth in crisis.
Staff Development

Suicide prevention training may be designed to help staff identify and respond to students at risk of suicide. The district may consider offering the training under the direction of a district counselor/psychologist and/or in cooperation with one or more community mental health agencies and may include information on:

1. Research identifying risk factors, such as previous suicide attempt(s), history of depression or mental illness, substance use problems, family history of suicide or violence, feelings of isolation, interpersonal conflicts, a recent severe stressor or loss, family instability, and other factors

(cf. 5131.6 - Alcohol and Other Drugs)

2. Warning signs that may indicate suicidal intentions, including changes in students' appearance, personality, or behavior

3. Research-based instructional strategies for teaching the suicide prevention curriculum and promoting mental and emotional health

4. School and community resources and services

(cf. 5141.6 - School Health Services)
(cf. 6164.2 - Guidance/Counseling Services)

5. District procedures for intervening when a student attempts, threatens, or discloses the desire to commit suicide

(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)

Intervention

Whenever a staff member suspects or has knowledge of a student's suicidal intentions, he/she shall promptly notify the principal or school counselor. The principal or counselor shall then notify the student's parents/guardians as soon as possible and may refer the student to mental health resources in the school or community.

(cf. 5141 - Health Care and Emergencies)

Students shall be encouraged to notify a teacher, principal, counselor, or other adult when they

are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions.

Whenever schools establish a peer counseling system to provide support for students, peer counselors shall complete the suicide prevention curriculum, including identification of the warning signs of suicidal behavior and referral of a suicidal student to appropriate adults.

(cf. 5138 - Conflict Resolution/Peer Mediation)

The Superintendent or designee shall establish crisis intervention procedures to ensure student safety and appropriate communications in the event that a suicide occurs or an attempt is made on campus or at a school-sponsored activity.

Legal Reference:
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School Connectedness: Strategies for Increasing Protective Factors Among Youth, 2009
U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES PUBLICATIONS
National Strategy for Suicide Prevention: Goals and Objectives for Action, 2001
WEB SITES
American Psychological Association: http://www.apa.org
California Department of Education, Mental Health: http://www.cde.ca.gov/ls/cg/mh
California Department of Mental Health, Children and Youth Programs:
http://www.dmh.ca.gov/Services_and_Programs/Children_and_Youth
Centers for Disease Control and Prevention, Mental Health: http://www.cdc.gov/mentalhealth

DRAFT

National Institute for Mental Health: http://www.nimh.nih.gov
U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services
Administration: http://www.samhsa.gov

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Administrative Regulation
Suicide Prevention

AR 5141.52
Students

Instruction

At appropriate secondary grades (grades 7-12), the district's suicide prevention instruction shall be designed to help students:

1. Identify and analyze signs of depression and self-destructive behaviors and understand how feelings of depression, loss, isolation, inadequacy, and anxiety can lead to thoughts of suicide

2. Identify alternatives to suicide and develop coping and resiliency skills

3. Learn to listen, be honest, share feelings, and get help when communicating with friends who show signs of suicidal intent

4. Identify trusted adults, school resources, and/or community crisis intervention resources where youth can get help and recognize that there is no stigma associated with seeking mental health, substance abuse, and/or suicide prevention services

(cf. 1020 - Youth Services)
(cf. 5131.6 - Alcohol and Other Drugs)
(cf. 5141.6 - School Health Services)
(cf. 6142.8 - Comprehensive Health Education)
(cf. 6164.2 - Guidance/Counseling Services)

Intervention

When a suicide attempt or threat is reported, the principal or designee shall:

1. Ensure the student's physical safety by one of the following, as appropriate:

   a. Securing immediate medical treatment if a suicide attempt has occurred

   b. Securing law enforcement and/or other emergency assistance if a suicidal act is being actively threatened

   c. Keeping the student under continuous adult supervision until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene

(cf. 5141 - Health Care and Emergencies)

2. Designate specific individuals to be promptly contacted, including the school counselor, psychologist, nurse, superintendent, and/or the student's parent/guardian, and, as necessary, local law enforcement or mental health agencies

3. Document the incident in writing as soon as feasible

(cf. 5125 - Student Records)

4. Follow up with the parent/guardian and student in a timely manner to provide referrals to appropriate services as needed

5. Provide access to counselors or other appropriate personnel to listen to and support students and staff who are directly or indirectly involved with the incident at the school

6. Provide an opportunity for all who respond to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions

In the event that a suicide occurs or is attempted on campus or off campus, the principal or designee shall follow the crisis intervention procedures contained in the school safety plan (sample checklist below), including the following:

1. Multi agency communication – including but not limited to Pàjaro Valley Prevention and Student Assistance, Santa Cruz County Mental Health, Hospice of Santa Cruz County, Youth Services.

2. After consultation with the Superintendent or designee and the student's parents/guardians about facts that may be divulged in accordance with the laws governing confidentiality of student record information, the principal or designee may provide students, parents/guardians, and staff with information, counseling, and/or referrals to community agencies as needed. School staff may receive assistance from school counselors or other mental health professionals in determining how best to discuss the suicide or attempted suicide with students.

Communication Example

Principal

Superintendent

Emergency Personnel

Police, Fire, Ambulance
If needed

Pertinent Agencies

PVPSA – 728-6445

Youth Services – 429-8350

Mental Health – 454-4170

Hospice – 430-3000

(15)
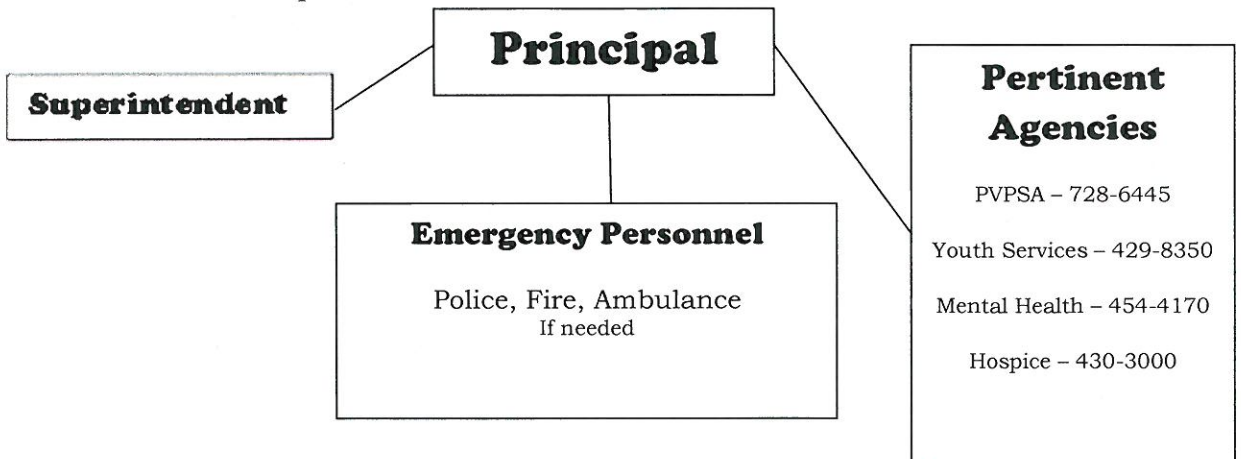
First Example **Crisis Response Checklist** (from the Center for Mental Health in Schools at UCLA. http://smhp.psych.ucla.edu)

Crisis Response Checklist

In the midst of a crisis, it is hard to remember all the specific steps and preparatory plans that have been discussed. Each site and each person responsible for crisis response needs to have a checklist that provides a ready and visible reference guide for use during a crisis. Such a checklist is also an important training tool. The following is an outline of what such a checklist might cover.

I. Immediate Response

Check to be certain that:

- Appropriate "alarms' have been sounded
- All persons with a crisis role are mobilized and informed as to who is coordinating the response and where the coordination/emergency operation center and medical and psychological first aid centers are located
- This may include coordinators for:
  ____ overall crisis response ____ communications
  ____ first aid (medical, psychological) ____ crowd management
  ____ media ____ transportation
- Phone trees are activated
- Team leader and others clarify whether additional resources should be called in (from the District or community -- such as additional medical and psychological assistance, police, fire)
- All assignments are being carried out (including provisions for classroom coverage for crisis response team members and for any instances of a staff death)
- Corrective steps are being taken when the response is inadequate
- All communication needs are addressed by implementing planned means for information sharing and rumor control (e.g. Public Address announcements, circulation of written statements, presentations to staff/students/ parents in classes or in special assemblies);
- This includes communications with:
  ____ staff ____ home ____ students ____district offices and other schools ____ crisis team ____community ____ media ____ fire, police
- Plans for locating individuals are implemented (e.g., message center, sign-in and
- Specific intervention and referral activity are implemented (e.g. , triage, first-aid, search, rescue, security, evacuation, counseling, distribution of information about resources and referral processes)
- Support and time out breaks for crisis workers are implemented
- Informal debriefings of crisis workers are done to assess how things are going and what will be required in the way of additional or continuous follow up activity.

II. Follow-up Activity

In the aftermath, check to be certain that:
- Continuing communication needs are addressed (clarifying causes and impact; debunking rumors, updating facts, providing closure; updating information on available resources)
- If relevant, family contacts are made to learn funeral and memorial service arrangements, and to determine if there is additional assistance the school can provide (School-related memorial services for gang members, suicides, etc. are controversial; clear policies should be established in discussing crisis response plans.)
- Crisis-related problems continue to be monitored and dealt with (including case management of referrals and extended treatment)
- Facets of crisis response that are no longer needed are brought to an appropriate conclusion
- Debriefing meetings are held (to appreciate all who helped, clarify deficiencies in crisis response, and make revisions for the next time)
- Crisis response plans are revised and resources enhanced for dealing with the next crisis
- Additional training is planned and implemented
- Appropriate prevention planning is incorporated (e.g., at least to minimize the impact of such events)
- School Crisis Guide Updated

Second Example of Postvention Activities
School Suicide Postvention Checklist   (Provided by the California Association of School Psychologists)

1. Verify that a death has occurred. Contact the Coroner's Office to verify the death was a suicide.
2. Mobilize the Crisis Response Team.   The Crisis Response Coordinator should notify the Crisis Intervention Coordinator, the Media Liaison, the Medical Liaison and the Security Liaison.
3. Assess the suicide's impact on the school and estimate the level of postvention response.   Will students learn of the death and find the loss a coping challenge? If so, estimate the number of students who may require postvention.
4. Notify other involved school personnel. District office Other effected school sites. Staff member at the school(s) affected by the death
5. Contact the family of the suicide victim. Express sympathy, offer support, verify facts, and identify survivors.
6. Determine what information to share about the death.   Report verified information only. Directly attack rumors. Do not provide excessive detail.
7. Determine how to share information about the death. Do not sensationalize, glorify or vilify.
8. Identify students significantly affected by the suicide and initiate a referral mechanism. Assess physical and emotional proximity to the suicide.
9. Conduct a faculty planning session.
10. Initiate crisis intervention services. Walk through the suicide victim's classes. Meet with the suicide victim's close friends. Facilitate dis-identification with the suicide victim.

11. Conduct daily planning sessions.
12. Memorials. Plan for funerals and other memorial activities. Be sure such do not romanticize or sensationalize the death.
13. Debrief the postvention response.

(cf. 0450 - Comprehensive Safety Plan)
(cf. 1112- Media Relations)

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PAJARO VALLEY UNIFIED SCHOOL DISTRICT

Board Agenda Backup

Item No: 12.2

Date: May 28, 2014

Item: Resolution #13-14-24 Reduction of a particular kind of classified employee service

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

It shall be necessary to reduce the hours of this particular classified employee service by July 28, 2014. It may also be necessary to reduce the employment of a certain classified employee of the District as a result of this action.

Recommendation: Adopt Resolution #13-14-24 to reduce particular kinds of classified employee services.

Prepared By: Sharon Roddick, Assistant Superintendent, Human Resources

Superintendent's Signature: _Dorma Baler (A)_

BEFORE THE BOARD OF TRUSTEES OF THE

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

SANTA CRUZ COUNTY, CALIFORNIA

IN THE MATTER OF:	RESOLUTION NO. 13-14-24
REDUCTION OF A CLASSIFIED SCHOOL SERVICE FOR THE 2014 - 2015 SCHOOL YEAR	

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

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

NOW, THEREFORE, BE IT RESOLVED that as of the 28th day of July, 2014, the position shown on the attachment will be reduced.

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

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

The foregoing Resolution was adopted at a regularly called meeting of the Governing Board of the Pajaro Valley Unified School District on the 28th of May, 2014, by the following vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

I, Kim De Serpa, President of the Board of Trustees of the Pajaro Valley Unified School District, HEREBY CERTIFY that the foregoing Resolution was duly introduced, passed and adopted by the Board of Trustees at a regular meeting thereof held on the 28th day of May, 2014 by a vote of _____.

IN WITNESS THEREOF, I have hereto set my hand this _____ day of _____, 2014.

_____   _____

Kim De Serpa, President   Date
Board of Trustees,
Pajaro Valley Unified School District

EXHIBIT A

Pajaro Valley Unified School District
Classified Personnel
May 28, 2014

Resolution # 13-14-24

TO: GOVERNING BOARD

FROM: Sharon Roddick, Assistant Superintendent HR

SUBJECT: Recommended Discontinuation of Classified Services

It is the recommendation of District staff that the Board adopt a resolution to reduce the particular kind of service listed below effective July 28, 2014.

#	Job Classification	FTE
1	Administrative Secretary II	1.00
	TOTAL FTE	**1.00**

PAJARO VALLEY UNIFIED SCHOOL DISTRICT
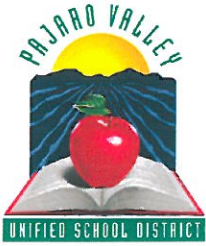
Board Agenda Backup

Item No: **12.3**

Date: May 28, 2014

Item: **2014-17 Technology Use Plan**

Overview: The Technology Use Plan (TUP) is a three-year guidance plan that requires board and state approval to qualify for federal and state technology related grant and discount funding. The district has been successful in securing significant state and federal grants and discounts due, in large part, to the specificity and detail listed in the TUP. The plan is intended to be a guiding document for present and future technology implementations throughout the district.

The 2014 updated plan was developed based on a template provided by the California Department of Education and meets the requirements of major state and federal technology grant programs. The plan consists of four sections - curriculum, professional development, technical infrastructure and support, and funding and budget. These sections focus on the existing infrastructure as well as anticipated future needs of school sites and the district as a whole.

The Technology Services Department has revised the TUP to reflect present and future technology projects and systems. Additionally, the TUP has already received state review and approval.

Recommendation: The administration recommends approval of this item and board approval will need to occur no later than June 30th, 2014.

Budget Considerations:

Funding Source: No specific funding necessary for this action. Future projects to be funded with district, state and federal resources.

Budgeted: Yes: ☐ No: ☒

Amount: $

Prepared By: Tim Landeck, Director of Technology Services

Reviewed by: Brett W. McFadden, CBO

Superintendent's Signature: _Dorma Baker (AA)_

Instructional Technology Use Plan
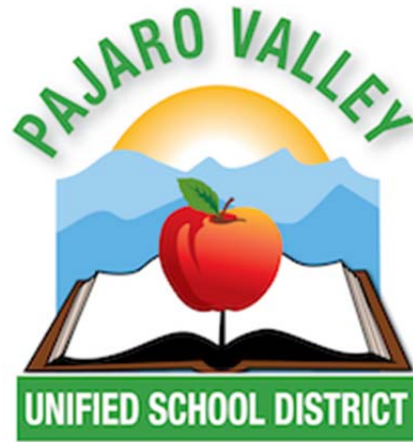
Pajaro Valley Unified School District

July 1, 2014 - June 30, 2017

Table of Contents

Background and Demographic Profile

The Pajaro Valley Unified School District was unified in 1964 under the laws of the State of California. The district is the largest school district in Santa Cruz County in terms of enrollment and geographic area. The district's jurisdiction encompasses over 150 square miles spanning two counties from Santa Cruz County in the north to the northern portions of Monterey County in the south. The district serves the cities and communities of Aptos, Corralitos, Freedom, Pajaro, La Selva Beach, Las Lomas/Royal Oaks, and Watsonville.

The district is governed by a locally elected, seven-member Board of Trustees. Each trustee represents a specific trustee area within the district's jurisdictional boundaries. These areas are redrawn according to census data every 10 years. Trustee areas were redrawn in 2012 as a result of the 2010 National Census. The board appoints a superintendent, acting as the district's chief executive officer to oversee district operations and implement board approved policies.

More than 20,000 K-12 students attend the district's 16 elementary schools, six middle schools, three high schools, six charter schools, and three alternative schools. The district also includes 19 children centers, an adult education school, migrant education and Head Start centers, and other special services. The district's enrollment places it among the 100 largest school districts in the state. PVUSD employs approximately 2,039 full-time and part-time employees, making it one of the region's largest employers.

The district has a total enrollment of 20,362 students based on the 2013-2014 CALPADS Fall 1 enrollment report. The demographic data includes 81.1% Hispanic or Latino; 16.2% White; 1.9% Asian; .5% African American; and .5% other.

Based on the 2013-2014 demographic data approximately 77% of district students were classified as economically disadvantaged and 46% were classified as English Language Learners (ELL). The CELDT data from 2014 shows that 8,304 students were tested and 2.8% scored at the Advanced Level, 18.8% at Early Advanced level, 35.3% at the Intermediate level 18.3% at the Early Intermediate level, and 21% at the Beginning level.

In 2011-2012, 43% of the schools in PVUSD met or exceeded their Academic Performance Index API target, and 6.67% of the schools met their Adequate Yearly Process AYP targets. The district did not meet its AYP targets.

1. Plan Duration

July 1, 2014 to June 30, 2017

The PVUSD Instructional Technology Use Plan is effective from July 1, 2014 until June 30, 2017. In order to make the plan a useful and applicable document, it will be revised and updated annually to maintain relevancy and meet up-to-date technology needs throughout the district. PVUSD is in the process of adopting and writing a state mandated Local Control and Accountability Plan (LCAP). Once the LCAP goals are adopted by the PVUSD Board of Trustees, the technology plan will be reviewed to ensure compliance and consistency with the LCAP. To accommodate this, the district Technology Liaisons, a representative group of classroom teachers, along with members of the core Technology Services team, will review the plan annually and update as needed.

2. Stakeholders

This plan was revised with input from site administrators, site Technology Liaisons (1 representative from each school site in the district), family literacy providers, assistant superintendent of secondary, assistant superintendent and coordinators within the Educational and English Learners Services department, Technology Services technical staff, the assistant director of Technology Services and the director of Technology Services. Additional community stakeholders that collaborated with and advised the district on this plan include the program director from Technology Information Center for Administrative Leadership (TICAL), the language arts/technology coordinator from the Santa Cruz County Office of Education and state feedback that supports the district in collaborative and partner relationships.

Stakeholders contributed to the plan by analyzing the technology integration needs of the district in terms of LCAP priorities, the Common Core State Standards, district learning goals, current funding and best practices grounded in relevant and current research. Stakeholders collaborated through online discussions, community forums, face-to-face meetings and formal and informal written commentary on the various drafts. The district's elected Board of Trustees will make the final determination on the revisions to the final draft of the Instructional Tech Use Plan.

3a. Current access by teachers and students

Teachers and students can access computers during school in classrooms, libraries, mobile and desktop labs, as well as after school through the Extended Learning Programs. Depending on the school site, classrooms may have a mix of desktop computers and portable computing devices, such as Chromebooks or iPads for use with small groups or in learning centers. All sites have at least one desktop computer lab, but these labs are mostly reserved for use by technology classes or for math and language arts intervention software use.

At some sites, students come before the scheduled start of school to receive intervention instruction on the computer. At other sites, technology is concentrated in the library media labs where research and extended learning opportunities beyond regular class time is critical for student success.

In order to accommodate the Smarter Balanced Assessment Consortium (SBAC) testing needs within the district, in 2014, each site was provided with multiple Chromebook carts through the Common Core Implementation grant. Classroom teachers will use these Chromebook carts during non-SBAC testing time to develop students' technology skills and provide teachers with opportunities to integrate technology into the curriculum.

Recently, sites are moving towards a 1:1 computing solution by purchasing enough Chromebooks for each student on campus. In 2014, Lakeview Middle School, composed of nearly 700 students, implemented a 1:1 Chromebook take home program, which will greatly accelerate technological skill development as well as provide 24/7 access to a computing resource for each Lakeview student. Other sites within the district are considering adoptions of a similar program and investigating how the new LCAP funding priorities and grants may help to make such programs possible.

Approximately 35% of teachers have access to laptops and can use them at any time to research, develop curriculum and deliver content. The remaining 65% of teachers utilize a desktop computer in the classroom, staff room or site's computer lab. Many teachers own a personal computing device that is often used for work purposes as well. To create equity and consistency for teachers across the district, the district is analyzing ways to provide each teacher a laptop that would be replaced every four - five years to comply with the district's computer refresh policy.

Currently, each site is responsible for equipping teachers with an internet connected computer in each classroom to assist with taking attendance and other online activities, but most teachers prefer the flexibility and mobility associated with laptop computing. Additionally, each site receives different funding and has individual spending priorities, creating inconsistency across the district in terms of site computing resources.

Sites are predominantly responsible for purchasing and upgrading existing instructional technology at each respective school site. Since each site has a separate budget with site specific categorical funding that is managed by the site administration, there is inconsistency across the district in terms of investment and maintenance of instructional technology.

With the passage of the Measure L Bond in 2013, plans are underway to address this imbalance through the Intelligent Classroom Project and the annual Measure L Technology Endowment Funds. The Measure L Bond funded Intelligent Classroom Project will ensure that each

classroom in the district has an LCD projector or equivalent projection device, a classroom audio amplification system and a document camera.

The district is providing Chromebook carts to each school site to provide testing stations for the SBAC tests and additional computing resources for students to utilize and develop needed Common Core State Standards and 21st Century technology skills. State funding sources and allocation amounts are currently transitioning from state defined categorical structures to LCAP determinations. As a result, the district may be taking more of a role in finding and distributing instructional technology resources, but the specifications will depend on how the state reallocates traditional sources of funding.

One hundred percent of PVUSD's 1,042 instructional classrooms have wired Internet connections, most with wireless connectivity, with about 10,000 computing devices available for instructional use. The table below represents the number of computers, tablets and Chromebooks that were purchased as of 2010, as identified in the district inventory system. As dictated by the district's computing replacement policy, the district and sites should be replacing computers on a four-year refresh cycle and therefore the following table and inventory reflect this standard. The below table data is sorted by site according to the student to computing device ratio. The student computing device ratio was calculated by adding all the 2012 or later model computing devices, including computers, iPads and Chromebooks and dividing by the number of students per site. Some staff and students are still using computers that do not currently meet the district's minimum donation specifications but these computers are not included in the ratios below.The current minimum donation specs (last revised in 2014) that the district accepts for Windows computers are as follows: Dual Core Processor, capable of running Windows 7 or greater, 2GB RAM, 60GB Hard Drive. The minimum specs for Macs are Dual Core Intel processors, 2GB RAM, 60GB hard drive and capable of running Mac OS 10.7 or greater. The minimum specs are periodically reviewed and updated as needed so as to ensure any donated equipment is viable for effective use and can be supported by the Technology Services staff.
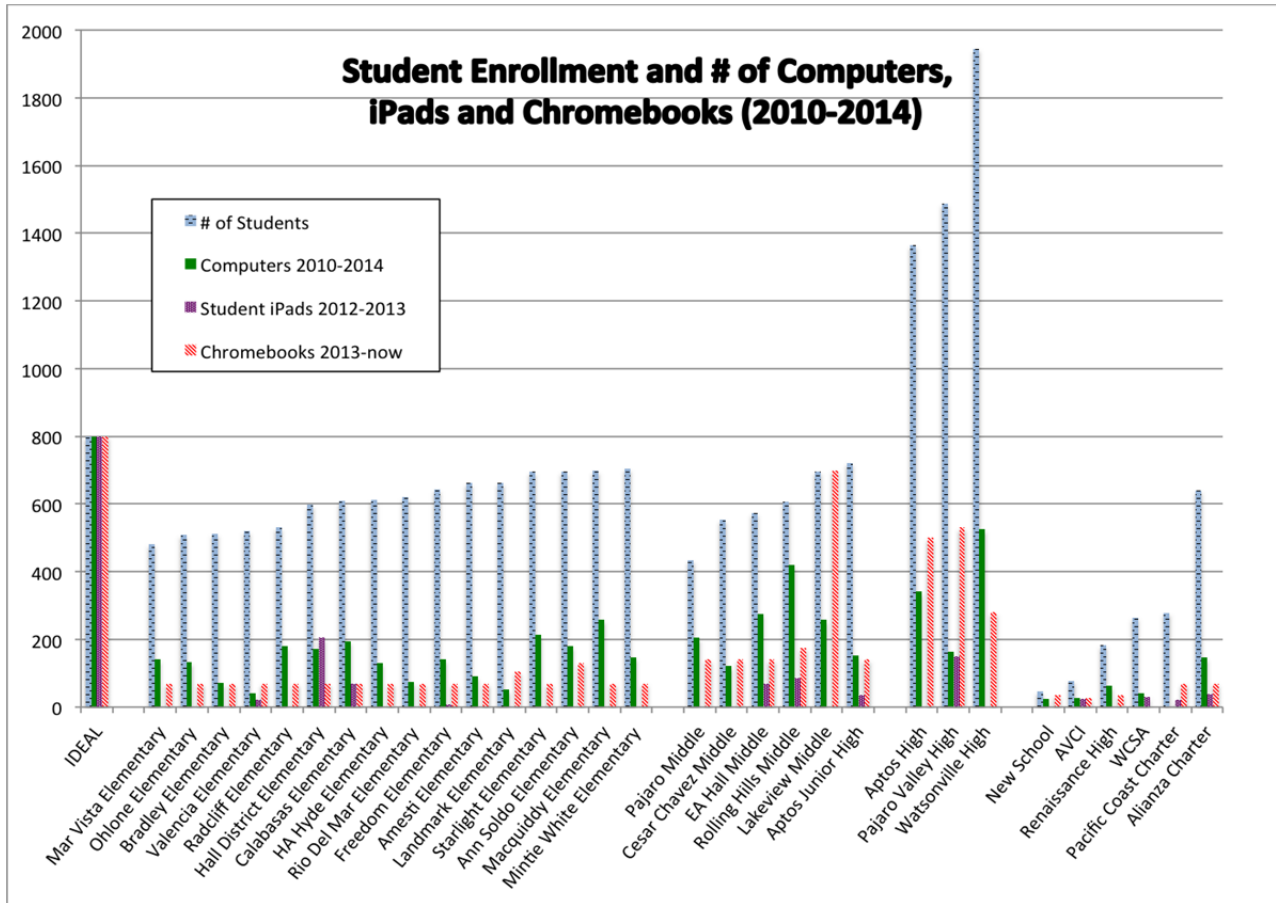
The following table lists the instructional resources available at each site as of February 2014. The data includes only computers that were purchased between 2010-2014 so as to reflect current district policy of maintaining only computers that are four years old or less. The data is sorted in alphabetical order by school name.

| School Site	# of Students	# of Teachers	Desktop Platform	# of Labs (Desktop)	# of Mobile Labs (Laptop/ Chromebook)	% Teachers with Laptops (2012 or later)
Alianza Charter	641	32	Mac	1	1	63
Amesti Elementary	662	30	Mac	1	3	13
Ann Soldo Elementary	696	31	PC	2	2	0
Aptos High	1,366	55	BOTH	9	8	0
Aptos Junior High	722	30	PC	2	6	38
AVCI	75	5	PC	1	1	20
Bradley Elementary	512	25	Mac	1	2	13
Calabasas Elementary	609	26	Mac	1	2	13
Cesar Chavez Middle	554	25	PC	1	4	38
EA Hall Middle	574	29	PC	2	5	87
Freedom Elementary	644	30	PC	2	2	63
HA Hyde Elementary	613	29	Mac	2	2	87
Hall District Elementary	597	25	PC	2	2	38
Lakeview Middle	697	34	BOTH	4	3	13
Landmark Elementary	663	32	PC	2	2	0
Macquiddy Elementary	698	30	Mac	1	5	87
Mar Vista Elementary	482	21	Mac	1	2	13
Mintie White Elementary	705	31	Mac	1	2	13
New School	46	5	PC	0	0.5	0
Ohlone Elementary	509	31	Mac	2	2	87
Pacific Coast Charter	279	11	PC	1	4	13
Pajaro Middle	434	20	Mac	1	5	0
Pajaro Valley High	1,487	62	BOTH	7	8	13
Radcliff Elementary	531	27	PC	1	2	63
Renaissance High	179	17	Mac	1	2	0
Rio Del Mar Elementary	621	29	Mac	1	2	0
Rolling Hills Middle	607	36	Mac	2	9	38
Starlight Elementary	695	31	Mac	2	2	13
Valencia Elementary	520	27	BOTH	2	2	87
Watsonville High	1,945	84	PC	10	8	87
Watsonville Charter School of the Arts (WCSA)	265	13	Mac	1	1.5	38
DISTRICT TOTALS	**19,628**	**913**		**67**	**22**	**37%**

The following table lists the student to computing device ratios per site, sorted in ascending order. Computing devices include: desktop computers in labs, desktop computers in classrooms or libraries, laptops, iPads and Chromebooks. Only computing devices purchased since 2010 were counted.

| School Site	Stu: Device Ratio (2010 -2014 Computers, iPads, Chromebooks)	Computers 2010-2014	Student iPads 2012-2013	Chromebooks 2013-now
Lakeview Middle	0.7	257	0	700
New School	0.8	24	0	35
Rolling Hills Middle	0.9	421	85	175
Academic Vocational Charter Institute (AVCI)	1.0	27	25	26
EA Hall Middle	1.2	276	70	140
Pajaro Middle	1.3	204	0	140
Hall District Elementary	1.3	171	205	70
Aptos High	1.6	341	0	500
Pajaro Valley High	1.8	164	150	530
Calabasas Elementary	1.8	195	70	70
Renaissance High	1.8	63	0	35
Radcliff Elementary	2.1	181	0	70
Cesar Chavez Middle	2.1	121	0	140
Macquiddy Elementary	2.1	258	0	70
Aptos Junior High	2.2	153	35	140
Ann Soldo Elementary	2.2	180	0	130
Mar Vista Elementary	2.3	141	0	70
Watsonville High	2.4	525	0	280
Starlight Elementary	2.5	213	0	70
Ohlone Elementary	2.5	132	0	70
Alianza Charter	2.5	146	37	70
Freedom Elementary	3.0	140	8	70
Pacific Coast Charter	3.0	3	20	70
HA Hyde Elementary	3.1	130	0	70
Mintie White Elementary	3.2	147	0	70
Bradley Elementary	3.6	71	0	70
Watsonville Charter School of the Arts (WCSA)	3.7	42	30	0
Valencia Elementary	4.0	41	20	70
Amesti Elementary	4.1	91	0	70
Landmark Elementary	4.3	51	0	105
Rio Del Mar Elementary	4.3	75	0	70
DISTRICT TOTALS	**2.0**	**4,984**	**755**	**4,196**

The chart below shows the number of computing devices (laptops, desktops, iPads and Chromebooks) available for student use and the 2014 student enrollment at each site, sorted by enrollment population, with the lowest numbers of students on the left. Ideally, the number of computing devices should match the number of students to provide a 1:1 environment.

Student Enrollment and # of Computers, iPads and Chromebooks (2010-2014)

Legend:
- # of Students
- Computers 2010-2014
- Student iPads 2012-2013
- Chromebooks 2013-now

The following chart displays the number of Chromebooks at each site, relative to the 2014 student enrollment. To achieve a 1:1 ratio, the number of Chromebooks should match the student enrollment.

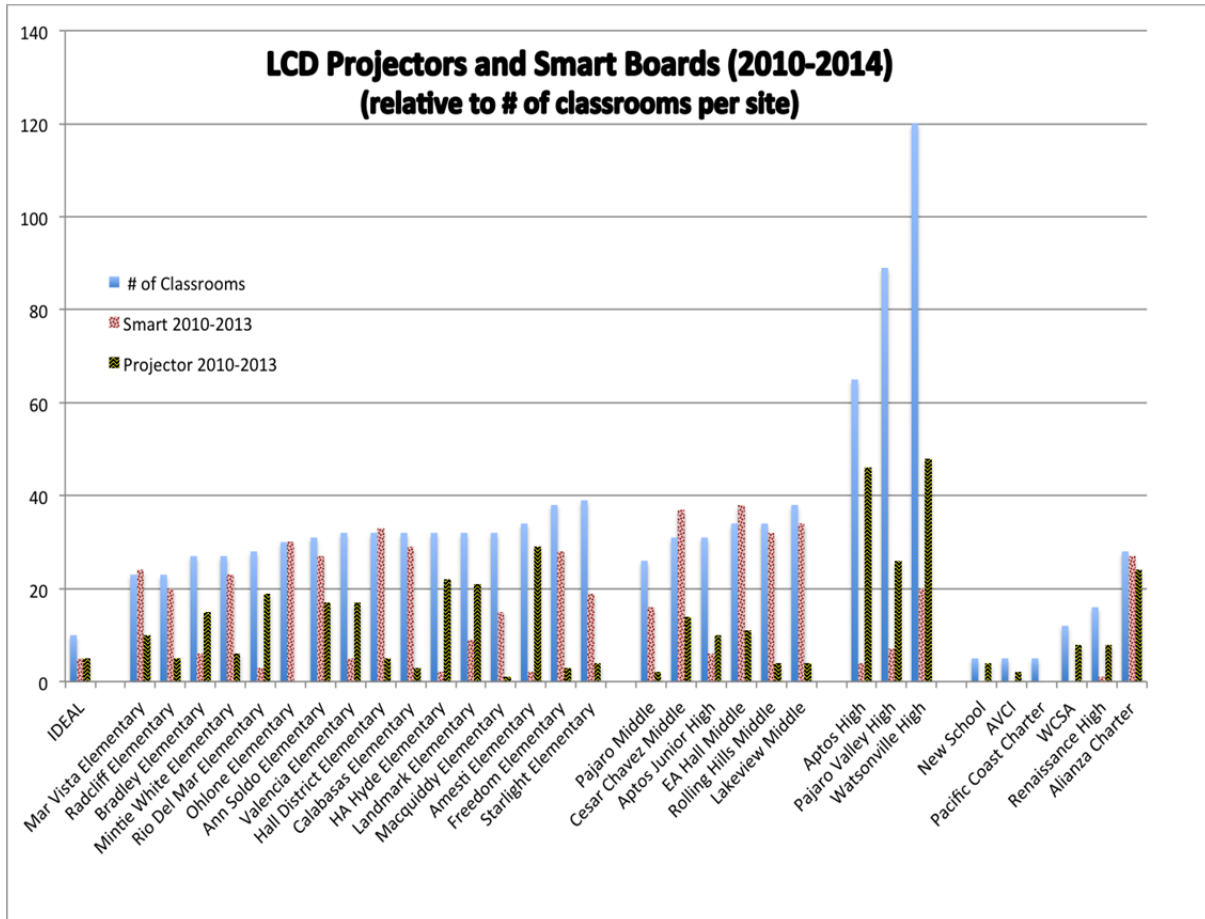**Student Enrollment and # of Chromebooks (2010-2014)**
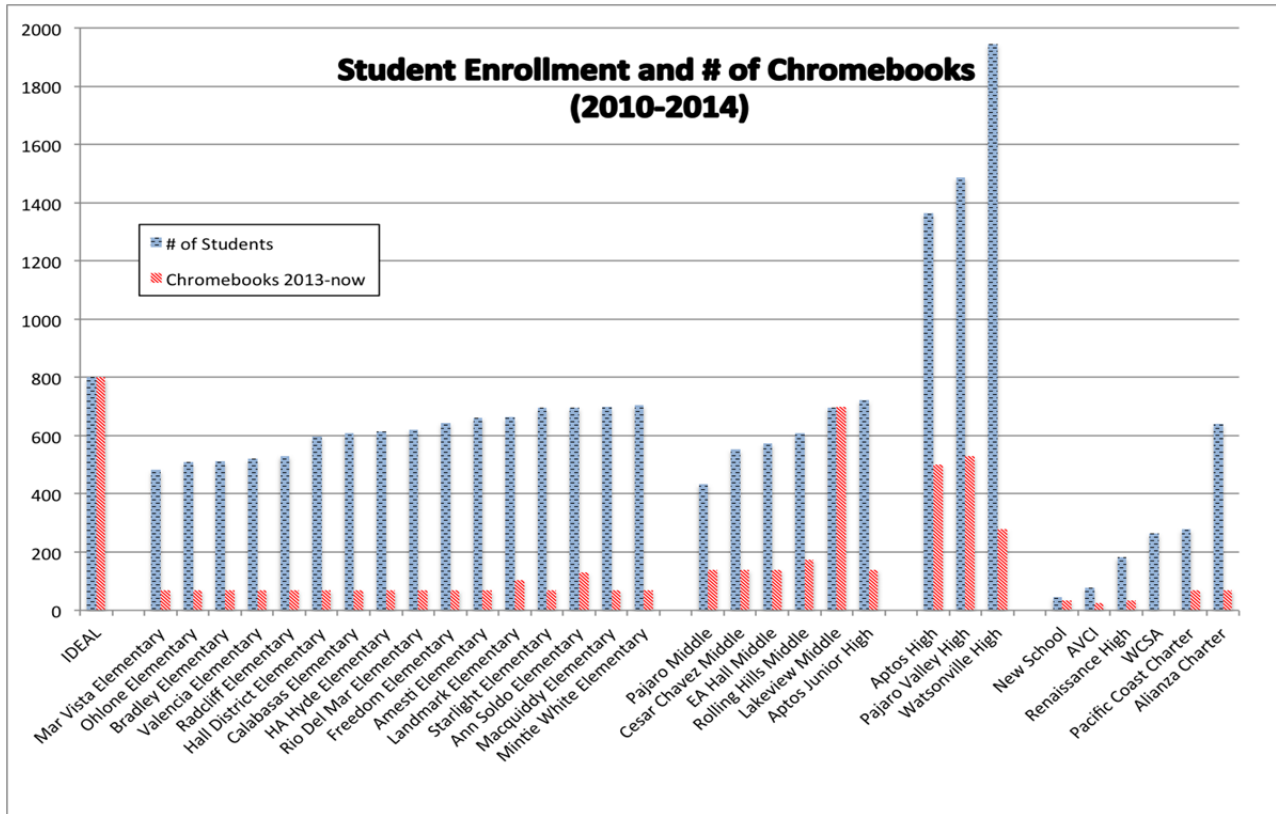
The following chart displays the number of computers at each site, relative to the 2014 student enrollment. To achieve a 1:1 ratio, the number of computers should match the student enrollment.
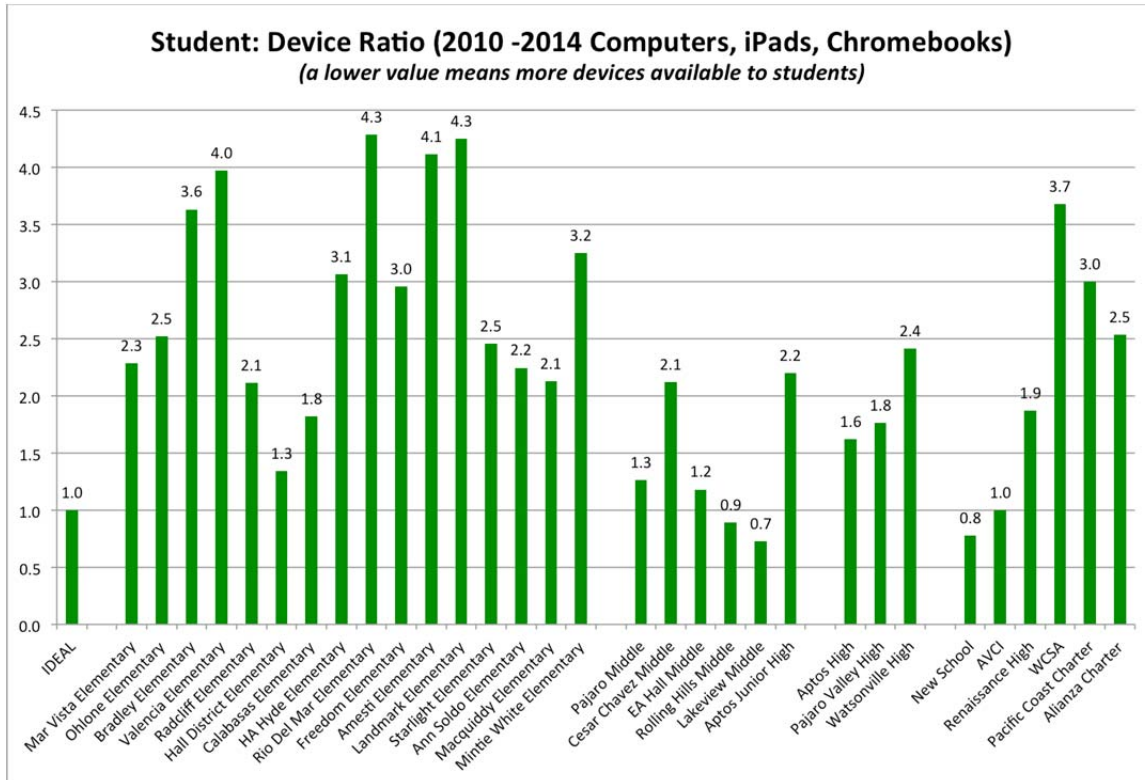

Student Enrollment and # of Computers (2010-2014)
(desktops and/or laptops)

Legend:
- # of Students
- Computers 2010-2014
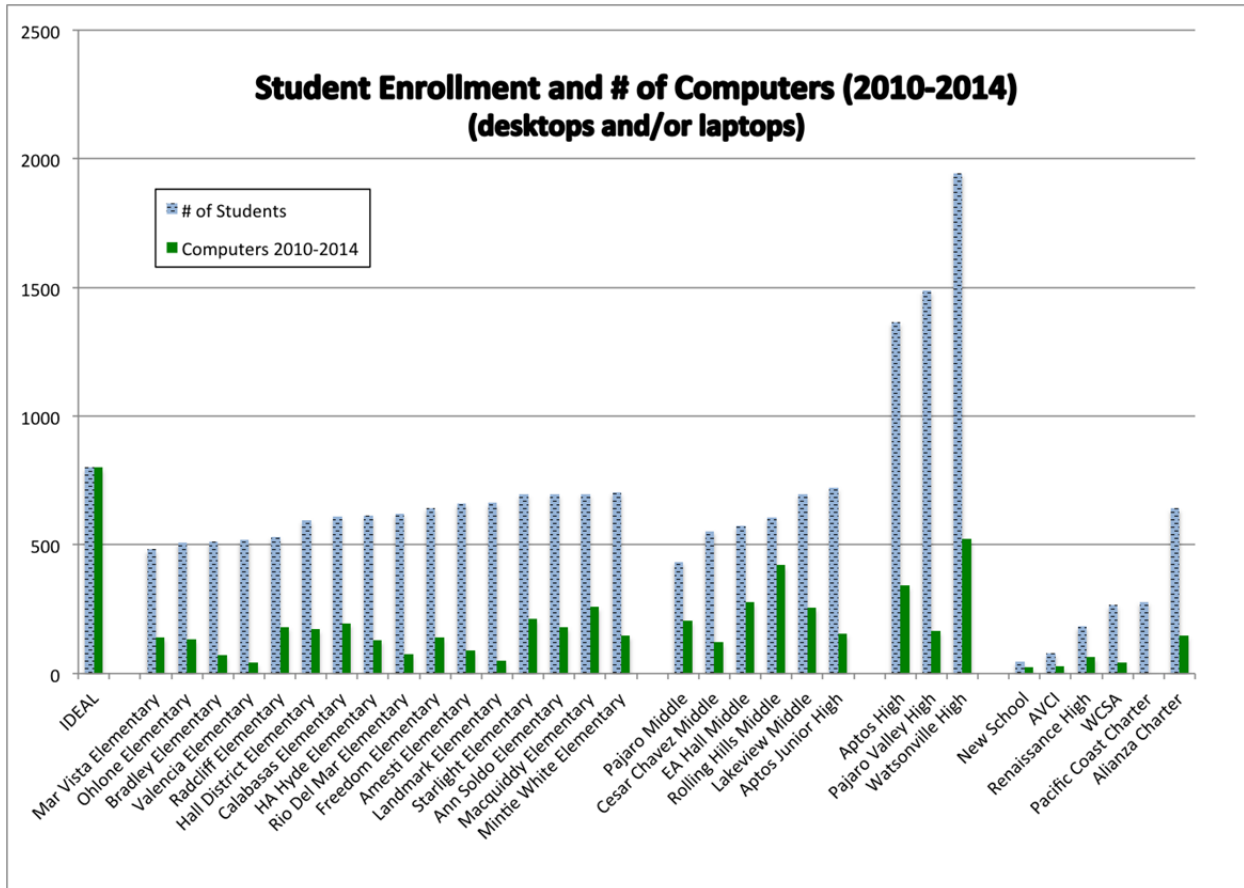
The following chart shows the number of iPads at each site, relative to the 2014 student enrollment. To achieve a 1:1 ratio, the number of iPads should match the student enrollment.

Student Enrollment and # of iPads (2010-2014)

- # of Students
- Student iPads 2012-2013
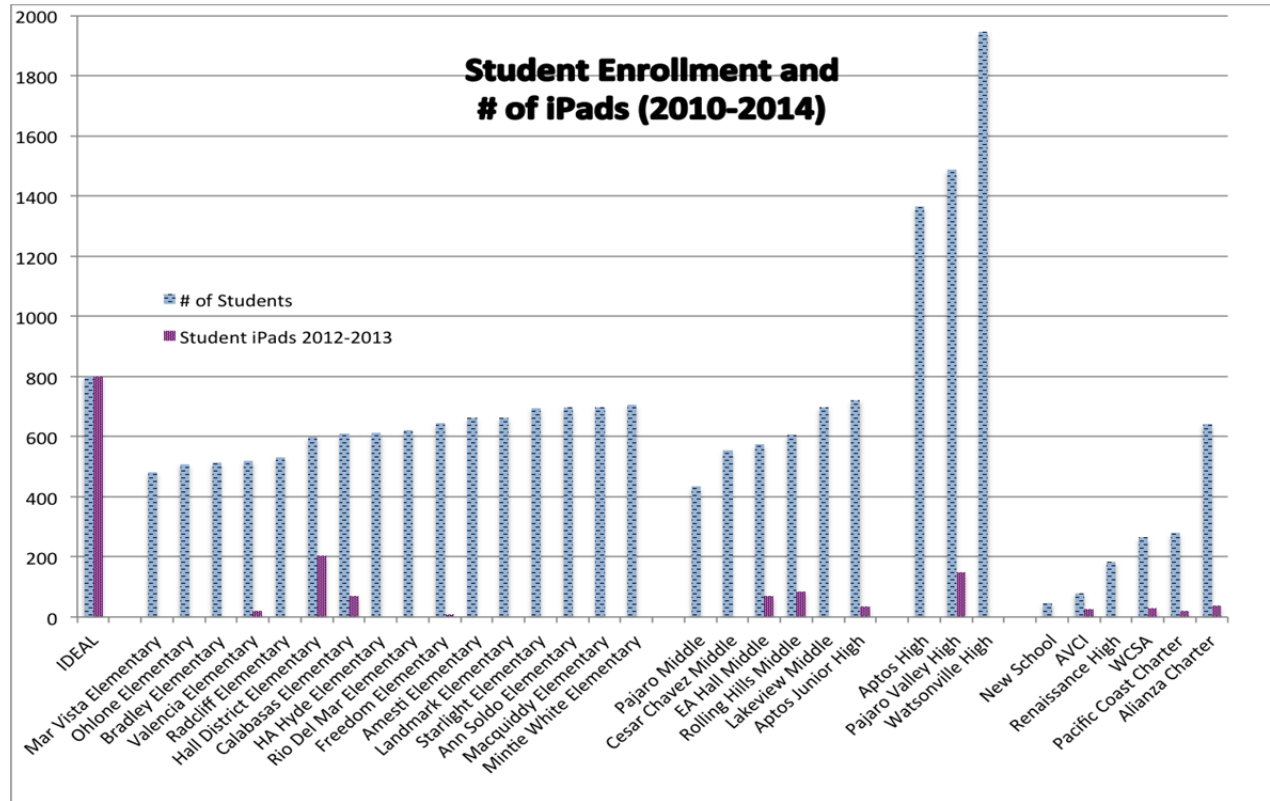
The following chart displays LCD projectors and Smart Boards that are currently installed in each classroom per site. Ideally, each classroom should have a projection device. As part of the Intelligent Classroom project provided by Measure L Bond funds, all classrooms will be receiving a short-throw, wall mounted LCD projector.

LCD Projectors and Smart Boards (2010-2014)
(relative to # of classrooms per site)

Legend:
- # of Classrooms
- Smart 2010-2013
- Projector 2010-2013

The following chart shows the student to computing device ratio. The ratio was calculated by adding all computers (desktops and laptops, stationary or mobile), iPads and Chromebooks purchased at the site as of February 2014, and dividing that number by the student enrollment. The data only includes computing devices that are four years old or less. The Chromebook carts that were purchased using Common Core implementation funds are also included in the data:

Student: Device Ratio (2010 -2014 Computers, iPads, Chromebooks)
(a lower value means more devices available to students)

The chart below is based on 2014 survey data and represents the general percentage of teachers at each site that are issued laptops which are less than 2.5 years old. Teachers with personal laptops or laptops purchased prior to 2012 were not included in the data.
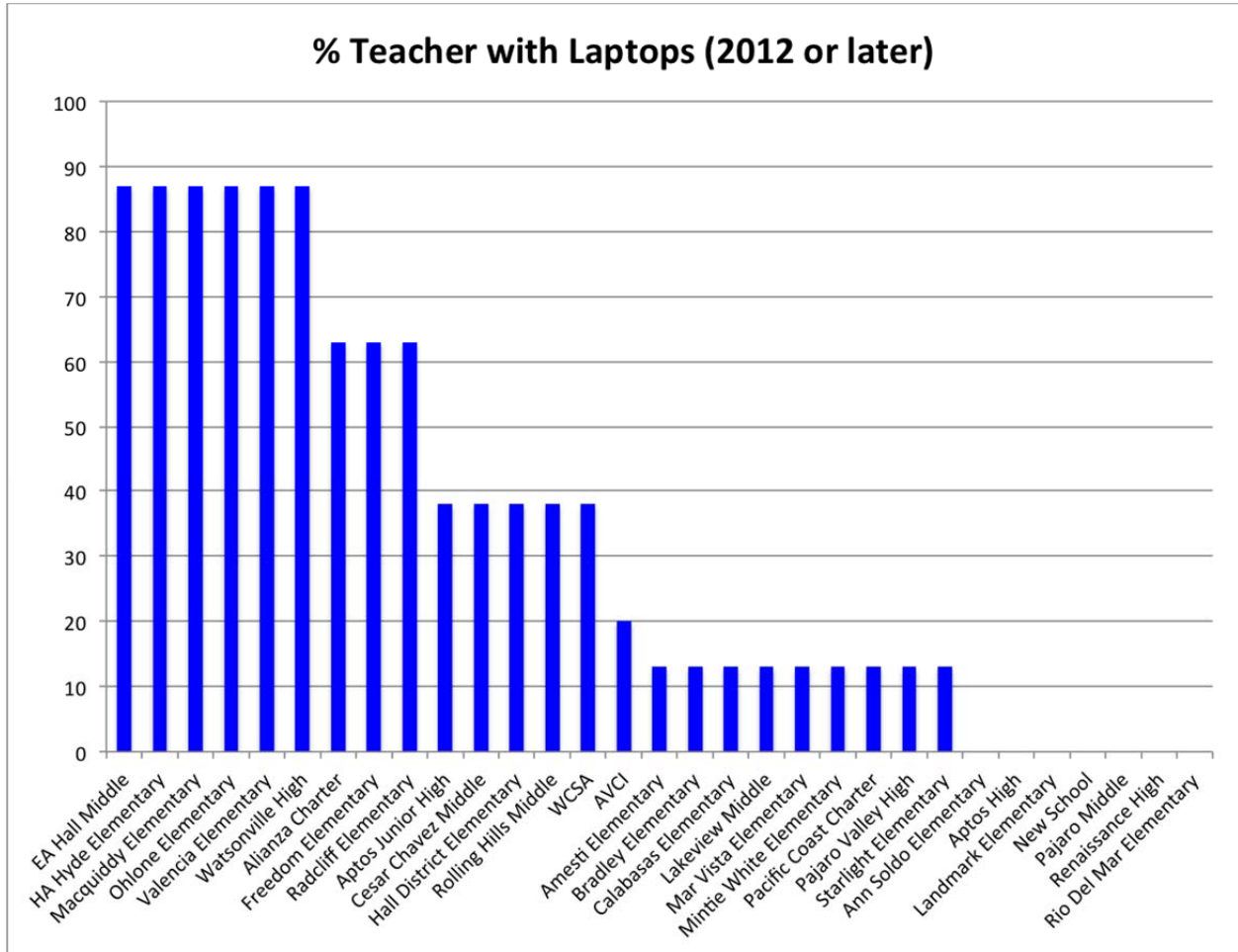
3b. Current use of technology to support teaching and learning

Teachers and library media techs use technology in a variety of ways to support and enhance instruction. Based on survey data, the vast majority use technology to create materials for instruction, communicate with colleagues and research topics to plan for lesson delivery. Classroom uses range from extensive use of word processing and desktop publishing applications to reading comprehension support and multimedia/Internet project based activities, research, Accelerated Reader program and intervention. Research skills are strongly supported by library staff. In the past, the district has invested heavily in intervention software to support the needs of the student population. Currently, use of web-based math intervention software is emphasized.
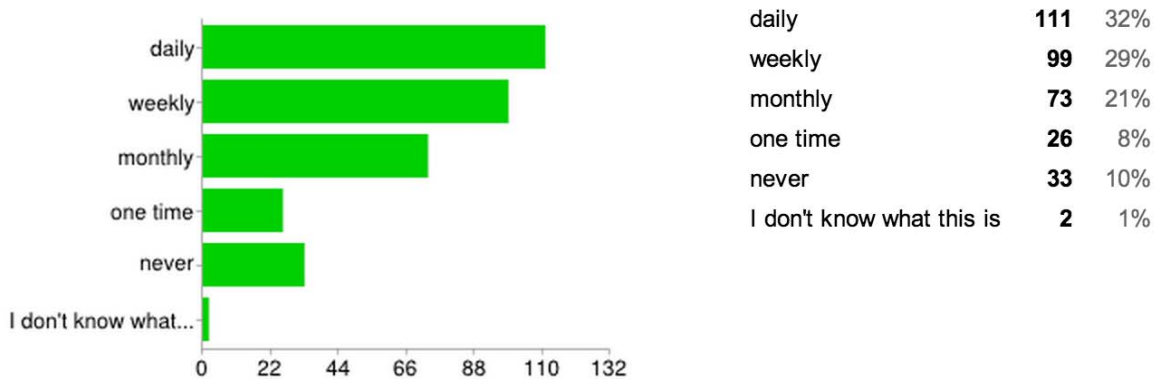
Several school sites have used grant funds to purchase interactive whiteboards, laptops for classroom teachers and classroom computers. High schools and some elementary and middle schools have embraced digital imaging and video editing applications; however, most such uses

are in specialized programs or specific technology classes. Overall frequency of use varies greatly among school sites and from classroom to classroom.
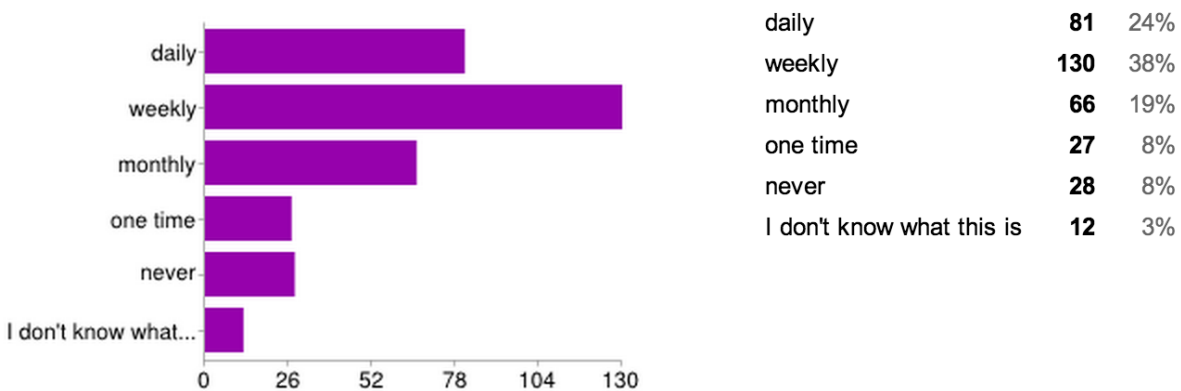
An online anonymous survey on the use of technology for instructional purposes was sent to all of the district's credentialed teachers in January 2014. Forty-six percent of the teachers responded, providing the Technology Services department with timely and relevant data to utilize for professional development planning and for current technology implementation analysis. The survey questions and results are detailed below.

Teachers were asked how often they use the following technology related activities, either to prepare for or use within their instruction. The possible choices were: daily, weekly, monthly, one time, never or I don't know the technology.
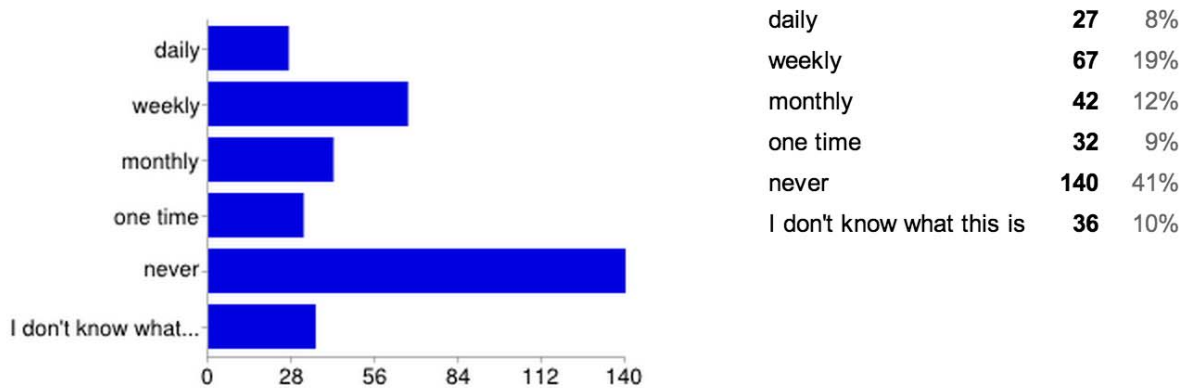
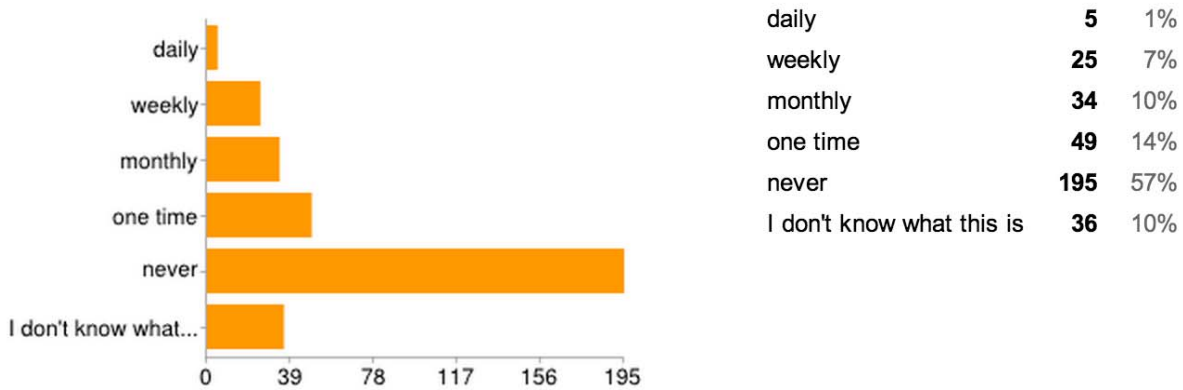**Question 1: Internet browsing for research of curricular information**

daily	**111**	32%
weekly	**99**	29%
monthly	**73**	21%
one time	**26**	8%
never	**33**	10%
I don't know what this is	**2**	1%

Question 2: Online curriculum resources for classroom lesson/unit delivery

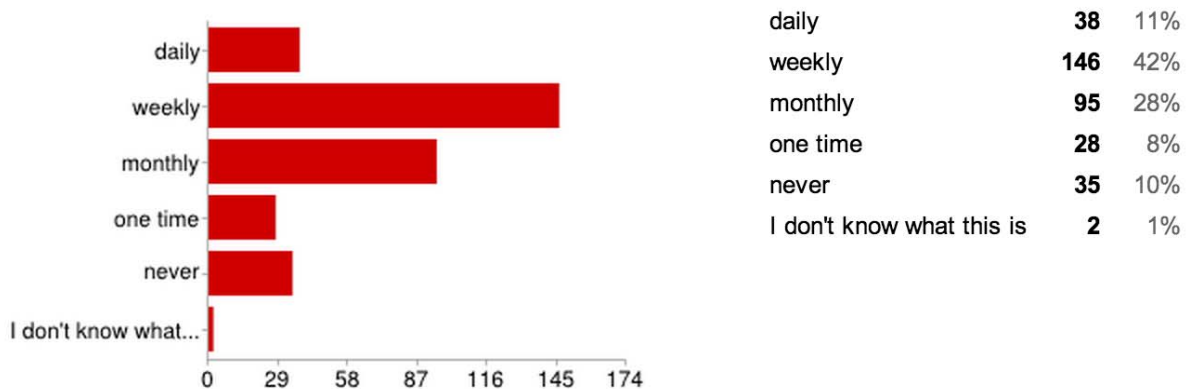|		
daily	**81**	24%
weekly	**130**	38%
monthly	**66**	19%
one time	**27**	8%
never	**28**	8%
I don't know what this is	**12**	3%

Question 3: Google Drive for word processing, presentations, spreadsheet creation or other activity utilizing Google Drive tools

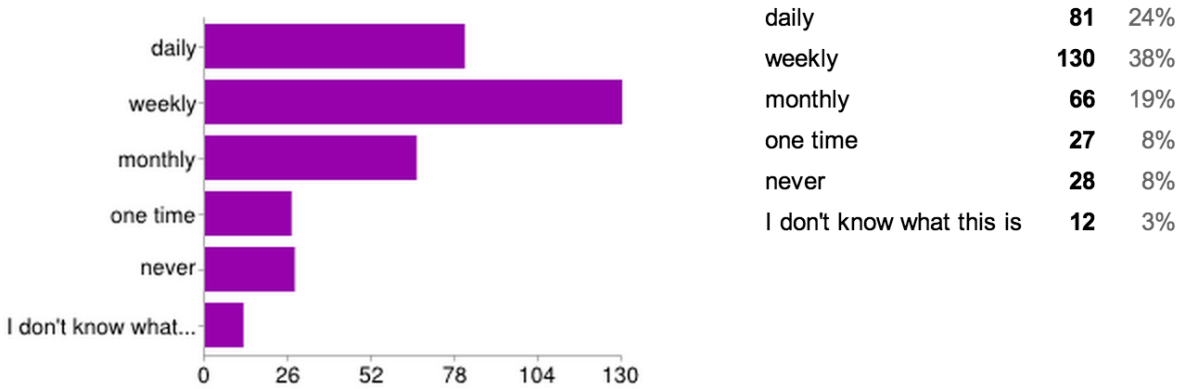|		
daily	**27**	8%
weekly	**67**	19%
monthly	**42**	12%
one time	**32**	9%
never	**140**	41%
I don't know what this is	**36**	10%

Question 4: Using Google forms to obtain information from students (formative assessment, demographic information, etc.)

daily	**5**	1%
weekly	**25**	7%
monthly	**34**	10%
one time	**49**	14%
never	**195**	57%
I don't know what this is	**36**	10%

Question 5: YouTube for in class viewing or assignment activities

daily	**38**	11%
weekly	**146**	42%
monthly	**95**	28%
one time	**28**	8%
never	**35**	10%
I don't know what this is	**2**	1%

Question 6: Web-based submission of student work (School Loop, Google Drive, My Big Campus, email, etc.)

daily	**81**	24%
weekly	**130**	38%
monthly	**66**	19%
one time	**27**	8%
never	**28**	8%
I don't know what this is	**12**	3%

3c. Summary of the district's curricular goals that are supported by this tech plan

PVUSD is currently in the midst of developing an LCAP as directed by the State of California Department of Education. The final LCAP will be brought before the board of trustees for approval in June 2014. The Technology Services director is a member of the committee responsible for writing the LCAP.

In general, the district has placed priority on elevating students' language arts and mathematics competencies and test scores. As such, the Instructional Technology Use Plan places particular emphasis on infusing technology and utilizing electronic resources to help address these goals. This relationship is evidenced throughout the technology plan, especially in terms of the curricular goals and objectives in section 3.

The technology plan will address each of the LCAP priority areas and will be revised each time the LCAP goals are adjusted. The goal of the Technology Department, reflected in this Instructional Technology Use Plan, is to support the district's overriding LCAP goals and administrative activities.

The following table identifies how technology goals and objectives will overlap and support the LCAP within the state directed priority areas:

State Priority	Actions	Justification
1. Basic Services	- include teacher computing devices as part of basic services - provide funding to ensure 25% annual refresh	- expectation of teachers to utilize technology and develop student tech skills - ensures teachers can effectively develop technology infused curriculum, and model technology integration
2. Implementing CCSS	- infuse technology component into each CCSS PD training - provide computing devices to comply with SBAC test requirements and to develop necessary student skills - provide technological solutions to differentiate materials more effective for ELLs and students with special needs - require basic level of tech competency among all teaching staff, managed through HR	- teachers need requisite technology skills in order to integrate technology into the curriculum and these need to be constantly evaluated - to perform well on SBAC tests, students need fundamental tech skills - SBAC test requirement
3. Parental Involvement	- provide technology solutions to enhance home school communication - incorporate Digital Citizenship and technology trainings into parent outreach efforts and events	- cost effective and accessible - School Loop website and parent portal - School Messenger - Learning Management System (LMS) - eSchoolPlus online enrollment - Parchment transcript service
4. Pupil Achievement	- assure reliable access to student computing devices to result in higher SBAC scores - provide access to A-G curriculum through online or blended learning models	- technology use engages and motivates students - ensures all students are receiving equitable, quality educational options
5. Pupil Engagement	- provide digital databases for storing and accessing attendance, running reports - increase student access to district provided mobile devices	- electronic media is cost effective and an efficient way to manage and access student data - tech in classroom increases student engagement
6. School Climate	use electronic, web-based surveys to access information from students on safety and climate concerns	electronic media is cost effective and an efficient way to acquire, manage and access student data

7. Access	• provide computing devices to comply with SBAC test requirements and to develop necessary student skills • provide technology solutions to differentiate materials better for ELLs and students with special needs • assure reliable access to student computing devices to result in higher SBAC scores • provide access to A-G curriculum through online or blended learning models	• technology use engages and motivates students • ensures all students are receiving equitable, quality educational options • to perform well on SBAC tests, students need fundamental tech skills • SBAC test requirement

3d. District curricular goals to support plan

In order to accomplish the outlined goals for using technology to improve teaching and learning by supporting the district's curricular goals, the district maintains the following instructional resources and supporting tools:

Learning Resource	Media / Resource Location	Description
Instructional Resources	Software and Web-based	Rosetta Stone, Achieve3000 (TeenBiz, KidBiz), Lexia, Accelerated Reader, STAR Reading, Kidspiration, Inspiration, Kudo, Read 180, Math Facts in a Flash, Adobe CS Suite, iLife, MangaHigh, Typing Club, Imagine Learning, Edgenuity, Google Apps for Education, BrainPop; variety of iPad apps including Notability, HMH Fuse Algebra, Comic Creator and others
Ed1Stop	External Cloud	Educational portal provided by Contra Costa COE with consortium buys for online services: BrainPop, BrainPop Jr., BrainPop ESL, BrainPop Espanol, Starfall, Between the Lions, Pics4Learning, NASA and others
Google Apps for Education	External Cloud	Productivity tools for collaboration and file creation
Apple iLife and Adobe CS Suite	Software	Multimedia production
Microsoft Office	Software	Word, Excel, PowerPoint installed on all Mac and Windows systems
Mac OS 10.x, Windows XP, and Windows 7, iOS.x	Software	Operating System Software

Microsoft Exchange/Outlook	Software and Internal Cloud	Email (staff only)
My Big Campus	Internal Cloud	Learning Management System
Library Management	Internal Cloud	Destiny
ESchoolPlus	Internal Cloud	Student Information System and district student data system
Web IEP	Internal Cloud	Special Education Individual Educational Plan creator and management system
Nexus	Internal Cloud	Student case management database, developed and managed by Migrant Education
Illuminate	External Cloud	Student assessment data warehouse and reporting
School Loop	External Cloud	Home school communication, web communication software, gradebook
School Messenger	External Cloud	Phone and text home communication system
Symantec Antivirus	Software	Virus protection software
KBOX	Internal Cloud	Power Management, HelpDesk, PC Imaging and computer management software
Airwatch	Internal Cloud	Mobile device management for iPads and Chromebooks
Lightspeed	Internal Cloud	Internet Filtering and web content management
Edgewave	External Cloud	Email spam filter software
Deploy Studio	Software	Mac computer imaging
DeepFreeze	Internal Cloud	Desktop security and management
Cisco LAN Wireless Controller Software	Internal Cloud	LWAP central management and configuration tool
Vsphere and VMWare	Internal Cloud	Virtual machine management
Cisco VOIP	Internal Cloud	Voice over Internet Protocol, software and hardware phone system
CalPads	External Cloud	California state student database
Google Device Manager	External Cloud	Chromebook device management

Goal 3d.1: Technology will be integrated to support standards based instruction.

Objective 3d.1.1: By June 30, 2017, 90% of all students will systematically use language development digital resources as a tool to increase English language arts competencies.

Benchmarks:
- Year 1: By June 30, 2015, 65% of students will systematically use language development digital resources as a tool to increase English language arts competencies.
- Year 2: By June 30, 2016, 75% of students will systematically use language development digital resources as a tool to increase English language arts competencies.
- Year 3: By June 30, 2017, 90% of students will systematically use language development digital resources as a tool to increase English language arts competencies.

Implementation Plan

Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Establish regular meetings between the Technology Department and Educational and English Learners Services to plan and coordinate professional development trainings integrating technology in the curriculum	2014-2015	Director of Educational and English Learners Services and Director of Technology Services.	Coordinate with Educational and English Learners Services to schedule meetings.	Department directors' evaluation of professional development programs.
Review and evaluate effectiveness of software, apps and web-based applications currently in use	Annually	Educational and English Learners Services department personnel and Technology Services department personnel	LCAP review process; ELA curriculum committees working in conjunction with Technology Department and Educational and English Learners Services Department personnel	Instructional resources progress logs; SBAC test scores; and CELDT scores
Evaluate and select new and currently used software, apps and web-based applications to be used district-wide	As needed	Educational and English Learners Services department personnel and Technology Services department personnel	Coordinate with Educational and English Learners Services to schedule meetings	Instructional resources progress logs. SBAC test scores

Identify and schedule target teachers and students to continue to implement and evaluate instructional strategies, software, apps, and web-based applications use	Ongoing, as needed.	Educational and English Learners Services department personnel and Technology Services department personnel	Identify potential target teachers through existing Technology Liaison program and other technology related professional development and technology integration programs. Coordinate with site instructional Technology Liaisons, where available.	Teacher and student feedback. Software progress logs and use analyses.
Collaborate with district professional development providers to continue trainings, with follow-up support for target teachers and staff in managing and using the above mentioned digital resources	Quarterly, ongoing	Technology Services Teachers on Special Assignment ToSAs, Education and English Language Services department director and ToSAs	Regular meetings and scheduled workshop/training/classes with district PD providers, mostly coordinated through Educational and English Learner Services ToSAs and Technology Services ToSAs	Teacher surveys, site principal surveys, formal and informal professional development feedback forms.
Hire on site Technology Integration Coaches (ToSA) to provide curricular support for teachers in the use of digital resources toward implementation of Common Core State Standards.	Annual	Human Resources, Cabinet, site principals.	Human Resources teacher evaluation program. Site principals and Technology Services director.	Teacher evaluations and formal and informal teacher surveys.
Expand access to digital resources with professional development to entire district population implementing revised strategies	Quarterly	Technology Services ToSA, site instructional technology coaches	Continue to offer professional development of technology resources both centralized at the district and at sites when requested	Teacher and student feedback surveys and anecdotal information. Principal and district administration reports.

Objective 3d.1.2: By June 30, 2017, 95% of English Language Learners (ELLs) will systematically use language development software, apps and/or web-based applications as a tool to increase English language proficiency.

Benchmarks:
- Year 1: By June 30, 2015, 80% of ELLs will systematically use language development software, apps, and/or web-based applications as a tool to increase English language proficiency.
- Year 2: June 30, 2016, 90% of ELLs will systematically use language development software, apps, and/or web-based applications as a tool to increase English language proficiency.

- Year 3: June 30, 2017, 95% of ELLs will systematically use language development software, apps, and/or web-based applications as a tool to increase English language proficiency.

Implementation Plan

Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Establish regular meetings between the Technology department and Educational and English Learner Services to plan and coordinate professional development trainings integrating language development software into the curriculum	2014-2015	Director of Educational and English Learners services and director of Technology Services	Regular meetings and scheduled workshop/training/classes with district PD providers, mostly coordinated through Educational and English Learner Services ToSAs and Technology Services ToSAs	Department directors evaluation of professional development programs
Review and evaluate effectiveness of language development software, apps and web-based applications currently in use	Annually	Educational and English Learners Services department personnel and Technology Services department personnel	LCAP review process; ELA curriculum committees working in conjunction with Technology Services department personnel	Instructional resources progress logs, SBAC test scores and CELDT data
Evaluate and select new and currently used language development software, apps and Web-based applications to be used district-wide	As needed	Educational and English Learners Services department personnel and Technology Services department personnel	Regular meetings and scheduled workshop/training/classes with district PD providers, mostly coordinated through Educational and English Learner Services ToSAs and Technology Services ToSAs	Instructional resources progress logs, SBAC test scores and CELDT data
Identify and schedule target teachers and students to pilot the implementation of and evaluate instructional strategies, software, apps and Web-based language development applications use	Ongoing, as needed	Extended Learning director, Education and English Language Learner department personnel and Technology Services personnel		Teacher and student survey, observation and software reporting logs

Collaborate with ELL professional development providers to continue to provide professional development with follow up support for target teachers and staff in managing and using language development software, apps and Web-based applications with sound instructional strategies	Quarterly	Educational and English Learners Services department and Extended Learning and Technology Services personnel		Software logs, formal and informal surveys of affected students and teachers, ongoing research on effective instructional technologies software and platforms
Hire on site instructional technology integration coaches to provide curricular support for teachers in the use of digital resources toward implementation of Common Core State Standards	Annual	Human Resources, Cabinet and site principals	Human Resources teacher evaluation program, site principals and Technology Services director	Teacher evaluations and formal and informal teacher surveys

Objective 3d.1.3: By June 30, 2017, 95% of all students will systematically use digital resources as a tool to increase mathematics proficiencies.

Benchmarks:
- Year 1: By June 30, 2015, 80% of students will systematically use digital resources as a tool to increase mathematics proficiencies.
- Year 2: By June 30, 2016, 90% of all students will systematically use digital resources as a tool to increase mathematics proficiencies.
- Year 3: By June 30, 2017, 95% of all students will systematically use digital resources as a tool to increase mathematics proficiencies.

Implementation Plan

Activity	Timeline	Person(s) Responsible	Evaluation Instrument
Establish regular meetings between the Technology department and Educational and English Learner Services to plan and coordinate professional development trainings integrating technology in the curriculum	2014-2015	Director of Educational and English Learners services and director of Technology Services.	Meeting agendas and follow-up professional development trainings
Review and evaluate effectiveness of district adopted mathematics applications currently in use and replace or update applications ineffective or outdated resources as needed	Annually each summer	Educational and English Learner Services personnel and Technology Services personnel	Common Core Standards, NETS for students and teachers, software logs, SBAC test scores, student and teacher feedback
Identify and schedule target teachers and students to pilot the implementation of and evaluate instructional strategies, software, apps and Web-based language development applications use.	Ongoing, as needed	Extended Learning director, Education and English Language Learner Department personnel, Technology Services personnel	Teacher and student survey, observation and software reporting logs
Collaborate with ELL district professional development providers to implement trainings with follow up support for target teachers and staff in managing and using mathematics digital resources	Quarterly	Educational and English Learner Services personnel and Technology Services personnel	Teacher and student feedback surveys, site administration and software usage data
Hire on site Technology Integration Coaches to provide curricular support for teachers in the use of mathematics digital resources toward implementation of Common Core State Standards.	2013-2014 5% of sites, 2014-2015 25% of sites	Human Resources credentialed staff analysts and site administration	Teacher review evaluations and site administration

Expand use of mathematic digital resources from pilot classrooms with professional development to entire population	As needed	Educational and English Learner Services personnel and Technology Services personnel	Teacher and student feedback surveys, site administration and software usage data

Monitoring and Evaluation of above: The Technology Services director, Educational and English Learners director, Cabinet and site administrators will oversee and monitor the implementation plan. Adjustments will be made as needed to fulfill overall district curricular goals.

3e. Acquiring technology skills and information literacy skills

Goal 3e.1: PVUSD Students will be technologically literate

Objective 3e.1.1: By June 30, 2017, 70% of students in grades 3-12 will create documents, presentations, spreadsheets and other digital media on a weekly basis.

Benchmarks:

- Year 1: By June 30, 2015, 50% of students in grades 3-12 will create documents, presentations, spreadsheets and other digital media on a weekly basis.
- Year 2: By June 30, 2016, 60% of students in grades 3-12 will create documents, presentations, spreadsheets and other digital media on a weekly basis.
- Year 3: By June 30, 2017, 70% of students in grades 3-12 will create documents, presentations, spreadsheets and other digital media on a weekly basis.

Implementation Plan

Activity	Timeline	Person(s) Responsible	Evaluation Instrument
Teachers will schedule classroom computers, mobile devices and computer labs for content entry and document creation.	Quarterly access for all teachers, dependent on site resource availability.	Site administration and site Technology Liaison.	Computing device cart schedule of usage, student digital portfolio expansion, student technology showcases and teacher tech fair.
Elementary school teachers will instruct students on technology use as integrated into common core state standards.	Weekly computer lab time and weekly scheduled access to mobile device carts for classroom application.	Credentialed teachers, assisted by site Technology Liaisons, tech integration coaches, Educational and English Learner Services, Technology Services.	SBAC test scores, teacher formative and summative assessment, student digital portfolios and site leadership observations.
Elementary school teachers will introduce word processing and multimedia creation using Google Drive or comparable program(s).	Weekly computer lab time and weekly scheduled access to mobile device carts for classroom application.	Credentialed teachers, assisted by site Technology Liaisons, technology integration coaches, Educational and English Learner Services and Technology Services.	Student digital portfolios, student technology showcases, teacher tech fair and site leadership observations.

Middle/upper grade teachers will instruct students in advanced software use, including Google Drive, Word, graphics and electronic publishing programs.	Weekly computer lab time and weekly scheduled access to mobile device carts for classroom application.	Credentialed teachers, assisted by site Technology Liaisons, technology integration coaches, Educational and English Learner Services and Technology Services.	SBAC test scores, teacher formative and summative assessment, student digital portfolios, student technology showcases, teacher tech fair and site leadership observations.
Student drafts will increasingly be done electronically.	For grades 3-12, one electronic written draft per semester minimum.	Classroom teachers, support by site administration, site Technology Liaison and district and site technology ToSAs.	Digital portfolio, Google Drive access logs and teacher formative and summative assessment.
Secondary level teachers will instruct students in evaluating and selecting appropriate digital tools and information sources to publish reports analyzing data generated from projects or acquired from selected sources.	At least once a semester	Secondary classroom teachers, site administration.	Digital portfolio in Google drive, student work demonstrating technology integration.
Teachers will use Google Drive (or similar cloud-based service) with their students to create, edit and collaborate digital documents and/or presentations.	For grades 3-12, one Google Drive product per semester minimum.	Teachers grade 3-12; supported by site administration, site Technology Liaison, district and site technology ToSAs.	Student and Teacher Google Drive files, student digital portfolio expansion, student technology showcases, Teacher Tech Fair.

Monitoring and Evaluation:
The Technology Services director, Educational and English Learners director, Cabinet and site administrators will oversee and monitor the implementation plan. Adjustments will be made as needed to fulfill overall district curricular goals.

Objective 3e.1.2: Students in grades 5-12 will effectively search electronic resources, evaluate their quality and ethically incorporate content into research projects.

Benchmarks:

- Year 1: By June 30, 2015 70% of students in grades 5-12 will effectively search electronic resources, evaluate their quality and ethically incorporate content into research projects.
- Year 2: By June 30, 2016, 75% of students in grades 5-12 will effectively search electronic resources, evaluate their quality and ethically incorporate content into research projects.
- Year 3: By June 30, 2017, 80% of students in grades 5-12 will effectively search electronic resources, evaluate their quality and ethically incorporate content into research projects.

Implementation Plan

Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Teachers will review the student handbook in terms of ethical use of technology.	August and September of each school year.	Elementary classroom teachers, middle school advisory or technology teachers; High school advisory or technology teachers.	Site administration, supported by Technology Liaisons, district administrators and technology support staff.	Meeting agendas
Teachers will review PVUSD Internet Safety Plan that details four distinct digital citizenship curriculum topics correlated to grade level.	Annually	Technology Liaisons, site administration and classroom teachers.	Technology Liaisons, and various Technology Services support staff will review current materials regarding Internet safety and support sites in delivery of content.	Teacher and site administrator digital citizenship curriculum verification form and survey.
Students will be taught a minimum of two of the four possible topics listed on the PVUSD Internet Safety Plan.	Semi-annually	Technology Liaisons, site administration and classroom teachers.	Technology Liaisons, and various Technology Services support staff will review current materials regarding Internet safety and support sites in delivery of content.	Digital citizenship curriculum verification form and survey.
Technology ToSAs and Technology Liaisons will review and update as needed the PVUSD Internet Safety Plan.	Spring, 2015	Technology ToSAs and Technology Liaisons.	Updated version available on PVUSD website.	Published PVUSD Internet Safety Plan.
Teachers and library media techs will instruct students in efficiently searching, integrating and evaluating electronic sources and print resources, and authenticating author credentials.	Ongoing; included in the required annual number of Digital Literacy workshops and assemblies.	Library Media Technicians, classroom teachers, Technology Liaison and site administration.	District and Site Technology ToSAs; Educational and English Learner Services ToSAs.	Digital Citizenship curriculum verification form and survey.
Teachers will model appropriate use and citation of electronic resources.	Ongoing	Classroom teachers, supported by Technology Services ToSAs and Technology Liaisons. Professional development workshops and training on using electronic resources.	Site and district administration.	Teacher's curriculum resources.

Teachers will review research quality and source citations in student work and make modifications to instruction as needed.	Ongoing	Classroom teachers, site administration and Library Media Technicians.	Site administrators, Technology Liaisons, district and site technology ToSAs. Library Media Technicians will provide resources and support to classroom teachers.	Turnitin.com, Google search, EasyBib, Citation Machine, required bibliography and citations in all academic papers.

Objective 3e.1.3: Students will increasingly submit student work using digital and/or Web-based tools.

Benchmarks:

- Year 1: By June 30, 2015 50% of students will submit school work using digital or web-based tools at least once a week.
- Year2: By June 30, 2016 65% of students will submit school work using digital or web-based tools at least once a week.
- Year 1: By June 30, 2017 80% of students will submit school work using digital or web-based tools at least once a week.

Implementation Plan

Activity	Timeline	Person(s) Responsible	Evaluation Instrument
Elementary school teachers will instruct students in basic use of technology based on common core technology standards.	Weekly computer lab time, checkout Chromebook cart for classroom application.	Credentialed teachers, assisted by site Technology Liaisons, Educational and English Learner Services, site and district technology ToSAs.	SBAC test scores, teacher formative and summative assessment and student digital portfolios.
Elementary school teachers will introduce Google Drive and the sharing of work electronically.	Weekly computer lab time, checkout Chromebook cart for classroom application.	Credentialed teachers, assisted by site Technology Liaisons, Educational and English Learner Services, site and district technology ToSAs.	Student digital portfolios.
Middle/upper grade teachers will instruct students in using Google Drive to share files and/or School Loop and/or an LMS (Learning Management System) for assignment submission.	Weekly computer lab time, quarterly: checkout Chromebook cart for classroom application.	Credentialed teachers, assisted by site Technology Liaisons, Educational and English Learner Services, site and district technology ToSAs.	SBAC test scores, teacher formative and summative assessment and student digital portfolios.
Technology Services and Educational and English Learner Services Department s evaluate and select an LMS that integrates with existing district platforms, such as School Loop, Google Drive, eSchoolPlus, and Illuminate.	Fall 2014	Technology Services, Educational and English Learner Services Department s ToSAs and Technology Liaisons.	Teacher and student evaluation surveys, interoperability within and among networking services. Teacher and student feedback from pilots and demonstrations.

Technology Services and Educational and English Learner Services Departments will review current web submission platforms, (i.e. School Loop, Google Drive, My Big Campus, etc.) and assess for value and ease of use for teachers and students.	Annual and ongoing process	Technology Services and Educational and English Learner Services Department ToSAs, Technology Liaisons.	Teacher and student evaluation surveys, interoperability within and among networking services.
Teachers will be given professional development on current Web-based submission tools either as part of the general Technology Tier training or as provided during after-school workshops or site based workshops.	Fall, annually	Technology ToSAs, Technology Liaisons and site instructional coaches.	Web-based tools data usage logs and reports. Teacher technology competency surveys.

Monitoring and Evaluation:
The Technology Services director, Educational and English Learners director, Cabinet and site administrators will oversee and monitor the implementation plan. Adjustments will be made as needed to fulfill overall district curricular goals.

3f. Ethical use

With the increased use and access of online material by students for schoolwork and school related communication, understanding how to be safe and appropriate online is critical to protect students from misusing the internet or being exploited by others through the internet. PVUSD maintains an Internet Safety Plan on the district website to provide resources to school sites in order to effectively educate students on digital citizenship and the best practices to ensure safe and responsible practices while on the Internet. The plan covers the following four topic areas of Internet safety:
- Understanding copyright laws on written materials, photographs, music and video
- Safe and responsible use of social networking, websites, chat rooms, electronic mail, bulletin boards, instant messaging, etc
- Recognizing, avoiding and reporting online solicitations by sexual predators
- Recognizing and reporting online harassment and cyberbullying

Each school site is expected to teach each grade level two of the four possible topics annually, with the remaining two topics to be taught in the subsequent year. The Net Safety Plan provides the curriculum and resource ideas for each of the topics appropriate to grades K-3, grades 4-5, grades 7-8 and grades 9-12. Each site has the discrepancy to choose how best to deliver the content. Some sites elect to teach the content implicitly in a computer course or across the curriculum by embedding modules as appropriate. Some sites deliver the information through school wide assemblies, held periodically throughout the year. The technology director, working with the Cabinet, will require each site's principal to complete a digital citizenship curriculum verification form and survey.

Goal 3f.1: Students will understand copyright and apply fair use of copyrighted materials appropriately

Goal 3f.2: Students will understand and avoid plagiarism in all work

Implementation Plan

Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
School staff reviews PVUSD Internet Safety Plan to learn new teaching resources on copyright, fair use, plagiarism, lawful and unlawful file sharing.	Annually at beginning of school year (Aug/Sept)	Site administration, Technology Liaisons; and classroom teachers.	Technology Services and site administration.	Digital citizenship curriculum verification form and survey from site administrators; Citations and credits in student created work;
Teachers model ethical use of copyright and fair use in the curriculum and instructional materials.	Ongoing	Classroom teachers and site administration	PVUSD website maintains lists of resources and curriculum options for Digital Citizenship. Teachers use online citations, bibliography, and credits in their presentation materials.	Site administration, Technology Liaison and teacher evaluations.
Students are taught about copyright laws, fair use, plagiarism, lawful and unlawful file sharing and how to use technology appropriately and ethically in classroom projects.	Twice annually in digital citizenship seminars and ongoing application.	Technology Liaisons, technology ToSAs, site administration and classroom teachers.	Digital citizenship curriculum verification form and survey.	Site administrator compliance verification form.
Determine compliance with each site's requirement to teach two distinct aspects of digital citizenship to all students in two separate forums, determined by site.	Spring, annually (2015, 2016, 2017)	District and site technology ToSAs, site administration and Technology Liaisons assist site administration in scheduling and providing curriculum content resources. Technology Services director and assistant superintendents ensure compliance.	Technology Services ToSAs create compliance survey or document template, which will be sent to all site administrators for completion annually. Technology ToSAs will report the data to Technology Services director and assistant superintendents for compliance and enforcement as necessary.	Digital citizenship curriculum verification form and survey.

Review district student handband information and policy on copyright, fair use, plagiarism and lawful and unlawful file sharing information.	Winter, annually (2015, 2016, 2017)	Technology Liaisons, site and district technology ToSAs and Technology Services director.	District Technology Liaisons and district and site technology ToSAs will review current language and revise as needed; director of Technology Services and director of Student Services will review student handbook and seek approval by Cabinet and/or board of trustees as needed.	Revised student handbook.
Review policies, PVUSD Internet Safety Plan, PVUSD website page and issues around compliance of ethical behavior.	One time a year, during a Technology Liaison meeting	Technology Liaisons and technology ToSAs.	Technology ToSAs, director of Technology Services create or refine policy as a result of meeting discussion outcomes.	Technology Liaison meeting agendas and minutes.

3g. Internet safety

Goal 3g.1: All PVUSD students will know how to protect the privacy of personal information online to avoid online predators

Goal 3g.2: All PVUSD students will learn strategies to avoid online predators and effective ways to avoid and address cyberbullying incidents

Implementation Plan

Activity	**Timeline**	**Person(s) Responsible**	**Monitoring & Evaluation**	**Evaluation Instrument**
District will move towards the implementation of a one-time student and parent AUP authorization plan.	Fall 2014	Technology Services director	Technology Services director will work with staff to align the new AUP policy with On[the]Line, CSBA and other resources as appropriate.	Revised AUP implementation plan and authorization data as reported in Student information System (eSchoolPlus).
School staff reviews PVUSD Internet Safety Plan to learn new teaching resources on introducing online predator and cyberbullying issues and curriculum appropriate to grade level.	Fall 2014	Technology Liaisons working with each site's teaching staff;, Technology Services ToSAs and site instructional technology coaches	Technology Services and Technology Liaisons will review curriculum during quarterly meetings. Curriculum and web resources will be updated on district website as needed.	Digital citizenship curriculum verification form and survey.

Students will be taught about online safety and cyberbullying and how to behave appropriately in the digital space.	Twice annually in digital citizenship seminars, and ongoing application as needed in classroom teaching or with discipline issues.	Site administration for scheduling seminars and compliance of workshop completion. Technology Liaisons for coordination and support.	Technology Liaisons are informed at each meeting of this requirement. Technology Services director informs site administrators through email reminders and principal meetings of compliance requirements and curriculum resources on PVUSD Technology Services website.	Digital citizenship curriculum verification form and survey.
Determine compliance with each site's requirement to teach two distinct aspects of digital citizenship to all students in two separate forums, determined by site.	Spring, annually (2015, 2016, 2017)	Technology ToSAs, site administration, Technology Liaisons assist site administration in scheduling and providing curriculum content resources. Technology Services director and assistant superintendents ensure compliance.	Technology Services ToSAs create compliance survey or document template, which will be sent to all site administrators for completion. Technology ToSAs will report the data to Technology Services director and assistant superintendents for compliance and reinforcement, if necessary.	Digital citizenship curriculum verification form and survey.
Technology Liaisons discuss privacy issues and cyberbullying in Technology Liaison meetings, and bring further discussion and information to site administration as needed.	Annually, at Technology Liaison meeting.	District Technology ToSAs and Technology Liaisons.	Technology ToSAs plan for digital citizenship discussion point one of the annual liaison meetings.	Technology Liaison meeting agendas and minutes.
Technology Liaisons will review the student handbook on Internet safety and cyberbullying concerns.	Winter, 2015	District Technology Services and Technology Liaisons.	Technology Services, Student Services and Technology Liaisons will review the student handbook suggestions, which will be sent to Cabinet and board of trustees for approval prior to publication.	Meeting agendas

Online privacy rules and cyberbullying are explicitly reviewed with students as needed by school staff.	Annually, as needed	Classroom teachers, supported by Technology Liaisons, site and district technology ToSAs.	Classroom teachers meet with students as issues arise. Classroom teachers incorporate digital citizenship practices within their curriculum.	Student discipline records, if any.

3h. Description of access for all students

Goal 1: Ensure equity of access to all technology resources by providing every classroom and learning facility with hardware/software, infrastructure and technical support aligned to the curricular mission of the district.

Supporting Activities
- Promote purchasing process that decreases costs and maintenance of site purchases through standardization, bulk purchases, direct vendor negotiation and purchasing collaborative, such as Peppm, SPURR, CMAS and other consortium purchasing programs.
- Maintain a district four or five-year replacement policy to ensure computer equipment is up to date and comparable across the district.
- Maintain minimum specifications for both new and donated computer equipment to ensure adequate computing equipment.
- Improve speed and volume of wired and wireless connectivity for sites and classrooms, addressing bandwidth issues at sites.
- Align software purchasing and use to district curricular objectives and initiatives.
- Hire site-based Instructional Technology Coaches (ToSAs) to provide customized training and support to teachers integrating technology.
- Collaborate with professional development providers across the district to promote, use and include available technology resources that are aligned to their specific curricular focus in professional development.
- Increase the number and skills of technical support personnel as needed to increase uptime of equipment and electronic/digital resources.
- Coordinate and collaborate with Educational and English Learners Services to plan and potentially purchase, using Common Core implementation funds, the appropriate technological and digital resources to assist with improved performance on the SBAC assessments.
- Implement the Intelligent Classroom Project, funded through the Measure L Bond fund that provides consistent classroom technology throughout the district.
- Continue Technology Services' efforts to have district funds provide each certificated teacher a laptop for professional use. One quarter of these laptops (the oldest) would be replaced each year to keep resources current and to abide by the district's four-year computer refresh policy.

Program Modification Process and Responsible Person(s)
The Technology Leadership Team will review distribution and use of technology and make

recommendations to the director of Technology Services for resource purchasing, deployment (and redeployment), network improvements and professional development.

Goal 2: Promote equity of access to all students by providing technology resources for student use during and after school.
Supporting Activities:
- Continue to work towards a 1:1 student: computing device ratio for all school sites.
- Continue adult literacy, family literacy and parent educational programs that educate parents on technology uses and services that support the students' use of technology in the school and home.
- Implement Intelligent Classroom Project, funded through the Measure L Bond fund that provides consistent classroom technology throughout the district.
- Continue to promote Internet services for low income families in the community through programs such as Comcast's Internet Essentials, to support Internet access from home
- Promote collaborations between community-based programs that provide technology services and computing resources to students outside of school. An excellent example of this is the current partnership between PVUSD Extended Learning and Watsonville TEC. Watsonville Tecnología-Educación-Comunidad or Technology-Education-Community (TEC) bridges the "digital career divide" for Latino youth. The project's goal is to provide the individual, family and community support necessary to encourage predominantly Latino, largely Spanish-speaking students to pursue higher education and careers in technology. TEC offers a technology career pathways program for girls and boys spanning grades 5-12 at schools in the Pajaro Valley Unified School District's Extended Learning program. The TEC program has four components:
  - After school youth technology programs
  - Parent engagement and leadership
  - Bridging activities designed to link youths' IT engagement with the other aspects of their lives and development
  - Exposure to a technology opportunity network

Program Modification Process and Responsible Person(s)
The Technology Leadership Team will continue to collaborate with various district departments, such as Adult Education, the Student Services Department's Family Literacy Project, Extended Learning and other community-based groups, such as Watsonville TEC, to maintain or expand existing programs that address students' access to computing resources both inside and outside of school.

Goal 3: Provide appropriate support technologies as identified by child study teams or IEPs.
Supporting Activities:
- Use site and district technology-based resources to improve communication between educators, administrators and parents involved in child study teams and IEPs.
- Technology Liaisons and administrators will provide resources and professional development to relevant staff.
- Collaborate with various district personnel to assist in the research and procurement of technology related tools and solutions that support or improve existing programs.

Program Modification Process and Responsible Person(s)
Student IEPs and instructional plans will be reviewed by resource teachers and site principals, who will make modifications as required, consulting with the director of Technology Services as needed for technological solutions.

3i. Student record keeping

In order to effectively address student record keeping, as well as home and school communication, PVUSD maintains multiple web-based tools to house and secure student information for record keeping and maintenance. To support these services, several Technology Services staff members are assigned specifically to ensure the servers and databases are configured accurately, maintain current information and are consistently available to end users via the network. Professional development is delivered regularly on the purpose and use of the tools to the appropriate PVUSD staff. Often, professional development involves coordination between Technology Services and the other district departments that depend on the web-based service.

Parent outreach helps ensure students are more successful at school. Therefore, programs to help educate parents on the available web-based services and tools that communicate important student information are being developed and/or expanded. Technology Services and other departments are constantly analyzing installed services to determine ways to better use existing tools and/or consider alternatives when needed.

Currently, the district utilizes:

Tool	Description	Technology Support Personnel
eSchoolPlus	The student information system (SIS), demographic data, attendance, transcripts, optional gradebook and parent portal.	● hosted at DO and supported by: ○ network engineer ○ one FTE application analyst ○ one FTE information support technician
Illuminate DNA	Student assessment records database.	● Hosted at DO and supported by: ○ network engineer ○ one FTE district support technician
School Loop	School and teacher websites to post assignments or class information for all teachers.	● Cloud-based service supported by: ○ Technology Services and school site personnel
School Loop Plus	Provides web-submission of student work, optional gradebook, student and parent communication portal.	● Cloud-based service supported by: ○ Technology Services and school site personnel

School Messenger	Provides automatic voice messages (robocaller) to parents and guardians telephones on their student's attendance and important district or site news and information.	● Cloud-based and supported by: ○ Technology Services and school site personnel	
Web IEP	IEP report template builder and database.	● Hosted at DO and supported by: ○ Technology Services and Selpa personnel	

Goal 3i.1: Student record keeping will be enhanced through electronic data tools

Objective 3i.1.1: By June 30, 2014, 80% of teachers will use adopted data tools software to improve record keeping and assessment to analyze individual student academic needs.

Benchmarks:
- Year 1: By June 30, 2015 70% of teachers will use adopted data tools software to improve record keeping and assessment to analyze individual student academic needs.
- Year 2: By June 30, 2016 75% of teachers will use adopted data tools software to improve record keeping and assessment to analyze individual student academic needs.
- Year 3: By June 30, 2017 80% of teachers will use adopted data tools software to improve record keeping and assessment to analyze individual student academic needs.

Implementation Plan

Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Provide ongoing professional development on eSchoolPlus (student information system) as needed.	As needed	eSchoolPlus technical support staff.	Collaboration between Technology Services and district and site personnel to determine when trainings are needed (e.g. interface or feature changes). Technology Services staff and ToSAs plan and deliver appropriate trainings.	eSchoolPlus attendance reports, student demographics reports, staff and teacher feedback surveys on tools' feature sets and ease of use.
Provide ongoing professional development on Illuminate DNA (student assessment database).	As needed	Illuminate technical support staff.	Collaboration between Technology Services and Educational and English Learners Services department staff to coordinate and deliver trainings as needed.	Illuminate usage logs, database records of state and district-wide assessment data for site and district curriculum benchmarks and state administered tests (SBAC, Cahsee, CELDT).

Provide ongoing professional development on School Loop Plus gradebook for secondary sites utilizing it.	Ongoing, as needed	Secondary classroom teachers, secondary administration, Technology ToSAs and Technology Support staff.	Site administration and Technology Services staff.	School Loop gradebook usage patterns.
Provide ongoing professional development to support staff managing and maintaining eSchoolPlus report cards and transcripts.	As needed	Technology Support staff, office registrars and site-defined staff.	Technology Support staff, quarterly report cards and semester transcripts.	Assessment reports reviewed by district research, accountability and assessment coordinator.
Require all secondary student interim progress reports, quarterly report cards and semester transcripts are maintained in eSchoolPlus.	Each marking period, quarterly	Secondary classroom teachers, secondary site administrators and site registrars.	Site administration, assistant superintendent of secondary schools and Technology Support staff.	Transcript reviews and report card reviews.
Provide ongoing professional development on Web IEP.	Ongoing, as needed	Web IEP technical support staff.	SELPA administration working with special education teachers should determine need and coordinate training with tech support staff.	Web IEP usage logs and database records
Utilize Web IEP for IEP creation and storage.	Ongoing	Special education teachers, SELPA administration and Technology Support staff.	SELPA Administration	IEP reports per special needs student.

Goal 3j. Two way home school communication

Goal 3j.1: PVUSD will use electronic tools to enhance home and school communication

Objective 3j.1.1: By June 30, 2017 80% of teachers will use technology tools to enhance communication between home and school.

Benchmarks:
- Year 1: 70% of teachers will use technology tools to enhance communication between home and school.
- Year 2: 75% of teachers will use technology tools to enhance communication between home and school.
- Year 3: 80% of teachers will use technology tools to enhance communication between home and school.

Implementation Plan

Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument

Maintain 98% or greater 'uptime' for email, web and database servers to ensure reliability for district staff.	Ongoing	Technology Support Services team, Technology Services and network engineer.	Review of network traffic and outages at technology core team weekly meetings.	Network management tools logs and reports.
Provide ongoing professional development to site and relevant district administrators, Technology Liaisons, department heads and key office and support personnel on eSchoolPlus, School Loop, School Loop Plus, Illuminate and School Messenger.	Annual review, schedule trainings as needed	Technology ToSAs, Technology Liaisons; relevant Technology Services Support team.	Technology Services director meets regularly with site principals and district Cabinet to determine priorities and plan accordingly.	Usage logs and database server reports.
Provide professional development to teachers and relevant support staff on use of eSchoolPlus, School Loop, School Loop Plus, Illuminate and School Messenger.	Annually provided district trainings	Site administrators, Technology Liaisons, instructional technology coaches and technology ToSAs	Site administration should determine site's needs and coordinate training.	Usage logs and program reports.
Students are trained on how to access web provided information in School Loop, School Loop Plus and Illuminate.	Fall, annually	Site administration and classroom teachers (possibly).	Site administration determines appropriate staff or method for distributing training, training materials and ongoing support to parents and students on access and use of online communication tools. Technology Services maintains updated help documents on the PVUSD website about access to the listed services.	Access and usage records and analytics.
Evaluate usage of web services and associated professional development as needed. Replace or upgrade services and professional development as needed.	As needed	Technology Services Support team, district and site administration and Cabinet	Technology Services support staff evaluates program, effectiveness, and usage patterns; Technology Services in meetings with Educational and English Language Services, district superintendents and board of trustees discuss program effectiveness.	Parent and teacher feedback surveys. Usage logs and server reports.

Goal 3j.2: Educate parents on web-based services provided by PVUSD that enhance home and school communication

Objective 3j.2.1: By June 30, 2017, school sites will conduct at least three parent technology training events per school year.

Benchmarks:
- Year 1: By June 30, 2015 school sites will conduct at least one parent technology training event during the school year.
- Year 2: By June 30, 2016 school sites will conduct at least two parent technology training events during the school year.
- Year 3: By June 30, 2017 school sites will conduct at least three parent technology training events during the school year.

Implementation Plan

Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Technology department will produce and/or promote curriculum and associated materials for parent outreach trainings, including district provided resources, such as School Loop Plus, School Messenger, eSchool HAC, Illuminate.	Fall, 2014	Technology Services ToSAs., Technology Liaisons and Technology Services Support staff.	Technology Liaisons will assist in identifying curricular topics for parent training modules and Technology Services ToSA will cull resources and maintain website for district use.	PVUSD website; Technology Liaison meeting agenda and minutes.
Computer labs (mobile or desktop or BYOD) will be set up to host parents for training events.	2015: one training event 2016: two training events 2017: three training events	Site administration, Technology Liaison and site technician (support and management).	Site administration and site Technology Liaison, working with Technology Committee and School Site council creates schedule of parent classes or workshops either independently or in conjunction with other parent/community events to train on district provided electronic communication tools.	Program logs and usage reports and parent feedback surveys.

School sites conduct parent outreach classes, including scheduling dates, designating appropriate presenters, setting up the appropriate location, creating promotional materials and delivering curriculum (as provided by district or created by site).	2015: one training event 2016: two training events 2017: three training events Suggestions: Annual Back to School nights, Annual Open House nights; ELAC/DELAC; School Site Council meetings	Site administration, Technology Liaison and site instructional technology coach.	Site Administration works with Technology Liaison, Site Instructional Technology Coach (if applicable) and site Technology Committee to plan and coordinate event. Utilize parent outreach curriculum available on the PVUSD website.	Parent feedback survey and server usage reports.

3k. Curriculum monitoring process

Each goal/objective has a clear monitoring process, including roles and responsibilities. Please refer to each goal's implementation plan Monitoring & Evaluation column for specifics. The Technology Liaison network will gather impact data to provide overall monitoring of this plan. The district Technology Liaison network, made up of site Technology Liaisons, the technology ToSAs, site instructional technology coaches, the assistant director of Technology Services and the director of Technology Services meet four times a year to review the progress of the implementation plan, and make recommendations to the district technology director, based upon impact data collected. Additional stakeholders may attend and contribute to the curriculum monitoring process. These stakeholders may include site administrator representatives, library media techs and representatives from district professional development providers. The director of Technology Services will report outcomes to the Cabinet and the board as necessary, which is responsible for overall academic achievement monitoring for the entire district. The implementation status of the curriculum component will be reported to stakeholders.

## 4a. Summary of teacher and administrator skills and needs

All PVUSD classroom teachers have an Internet connected computing device in the classroom that is used, at a minimum, to collect daily student attendance. Each school site is currently responsible for purchasing or updating computers for their staff. Some sites provide laptops for teachers, while others issue desktops per classroom. Since each school site has a unique budget and access to different funding sources, there is a great range in age and quality among the staff computers district-wide. Some sites have newer model laptops that are replaced on a four-year refreshment cycle, while other sites struggle with severely outdated equipment.

Each PVUSD teacher is expected to take daily attendance for each class they are assigned in the district's student information system, eSchoolPlus. All staff have a free, district provided email account, which they are expected to check frequently and utilize for communication and production purposes. Additionally, most teachers utilize computers, whether in their classroom, the staff room or in the computer labs to research, plan for and develop curriculum. More and more this is being done collaboratively with the recent district adoption of Google Apps for Education.

Based on PVUSD's 2014 survey data (more detail in section 3b), many teachers integrate technology into instructional practice, mostly through Internet research, word processing, multimedia creation and accessing instructional, curriculum-based resources. Productivity software, such as Google Drive, Microsoft Office and Smart Notebook, are frequently used to create curriculum and develop lessons. Instructional software is being used in computer labs or classroom computer centers for MangaHigh, Renaissance Learning software (Accelerated Reader, Math Facts in a Flash), BrainPop (including Jr., ESL, Spanish), Typing Club and more. Other teachers utilize software or cloud based services specific to content area curriculum, such as Adobe CS Suite or iLife. For a complete list of implemented software, please refer to sections 3d.

Teachers were surveyed on their technology skill level and on their satisfaction of technology trainings offered either at the sites or at the district level. Approximately 40% responded, providing a large enough sample size to accurately represent broad trends and usage patterns. Overall, more than 60% of PVUSD teachers report being proficient or advanced technologically. Professional development programs will work to further develop these skills.

Of the following, which best describes your level of technological capabilities
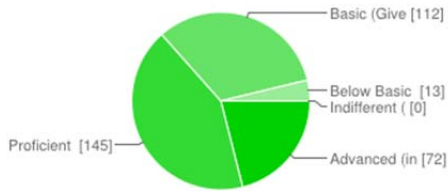
Advanced (independently can discover, explore and learn new technology.)	72	21%
Proficient (Given initial instruction and exposure to a new technology or tool, I can usually figure it out on my own.)	145	42%
Basic (Given adequate instruction and guided practice, I can learn and utilize the technology, especially with available support and resources.)	112	33%
Below Basic (I get easily frustrated and overwhelmed and often need assistance.)	13	4%
Indifferent (I don't feel technology is important to my job.)	0	0%

Teachers were asked to rate their current level of satisfaction with the technology trainings currently available at the district. The results indicate a general bell curve, where the majority of teachers express some level of satisfaction. In addition to providing a numerical ranking, teachers were asked to state their reasons for their rankings, which have provided a vast amount of anecdotal data to take into consideration when developing professional development programs.

The following bar chart expresses this information graphically, with 1 being the lowest level of satisfaction:

Please rank your satisfaction with the level of technology training you have received at your site/district:

1	24	7%
2	56	16%
3	130	38%
4	91	26%
5	43	13%

In the same survey, teachers were asked about their preferences for professional development delivery. The results indicate a strong preference for workshops delivered during work hours and less preference for after hours or summer time trainings.

Choose your preference for Professional Development delivery.
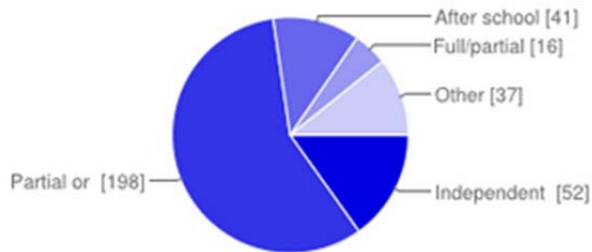
Note: Pie chart numbers represent actual number of respondents, not percentages. See below table for percentages and complete descriptions of each category.

Professional Development Delivery Type% of Total Respondents	% of Total Respondents	# of Respondents
Partial or full day on site workshop attendance with trainers, followed up with after school refresher or skill refinement workshops/classes.	58%	198
Independent choice (attend professional regional/national conferences, read journals/books, enroll in online or brick and mortar school, professional/social networking resources (Twitter, list serves, etc.)).	15%	52
After school workshop/classes at either the district office or site.	12%	41
Other	11%	37
Full/partial day workshops during holidays/summer break times with follow up refresher/skill refinement classes at the DO or site.	5%	16

The information provided in discussion groups with Technology Liaisons, site and district level administrators, and in the recent teacher surveys has been analyzed to develop a technology professional development program that addresses multiple tiers of technical expertise. Further, Technology Services and Educational and English Learners Services department are collaborating to generate ideas for joint professional development trainings that incorporate technological implementations of Common Core Standards.

Technology Integration Programs

Technology Services will provide three distinct tiers of technology training that align with teachers' self assessed levels; advanced, intermediate and novice.

Advanced level teachers are those that report high levels of technical competency and effectively and frequently integrate technology resources within their curriculum. An advanced professional development program will provide for independent and self selected training(s) and/or exposure to current, innovative, and compelling uses of technology integration. Examples of this include assisting teachers in utilizing and creating a virtual Professional Learning Network (PLN) through social media tools, providing competitive district grant programs, funded through a Measure L Bond Innovation Grant, and providing scholarships to attend local and regional professional educational technology conferences, trainings and workshops.

Intermediate level teachers assess themselves as being technically proficient in the use of productivity tools, such as word processing, social media sites and email, but do not know how to effectively integrate these or other tools into their curriculum. Intermediate teachers' professional development will be met through the Intermediate Technology Integration Cadre Program. This professional learning program, begun in the 2013-2014 school year, trains a cadre of teachers on current tools and strategies for implementing technology within the curriculum with a focus on the use of 1:1 student mobile devices. Cadre members meet for five full days throughout the school year and are trained by professional district and county technology integration specialists. The tech cadre curriculum will constantly be reviewed and updated as needed by the trainers and Technology Services personnel. Sites are encouraged to enroll a grade or department-level team that can work collaboratively to plan and implement the tools and materials introduced during the training days. During the 2013-2014 program, 50 participants were introduced to eLiteracy, CCSS technology requirements, collaborative writing with Google docs, digital storytelling, multimedia presentations and website creation. The tech cadre members are expected to apply the learning in their classrooms. The final meeting is a showcase of the teachers' digital portfolio, a website documenting the multiple technology projects conducted throughout the cadre training year.

Novice teachers are those that report being reluctant to use technology but would be willing to learn with adequate support and coaching. Novice teachers will be offered a basic level of trainings modeled on the Intermediate Technology Integration Cadre program, with more of an emphasis on developing the teachers' basic technology skill levels and less focus on technology integration. As in the Intermediate Technology Cadre program, sites are encouraged to sign up the teachers who are interested in expanding their skillset so as to integrate technology more into their productivity workflow and perhaps their curriculum. Familiarity with basic productivity tools and skills, such as understanding Internet search methods, using email, producing electronic documents, using Google Drive and introducing Web-based curricular resources, such as BrainPop, are some of the topics covered during the full day trainings held periodically throughout the school year. The resources and/or skills learned in the Novice Technology Cadre training program would adequately prepare a teacher to participate in the next level of training in subsequent years. Technology Services is working collaboratively with the Educational and English Learners Services team to develop the curriculum and schedule for these trainings.

After School Technology Classes, Workshops and Institutes

All PVUSD staff members are welcome to participate in the after school technology trainings offered on a regular basis at the district office and school sites. These trainings are geared more to the beginning level technology users, most identified as novice level participants. The curriculum correlates with the goals of increasing the use of electronic tools for productivity and communication, as well as introducing how to use online curricular resources and web-based tools for student work.

Multiple full day intensive workshops are offered over the winter and spring holiday breaks. Depending on site and district request, trainings may also occur over the summer teaching break. The content of the institutes varies each year. As an example, during the 2014 school year, the institutes focused on Google Drive because of the district's recent adoption of Google Apps for Education and the proliferation of Chromebooks at many sites.

Technology Liaison

Each site has an identified Technology Liaison that attends the district Technology Liaison meetings four times a year with the following participants: Technology Liaisons, Technology Services ToSAs, the site instructional technology coach(es), assistant director of Technology Services, and the director of Technology Services. Additional stakeholders may attend the liaison meetings to provide additional information to the liaisons or to participate in the discussions and/or professional development that may occur. Additional stakeholders may include site administrator representatives, library media techs, Santa Cruz COE instructional technology specialists and representatives from district professional development providers.

A Technology Liaison is a district educator who has taken on the challenge of supporting their school's staff in the efficient and productive use of technology resources. The Technology Liaison is responsible for three general areas of support: Provide staff development to their school staff, provide technical support coordination and first-line-of-defense for technical support at the elementary schools and to be a two-way conduit for information flow between the school site and the Technology Services department. Likewise, the Technology Liaisons provide valuable feedback and assessment to the Technology Services team on what is and is not working in terms of technology use at the sites.

The Technology Liaison network has many immediate and potential advantages for PVUSD staff and students. The liaisons assist with the goals of PVUSD and the PVUSD Technology Services department. Resources provided the Santa Cruz County Office of Education and the district will be disseminated with models of proven integration strategies and focus on integrating resources into instruction. Resources provided include the Ed1Stop Portal, new Web 2.0 communication/collaboration tools and others that the Technology Services department ToSAs/liaisons identify as valuable. Technology Liaisons are expected to plan, coordinate and/or provide at least six trainings to the sites, geared to the site's needs and technology competency level. This provides opportunities for individualized learning at the sites, available at any time, and provides resources to our schools in a reliable, coordinated way. These trainings are independent of the district's Technology Services programs, but are often conducted with the assistance of the district's technology ToSAs.

4b. Providing PD opportunities (measurable objectives, benchmarks)

Goal 4b.1: Teachers will integrate technology into classroom teaching and learning to improve academic achievement

Objective 4b.1.1: By June 2017, 90% of teachers will show an increase in technology integration competencies.

Benchmarks:
- Year 1: By June 2015 75% of PVUSD teachers will rate themselves at a proficient or advanced level as measured by the Technology Integration Competency survey.
- Year 2: By June 2016 85% of PVUSD teachers will rate themselves at a proficient or advanced level as measured by the Technology Integration Competency survey.
- Year 3: By June 2017 90% of PVUSD teachers will rate themselves at a proficient or

advanced level as measured by the Technology Integration Competency survey.

Implementation Plan

Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Develop three distinct professional development programs for teachers with Advanced (Tier 1), Proficient (Tier 2) or Basic (Tier 3) levels of technology competency as determined by technology integration competency survey. Curriculum is designed to move teachers through the three levels.	Spring and summer, 2014	Technology ToSAs, Technology Liaisons and instructional technology coaches.	Technology Services administration, working in conjunction with Educational and English Learners Services department and various district and site administration will oversee and direct the professional development activities and development plans.	Technology integration competency survey, training evaluations, usage patterns and data reports and formal and informal teacher feedback.
Administer teacher technology integration competency survey on an annual basis to track progress.	Annually, spring	Technology Services support staff, Technology Services ToSAs and Technology Liaisons.	Technology Services support staff and Technology Services ToSAs.	Technology integration competency survey, Technology Liaisons and site administrator input.
Schedule professional development programs and/or trainings to address each technology tier.	Ongoing and annual; each tier will be provided with at least two training opportunities per year.	Technology Services staff, technology ToSAs, Technology Liaisons, district instructional coaches and content area ToSAs and related district and site personnel,	Technology Services administration, working in conjunction with Educational and English Learners Services department and various district and site administration will oversee and direct the professional development activities and development plans.	Technology competency survey, training evaluation and feedback forms and software usage reports and analytics.
Introduce idea to Human Resources to include basic technical competency as a hiring condition for all new teachers in the district.	Winter, 2014	Technology Services director.	District administration in conjunction with Cabinet, Human Resources and all pertinent unions determine a process for fairly and equitably determining technical competencies of all teacher applicants.	Technical competency exam.

Promote the ISTE teacher technology standards.	Ongoing	Technology ToSAs and Technology Liaisons.	Technology ToSAs will continue to educate and promote use of standards during all professional development training programs and during Technology Liaison quarterly meetings.	Reference to standards will be in all related professional development documentation, and Technology Liaison meeting agendas and minutes.
Provide just in time professional development for recently introduced or updated district-wide electronic programs to Technology Liaisons, who will then conduct the same or comparable professional development to each school site.	As needed	Technology Services core team, technology ToSAs and Technology Liaisons.	Technology Services core team will determine new programs and the level of training required for each. Technology ToSAs will coordinate the appropriate training during Technology Liaison meetings.	Technology Liaison meeting agendas and minutes. Program logs and usage reports. Technology Liaison meeting evaluations.

Objective 4b.1.2: By June 2017, teachers will increase the use of electronic resources for classroom lesson unit/delivery.

Benchmarks

- Year 1: By June 2015 75% of teachers will report using electronic resources for classroom lesson unit/delivery as measured by the Technology Integration Competency survey.
- Year 2: By June 2016 85% of teachers will report using electronic resources for classroom lesson unit/delivery as measured by the Technology Integration Competency survey.
- Year 3: By June 2017,95% of teachers will report using electronic resources for classroom lesson unit/delivery as measured by the Technology Integration Competency survey.

Implementation Plan

Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Promote professional development technology tiers to district teachers and site administration.	Spring, annually	Technology ToSAs and Technology Services director		Technical integration competency surveys, classroom visits and participation in annual tech showcase fair
Administer teacher technology integration competency survey on an annual basis to track progress.	Annually, spring	Technology Services support staff, Technology Services ToSAs and Technology Liaisons	Technology Services support staff and Technology Services ToSAs	Technology integration competency survey, Technology Liaisons and site administrator input.

Schedule professional development programs and/or trainings to address each technology tier.	Ongoing and annual; each tier will be provided with at least two training opportunities per year.	Technology Services staff, technology ToSAs, Technology Liaisons, district instructional coaches and content area ToSAs and related district and site personnel.	Technology Services administration, working in conjunction with Educational and English Learners Services department and various district and site administration will oversee and direct the professional development activities and development plans.	Technology competency survey, training evaluation and feedback forms and software usage reports and analytics.
Teachers utilize collaborative planning time to share best practices of technology implementation and support site wide technology implementation advancement.	Quarterly, during Wednesday collaboration time or staff meetings.	Technology ToSAs, Technology Liaisons; classroom teachers and site administrators.	Site administrators dictate site collaboration activities.	Technology integration competency survey; Technology Liaisons and site administrator input.
Develop and implement a technology showcase fair, held at the end of the school year to showcase technology embedded lessons, projects or curricular resources developed by district teachers throughout the school year.	Annual, at end of May	Technology ToSAs, Technology Liaisons, classroom teachers and site administrators.	Technology Services personnel oversee the development and implementation of the plan, and Technology ToSAs coordinate the event.	Local media and website.
Provide professional development activities on current district supported electronic tools, such as Google Drive, MangaHigh, Brain Pop and Newsla.	Ongoing, semi annually	Technology Services ToSAs, working in conjunction with Educational and English Learners Services department, site administration and related district personnel, as well as Technology Liaisons.	In addition to the tiered technology professional development programs training teachers, as needed, just in time learning opportunities are presented periodically at site staff meetings and district-wide trainings, if and when new systems are adopted.	Usage reports and site administration using teacher review process.

Provide professional development activities on document and spreadsheet creation, record keeping tools and home/school communication tools in collaboration with site administrators, library media techs, Educational and English Learners department and Technology Liaisons.	Ongoing, semi annually	Technology Services support personnel, working in conjunction with site administration and related district personnel, technology ToSAs and Technology Liaisons.	In addition to the tiered technology professional development programs training teachers, as needed, just in time learning opportunities are presented periodically at site staff meetings and district-wide trainings, if and when new systems are adopted.	Usage report and site administration using teacher review process.

Goal 4b.2: Teachers will make use of electronic tools for student record keeping, assessment, and home and school communication

Objective 4b.2.1: By June 2015, 80% of classroom teachers will use electronic tools for student record keeping, assessment, and home and school communication.

Benchmarks:
- Year 1: By June 2015, 60% of classroom teachers will use electronic tools for student record keeping, assessment, and home and school communication.
- Year 2: By June 2016, 70% of classroom teachers will use electronic tools for student record keeping, assessment, and home and school communication.
- Year 3: By June 2017, 80% of classroom teachers will use electronic tools for student record keeping, assessment, and home and school communication.

Implementation Plan

Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Review methods of record keeping and assessment currently in use.	Ongoing	Technology Services support staff.	Technology Services administration, working in conjunction with pertinent district and site administration; follow LCAP goals and recommendations	As determined by relevant district and state guidelines.

Plan professional development activities on current district electronic tools, such as Illuminate, School Loop, Google Drive, eSchoolPlus and School Loop Plus.	Ongoing, semi annually	Technology Services ToSAs, working in conjunction with site administration and related district personnel and Technology Liaisons.	In addition to the tiered technology professional development programs training teachers, as needed, just in time learning opportunities are presented periodically at site staff meetings and district-wide trainings, if and when new systems are adopted.	Usage reports and site administration using teacher review process.
Plan professional development activities on document and spreadsheet creation, record keeping tools and home/school communication tools in collaboration with site administrators, library media techs, educational services and English learners department and Technology Liaisons.	Ongoing, semi annually	Technology Services support personnel, working in conjunction with site administration and related district personnel, technology ToSAs and Technology Liaisons.	In addition to the tiered technology professional development programs training teachers, as needed, just in time learning opportunities are presented periodically at site staff meetings and district-wide trainings, if and when new systems are adopted.	Usage reports and site administration using teacher review process.

4c. Professional development monitoring

Each goal/objective has a clear monitoring process including roles and responsibilities. Refer to each area for specifics. The district technology director will gather impact data on an annual basis to provide overall monitoring of the plan. The district Technology Liaison network, made up of site Technology Liaisons, the technology ToSAs, site instructional technology coaches, the assistant director of Technology Services and the director of Technology Services meet four times a year to review the progress of the implementation plan, and make recommendations to the district technology director, based upon impact data collected. Additional stakeholders may attend and contribute to the professional development monitoring process. These stakeholders may include site administrator representatives, library media techs and representatives from district professional development providers. The director of Technology Services will report outcomes to the Educational and English Learner Services Department , which will analyze SBAC, benchmark and other assessment data as part of their role in monitoring for the entire district. The implementation status of the professional development component will be reported to stakeholders.

5a. Existing resources

Existing Hardware: The district supports more than 9,000 desktop and mobile devices (laptops, Chromebooks and iPads) for use across all sites, with an overall student to computer ratio of 2:1. Some sites have invested heavily in technology and some have not, with student to computer ratios ranging from 1:1 to almost 5:1. To view a list of computing devices per site, please see section 3a. Technology Services is constantly reviewing and updating the district's current specifications for desktop, laptops, tablets and mobile computing devices. The lifespan varies with the device, but district policy states that computers and computing devices be refreshed every four years. Our current technology inventory is based on a four-year refresh cycle, so older computing devices may still be in service but were not counted in the overall inventory. In fact, all computing devices that are older than four years are marked with DNR (do not resuscitate) stickers, indicating that if the device becomes inoperable for any reason, no technical support will be provided and the device will need to be surplused.

In general, sites have been and will continue to be predominantly responsible for purchasing lab and classroom computers and peripherals with site funds, while the district purchases the network infrastructure hardware for district-wide use. As the funding disbursements from the state of California are transitioning to a local control emphasis, some funds may be reserved by the district to handle computing resources and upkeep. Most of the inconsistency of instructional technology across the district is related to funding differences among school sites or are a result of site administration priorities. To address this, the district, utilizing Measure L Bond funds and the newly created Common Core implementation funds, has recently focused purchasing toward mobile computing devices, representing 50% of the total student computing inventory. This initiative is intended to better prepare PVUSD students with the technology skills and practices required by the new SBAC assessments. Each elementary site obtained two Chromebook carts, each middle school site obtained four Chromebook carts and each comprehensive high school received eight Chromebook carts. Alternative and charter schools received at least one Chromebook cart, unless the charter designated that they purchase separately.

Procurement of supplies, materials, equipment and services are centralized in the Purchasing department under the director of purchasing, operating within the Department of Business Services. Only the PVUSD Purchasing department is authorized to make purchases and contract services using district funds (Board Policy #3300a). The Technology department sets district standards for hardware and software. All hardware and software requests from sites are reviewed by Technology and approved only if they meet district standards. Purchasing Services is responsible for obtaining requested hardware and software at the best prices available, consistent with the quality of goods required, in a timely and efficient manner. To ensure the school district is obtaining materials and services at the most competitive price, state law requires "comparative shopping" before the purchase is made. The district utilizes competitive bids such as CalSave, WSCA and Peppm.

Network shares are provided for all district-wide staff to store educationally related documents and files. Since PVUSD utilizes Google Apps for Education, file storage and sharing are moving to the cloud. All students and staff are provided data storage through Google drive and can adjust permissions to allow for online collaboration and file sharing. Training and support is

provided to staff and students to facilitate access to their network shares and use of Google Drive. Additional student file shares are available on servers located and managed at some of the school sites by the school site technician and are not backed up by the Technology Services department. The central network provides each PVUSD staff a personal storage space and access to shares. The file server is consistently backed up and maintained by the Technology Services department.

All buildings and classrooms in the school district have telephone services. Currently, 75% are using Cisco's Voice Over IP (VOIP) technology to accommodate approximately 1,840 telephone handsets and 1,700 voicemail boxes. Four-digit dialing is available between VOIP school sites along with the district office. Six PRIs (138 dial tones) are installed at the district office to accommodate incoming and outgoing calls for all VOIP district locations.

The VOIP systems are also connected to the public address systems (i.e. Syn-Apps, Valcom, Etc.) for all school sites. In the event that the Internet connection between sites is interrupted, at each site there are three to six backup dial tones that are in place for outgoing and incoming emergency calls. The remaining 25% of district school sites are using Toshiba legacy telephone systems. The Toshiba legacy technology is used to accommodate approximately 280 telephone handsets and 153 voicemail boxes. In addition, the legacy systems are connected to AT&T PBX system allowing four-digit dialing between the district office and school sites. The Toshiba systems accommodate anywhere from two to 24 dial tones.

Existing Internet Access: PVUSD maintains robust wide and local area networks (WAN/LAN). All instructional locations are connected to the network either through multiple data drops in each classroom or by wireless connectivity or both. Each site is connected to the district office by 100 Mb fiber or 1GB fiber topology through a Customized Switched Metro Ethernet system (CSME) using AT&T as the service provider. The CSME connects the district office via a 1GB fiber connection to the Santa Cruz County Office of Education, which serves as the Internet service provider and drops county educational networks into the local node of the K12 High Speed Network. The district is currently converting all sites to the Decaman (Gigaman) topology, which will connect all sites to the district office on a 1GB fiber connection provided by AT&T. The district maintains multiple local area networks located at school sites and administration centers. The LANs are of a sophisticated multi segment, multi-protocol switch based design and are both scalable and high performance. These systems connect over 135 virtual and physical servers and more than 11,000 client computing devices throughout the district, allowing staff and students the access to information required to support a sophisticated and effective technology infused curriculum program. The connection speed to each site may be increased as need is identified.

One hundred percent of 34 sites support wireless, providing wireless networking services to administrators, teachers and students. The district is currently in the process of increasing wireless density, which will improve wired access at all sites.

Existing Electronic Learning Resources: The district supports learning resources across all sites, and each site can purchase software that supports local site goals as long as the product can be supported on the district network. Both online and district wide licensed software are supported with a mixture of district and site funding. The following resources are available to all

teachers, some selectively use or are not aware of how to use these resources, while some do not use technology at all. Please refer to usage data in section 3b.

Productivity software, such as Google Drive, Microsoft Office and Smart Notebook, is frequently used to create curriculum and develop lessons. Instructional software is being used in computer labs or classroom computer centers for MangaHigh, Renaissance Learning software (Accelerated Reader, Math Facts in a Flash), Rosetta Stone, Lexia, TeenBiz, BrainPop (including Jr., ESL, Spanish), Typing Club, Kudo and Imagine Learning. Other teachers utilize software or cloud-based services specific to content area curriculum, such as the Adobe CS Suite or iLife.

Existing Technical Support: To provide support the district employs a team consisting of a network engineer, systems engineer, district technology support technicians, site computer support technicians, application analysts and a communications technician. The district coordinates the efforts and pays the salaries and benefits for all technical support staff. The current district formula for technical support is one full day of a site computer support technician for school sites with 500 or fewer students, two full days of a site computer support technician for middle schools and one full time site computer support technician per each comprehensive high school. The Technology Services department coordinates, evaluates, trains and supports site and district technicians with district staff.

A help desk tech support line is available school days from 7:30 a.m. - 4:30 p.m. with technicians supporting the district with management tools, allowing them to solve problems remotely at every site. Technology Services and the help desk technicians utilize a help ticket system provided by KBOX for district staff to submit help requests. The system integrates with active directory and allows for online collaboration tools by technicians working on complex technical problems. Each help ticket requires documentation on the procedure used to resolve the issue, providing a searchable database of known fixes and solutions. The following is a summary of the average ticket closure time for the years 2012-2014. Please note that not all support issues are issued a help ticket but are required for longer or more complex jobs. Therefore, the data below represents the average closure time for long-range jobs, not immediate support jobs.

Year	# of Total Tickets	Days	Hours
2012	7,146	23	1
2013	6,634	19	19
2014 (Jan-Mar)	1,511	20	23

Ticket closure time, general support issues and technical support concerns are reviewed and analyzed at both the Technology Services Tech Core Team bi-monthly meeting and the Technology Services department meeting, held once every three weeks. Efforts to streamline support and improve service call times are ongoing objectives within the department.

5b. Needed resources

Hardware Needed: Sites will continue to need to replace aging computers, with special attention given to sites with higher student to computer ratios. Some sites have migrated to a 1:1 take home device model, while others still utilize mobile computer labs, stationary desktop labs and small numbers of classroom desktop computers. Although the district has recently started to

provide for some computing equipment per sites, in general, sites are predominantly responsible for maintaining and purchasing both the staff and student computing devices and peripherals. Sites administration is responsible for ensuring that technology is adequately being implemented within the curriculum. With the adoption of Common Core and the emphasis on technology use and skill development, site administrators may need to increase their technology budgets to keep equipment up to date and adequate for SBAC testing and staff and student usage.

The Technology Services department will continue to evaluate the use of new and emerging technologies such as Chromebooks and Google Apps for Education, which will provide more access to technology for instruction and business use. The Technology Services department works closely with site administration and leadership to help craft and advise on plans for technology implementation. When sites apply for and receive funding from specialized grant programs, such as QEA or SIG grants, they seek the guidance and advice from Technology Services as to how to most effectively provide technology to improve teaching and learning. In turn, these grant sites often act as pilot programs for the rest of the district on innovative and research backed methods of providing technology integration solutions. This model provides the district with opportunities to explore new strategies, technologies and/or professional development programs that if found to be successful, can then be implemented at other sites efficiently and effectively.

With the continual increase of mobile devices within the district, the wireless infrastructure is being upgraded and expanded so as to accommodate more devices and larger data throughput. Additionally, the district recently passed the Measure L Bond, which will finance facilities upgrades and technology infrastructure and equipment needed in each classroom.

Increased bandwidth speed to school sites allows for the centralization and virtualization of site servers to the district office data center. This centralization process is ongoing and continual. As the district continues to consolidate resources centrally, specialization on certain databases, programs, platforms, etc. allows for more efficient and effective support, decreasing the support needs of the servers.

Servers are managed by the Technology Services support for the following services:
- district email, using Microsoft Exchange
- district networking services (DHCP, DNS)
- district accounts, using Microsoft Active Directory
- back-up services, using VEEAM for virtual servers
- computer management, using KBOX
- imaging software, using KBOX
- desktop management, using Deep Freeze for Windows, Profile Manager for Macs
- server/network management, using SolarWinds
- student information system, using eSchoolPlus
- education applications, including Rosetta Stone and SuccessMaker
- food services database, using PrimeroEdge
- technical services help desk, using KBOX
- mobile device management system, using AirWatch
- district print server, using Windows print server

Some servers are hosted and managed by outside vendors for specific applications, including:

- district and sites web servers, hosted by School Loop
- parent and student portal, hosted by School Loop plus
- student assessment data, hosted by Illuminate

Peripherals, like LCD projectors, interactive whiteboards, cameras, printers, classroom response systems, etc., are needed to address interactivity and engagement in student learning and address collaborative and multi-modal learning situations and projects (especially for the English language population).

List of hardware needed, include:
- site computers
- district computers
- LCD projectors
- document cameras
- color and black/white laser printers
- LCD monitors
- servers
- interactive projectors
- interactive white boards
- student responders
- tablets
- iPads
- classroom Audio Amplification Systems
- smart phones
- digital still cameras
- digital video cameras
- Chromecasts and AppleTVs

Electronic Learning Resources Needed: The district will continue to explore district-housed and cloud based solutions that support mobile platforms, cross platform user experiences and low management overhead. Any new electronic resource needs to integrate with Active Directory and Google Drive before being considered for purchase or use. Web-based resources for research and curricular content will continue to be important. Technology Services, in collaboration with the Educational Services and English Language Learners Department, will continue to explore and assess the value of learning resources as they develop.

Currently, the district is actively researching a learning management system to help develop and support teachers and students by providing a secure online space to house resources, student work and provide for collaborative opportunities. The Library Media Technicians within the district have expressed interest in purchasing subscriptions to academic research databases. Site administrators and teachers are often seeking specific electronic resources to address a curricular need or to replace an existing resource. This is an ongoing process and when a resource is identified that will benefit the district as a whole and budget exists, the district will sometimes pursue purchase or licensing for district wide use. For resources that benefit a specific site or department within a site, the sites are responsible for the purchase, management and implementation of the resource.

Networking and Telecommunications Infrastructure Needed: The following projects are planned:

Project Title	Timeline	Funding	Description
3 Schools	2014-2015	Erate and Measure L Bond Infrastructure	**Replace** all network equipment, 10 Gig Backbone, site-wide Wireless, increase data cabling at EA Hall, Starlight, Hall District
16 Schools	2014-2015	Erate and Measure L Bond Infrastructure	**Add** additional data cabling, wireless APs, new switches) at Amesti, Ann Soldo, Calabasas, Freedom, Hyde, Lakeview, McQuiddy, Mintie White, Radcliff, Lakeview, Pajaro Valley High, Rolling Hills, Watsonville High, Alianza, AVCI and New School)
Aptos High Data Cabling	2014-2015	Bond	Add additional data cabling at Aptos High
12 Schools	2014-2016 (depends on when/if it funds)	Erate	**Replace** all network equipment, 10 Gig Backbone, site wide wireless, additional data cabling (at Radcliff, Mintie White, Hyde, Amesti, Calabasas, Ann Soldo, Landmark, McQuiddy, Renaissance, AVCI, Alianza and New School)
Common Core Upgrade Phase 1	2014-2015	Common Core Implementation Funds	Replace all wireless access points, add additional 1 Gig switches to connect all new WAPs on GIG connections at 21 schools (all north area schools, most elementary schools, Alt Ed and charter schools)
Common Core Upgrade Phase 2	2014-2016	Common Core Implementation and Bond Funds	Add additional wireless access points to all schools where needed to increase density and improve wireless access
Bond Funded Network Upgrades	2014-2017	Bond	Add data cabling, add and/or replace network equipment to schools that do not qualify for Erate funds (Aptos, Charter, etc.)
VoiP Install	2014-2017	Bond	Install VOIP at the rest of the schools that do not have it (Aptos and Linscott)

WAN	2014-2015	Erate	Upgrade to Gigaman (1 Gig) connections to all sites and upgrade to 10 Gig connection to county office

Physical Plant Modifications Needed:

Data Center Equipment Upgrade	2014-2015	Erate/Bond/ Infrastructure	Upgrade/replace all Core Network, voice, server, storage equipment
Data Center Facility Upgrade	2014-2015	Bond	Upgrade/replace cooling, electrical, UPS, install new generator, walls and ceiling and fire prevention

Technical Support Needed: In 2013, the district began paying the salaries for all site support technicians, when previously it was the responsibility of the sites. This significantly increased the quality and amount of technical support each site received as the centralized model of management allows flexibility to assign technicians to certain sites needing specific expertise. In addition, site technical support became more equitable within the district since the responsibility for hiring was no longer shouldered by each site. In the past, due to differences in each site's budgets, certain sites could not afford the cost to fund a site technician. This has now been addressed.

The goal for the district is to continue the centralized model of management and to correlate the amount of support each site receives to site enrollment. With the expansion of the 1:1 model within the district and the shift to Common Core and its emphasis on technology integration, the need for more technical support is critical. Ideally, each school site with 500 or more students would get a total of three days a week of on site technical support, over the current two days a week. The middle schools would get an increase to three days a week, over the current schedule of two days a week. High schools could benefit from an additional part time technician to accommodate increased technology devices. In general, site technical support will be increasing as each site expands their technology infrastructure and use.

The district is reviewing how best to track the closure of technical support help tickets as a metric to determining tech support quality. Currently, the reports indicate the average repair time is 21 days. The current reporting structure does not filter out open tickets or project-based tickets, which normally take months to resolve or complete. As a result, it is difficult to isolate the average time for a call desk type ticket closure. Efforts to improve this are being considered by the Technology Services Core Team.

The district also supports application analysts to support student information systems and district wide databases. This support will continue and will expand as needed.

5c. Annual benchmarks and timeline for obtaining resources

Recommended Actions/Activities	Timeline	Person(s) Responsible
Year 1 Benchmark: ● All computers older than four years and not able to run current software will be replaced to maintain or improve upon existing student to computer ratios ● Peripherals will be purchased as need is identified and site budgets allow ● Increase video surveillance as funding becomes available	2014-15	Technology Services director, assistant director of Technology Services, technology support staff
Year 2 Benchmark: ● All computers older than four years and not able to run current software will be replaced to maintain or improve upon existing student to computer ratios ● Peripherals will be purchased as need is identified and site budgets allow ● Install exchange and VoIP phone upgrade ● Centralize appropriate comprehensive high schools' site servers ● Increase video surveillance as funding becomes available	2015-16	Technology Services director, assistant director of Technology Services, technology support staff
Year 3 Benchmark: ● All computers older than four years and not able to run current software will be replaced to maintain or improve upon existing student to computer ratios. ● Peripherals will be purchased as need is identified and site budgets allow ● Increase video surveillance as funding becomes available	2016-17	Technology Services director, assistant director of Technology Services, technology support staff

5d. Process to monitor 5b

Each goal/objective has a clear monitoring process including roles and responsibilities. Please refer to each area for specifics. The district technology director will gather impact data on an annual basis to provide overall monitoring of the plan. The Technology Liaison network will gather impact data to provide overall monitoring of this plan. The district Technology Liaison network, made up of site Technology Liaisons, the technology ToSAs, site instructional technology coaches, the assistant director of Technology Services and the director of Technology Services meet four times a year to review the progress of the implementation plan, and make recommendations to the district technology director, based upon impact data collected. Additional stakeholders may attend and contribute to the hardware, infrastructure, network, and software monitoring process. These stakeholders may include site administrator representatives, business services representatives and vendor consultants. The director of Technology Services will collect and analyze the inventory of technology resources yearly to keep it updated. The director of Technology Services will report outcomes to Cabinet, which will analyze assessment data as part of their role in monitoring for the entire district. The implementation status of the hardware, infrastructure, technical support and software component will be reported to stakeholders annually.

6a. Established and potential funding sources

Sources of funding include the district's General Fund, Measure L Bond Funds, California K-12 Educational Technology Voucher Program, federal Erate discounts, and educational technology partnerships (such as the PVUSD Extended Learning program). Direct vendor negotiations have secured savings in addition to collective bid pricing and other consortium purchases.

The district benefits significantly from the federal Erate discount program. The Erate program provides discounts to assist schools and libraries in the United States (and U.S. territories) to obtain affordable telecommunications and Internet access. The program supports connectivity - the conduit or pipeline for communications using telecommunications services and/or the Internet. Funding is provided with two priority categories of service:

> Priority One: Telecommunications services (telephone and data line services), Internet access
> Priority Two: Internal connections (networking equipment, servers, cabling), and basic maintenance of internal connections

The level of discounts available depends on the ratio of free and reduced lunches at the school site or district and range from 20% to 90% of the costs of eligible services. Eligible school districts and libraries may apply for Erate discounts on an annual timeline.

Over the past twelve years, PVUSD has qualified for over $22 million in Erate discount funding which has brought data networks and phone systems to PVUSD schools as well as extensive discounts on telephone and Internet connectivity invoices. The district's Technology Services Department has successfully handled all aspects of the Erate process in-house without the added costs for engineers and Erate consultants and project managers. The future of Erate discount funding is not clear as the demand for services has outgrown the available funds. The Federal Communications Commission (the federal agency administering Erate) is in the process of looking at options to address this shortfall.

Measure L School Bond

In 2012, community members of Pajaro Valley provided overwhelming support (nearly 70% of voters approved) of Measure L, a local education bond that ensures every student in PVUSD has access to new technologies and upgraded facilities that support a 21st century education.

Measure L provides $150 million of local community funding that goes directly to improvements and renovations of our local schools. $9.2 million is allocated specifically to the improvement of technology within district school sites and centralized services. About half of the technology budget is intended for the Intelligent Classroom project, while the remaining amount is intended to upgrade or implement technology resources that are not eligible for the Erate discount program. Additionally, Measure L funding will provide for ten years of an annual technology endowment of $500,000 that will go towards refresh, equity and innovation projects.

Future funding sources will include the above as available and will grow through active applications for grants and discounts. Curricular focused programs that include the integration of technology, including subject matter projects, English Language Learner projects, library initiatives and future federal and state programs will involve collaboration with the district Educational and English Learner Services Department in order to provide coordinated components required by those programs.

The following tables contain estimated amounts based on historical funding patterns, and funding sources continue to constantly shift and evolve. Technology Services regularly seeks new sources of funding or opportunities to leverage other funding programs and subject matter projects that incorporate technology.

Note that the 2000 series is the estimated cost for 25% of the sites' computers to be refreshed, as per the district computer replacement policy. This cost is not the responsibility of the district, and therefore is not reflected in the annual district cost calculations.

Funding Sources	2014-2015	2015-2016	2016-2017	Sample Expenses
Erate*	$3,000,000*	$3.000,000*	$3,000,000*	Network infrastructure
General Fund	$4,200,000	$4,200,000	$4,200,000	Salaries, comp. equip., SIS, infrastructure, PD
Lottery Funds	$680,000	$680,000	$680,000	Subscription services
Measure L Bond	$4,600,000	0	$2,900,000	Technology bond projects (i.e. Intelligent Classroom Project)
Measure L Bond - Technology Endowment	$500,000	$500,000	$500,000	Innovation, refresh and equity
School site funds for site technology	$2,400,000	$2,400,000	$2,400,000	As per Replacement Policy: replace 25% of site computer inventory each year; staff professional development, cloud services, mobile device management and infrastructure
TOTALS	**$15,380,000**	**$7,780,000**	**$13,680,000**	

The future funding capabilities of the Erate program have not been determined by the FCC at the time of the writing of this plan.

6b. Estimate of annual implementation costs

Object of Expenditure	Description	Projected 2014-2015	Projected 2015-2016	Projected 2016-2017	Funding source
1000 Series: certificated salaries	1.5 FTE ToSA and substitutes for PD	$119,400	$121,800	$124,250	General fund
1000 Series: Certificated Salaries	0.5 FTE ToSA	$34,500	$35,200	$35,900	Measure L Bond
2000 Series: classified salaries	Tech services staff	$1,500,000	$1,529,000	$1,560,000	General fund
2000 Series: classified salaries	0.2 FTE systems engineer	$15,800	$16,000	$16,400	Measure L Bond
3000 Series: benefits	Benefits	$1,000,000	$1,010,000	$1,142,000	General fund
3000 Series: benefits	Benefits 0.5 FTE ToSA/.2 FTE systems engineer	$19,600	$20,800	$22,000	Measure L Bond
4000 Series: instructional materials equipment & supplies	Books software & resources computers & peripherals	$1,079,866	$1,079,866	$1,079,866	General fund, Lottery, infrastructure, Common Core implementation funds, K-12 voucher, imaging funds
4000 Series: instructional materials equipment & supplies	Computers & peripherals (Replacement Policy: replace 25% of inventory each year)	$1,900,000	$1,900,000	$1,900,000	School site funds (i.e. SIG, QEIA, General fund, Title 1, LEP, etc)
5000 Series: consultants	Consultants Contracts, Services (i.e. ISP Costs)	$878,500	$878,500	$878,500	General fund, Lottery funds, Erate

contracts, travel & conference	Travel & conference				
6000 Series: equipment over $5,000	Networking equipment (servers, routers, etc.) 10% of Erate projects	$400,000 (GF) $3,000,000 (Erate)	$200,000 (GF) $3,000,000 (Erate)	$200,000 (GF) $3,000,000 (Erate)	General fund, Erate, Common Core implementation funds
7000 Series: indirect costs	Business Services Management	$30,000	$32,000	$34,000	General fund
Total Estimate*		**$9,977,666**	**$9,823,166**	**$9,992,916**	

The total estimate of costs in the above table does NOT include site contributions to computing equipment (portion of 4000 Series) or Measure L Bond funded projects.

6c. Replacement policy for obsolete equipment

PVUSD has standardized on vendor platforms for equipment, software suites for integration with curriculum and assessment needs and network and infrastructure equipment and standards. Given the nature of rapid changes within the development of specific machines and their capabilities, specific recommendations as to which equipment to purchase will always be dependent on a discussion with the district Technology Services personnel, Technology Liaisons and the PVUSD purchasing department. Current standards are listed on the Technology Services website and are updated as necessary. District technology personnel keep in regular contact with selected vendors, other district personnel, websites, blogs and organizations to learn about new technology tools and future software release dates.

The district technology personnel will coordinate with the Purchasing and Finance departments to assure that all purchases have been approved as financially feasible and with the proper specifications. Such policy will insure that machines purchased will remain current for as long as possible and will function properly with existing district technologies.

Minimum standards for donated machines are also maintained on the Technology Services department website. These standards change to reflect the ability of district hardware and software to function with the level of technical support the district can provide.

The intent of this program is for machines to be rotated through a four-year obsolescence cycle. The goal is for schools to replace one-fourth of their desktop and mobile inventory each year and to surplus any computers that do not meet the district's minimum donation specifications. When this plan is followed, no computer at school sites should be older than four years. Based on existing site inventories, machines will be ranked and prioritized for replacement by the school sites. The Technology Services department will coordinate the redeployment of viable computers (which meet minimum donation specifications), that are no longer needed at a specific site to schools with the greatest need. PVUSD outdated machines will be recycled using procurement

requirements of the state of California to approved green recycling centers. The district's inventory will be updated whenever equipment is moved from one site to another or recycled via the prescribed district process.

It is possible that this program will be first implemented as a five-year program and then reduced to four years in year two as appropriate funding is phased in over the three-year implementation of the district's LCAP. The replacement program is listed in the district's LCAP as a primary strategy to meet district instructional and student achievement benchmarks over the seven year implementation of the LCAP.

6d. Monitoring process

The PVUSD Purchasing Services department's inventory database will be used by site and program administrators to inform site and program planning, and will facilitate feedback among existing district decision-making bodies. The district Technology Liaisons will meet four times a year to review implementation data regarding benchmarks reflected in this plan, discuss options and make recommendations regarding changes to this plan's implementation. The district Technology Liaisons' recommendations for infrastructure modifications and plan modification will be communicated quarterly and acted upon by the director of Technology Services, who reports to the appropriate district leadership groups, whether Business Services, Educational and English Learner Services Department or Cabinet, to drive the district's decision-making and policy choices in the area of educational technology procurement and management. District personnel will participate in regional, statewide and national technology meetings and conferences, including the County Office of Education's Tech Leaders meetings, the CA Educational Technology Professional Association (CETPA), the Computer Using Educators Conferences (CUE) and the International Society for Technology in Education (ISTE) national conferences to ensure that district purchasing decisions are informed by current standards of practice and district leadership is aware of all relevant funding opportunities.

7a/b. Process and schedule for evaluating overall progress and impact on teaching and learning

All benchmarks specify the responsible persons and the associated monitoring procedures as stated in benchmark/objective tables throughout this document. Please refer to these tables for detailed plans.

The district Technology Liaison meetings, consisting of site Technology Liaisons, site administrators, Technology department staff, district partner program representatives, site instructional technology coaches, Technology department ToSAs, assistant director of technology and director of technology, will provide the lead in coordinating communication about the overall implementation of the plan. It will act as a facilitating body, ensuring communication flows among district and site administrators and teaching staff. The district technology leadership will meet to evaluate activities, plan for further implementation and participate in professional development for that purpose. They will collect and analyze data based on timelines connected with each benchmark. Once a year, they will make recommendations on adapting the plan for the following year(s). Their recommendations will be reported by the director of technology to the district Cabinet members as needed to ensure the use of technology supports the curricular direction of the district and that this document, as it changes and adapts to timeline changes and new educational technology initiatives, aligns with district curricular and professional development plans.

7c. Communicating evaluation results to stakeholders

The Director of Technology Services will be responsible for monitoring the communication of results to stakeholders.

Communication Activity	Frequency
District governance board meeting presentations on technology status of district	Once/year
Email list of stakeholders	Once/year
Technology department website and blog	Updated continuously with news and information
Articles and interviews in local papers	As often as news is notable

8a. Family/adult/community literacy programs

PVUSD operates both an adult education program and a family literacy program to address adult literacy, adult education, parent/community education and outreach and technology access and education for parents of PVUSD students. The PVUSD Instructional Technology Use Plan was developed in consultation with representatives from these programs. A district technician services adult education 2.5 days a week and shares concerns and issues with the technology core team at monthly meetings.

The PVUSD Adult Education department operates Watsonville/Aptos adult education, which offers a full schedule of adult literacy and computer skills classes to adult learners in the community, both at its facility within the district and through cooperative arrangements with many local school sites. The department offers a General Education Development (GED) program in both English and Spanish, a high school diploma program and adult basic education classes. Computer based instruction provides a cost-effective delivery system for adult education's wide range of course offerings.

The PVUSD Family Literacy Project within the Student Services department provides several training programs and opportunities aimed at specific demographic groups within the greater Watsonville area. Pajaro Valley is home to a large number of children and families in need of family literacy services. PVUSD serves a predominantly agricultural area. While neighboring cities enjoy relative prosperity, the farming towns of Pajaro and Watsonville and surrounding rural areas have pockets of poverty. Many parents speak limited or no English, and their formal education was in their country of origin, making them unfamiliar with the local educational system. Thus, parents of face both language-related and educational challenges that may limit their ability to help their children with homework and support their children's academic achievement.

Parents have a tremendous need for educational services. In surveys, they express a strong desire to improve their literacy skills so they can better support their children's academic success. However, adult education opportunities in the Pajaro Valley area have been decreased due to budget cuts. With so many adults in need of English language acquisition classes and services, the remaining resources in the area are over-taxed and unable to meet the need. Pajaro Valley has only one library branch, and budget cuts have forced the library to cut its hours. Many families have limited access to computers and the Internet.

PVUSD has worked to fill the resulting gaps, creating a coordinated Parent Outreach Network (PON) among the staff of ELP, Federal and State programs, and Migrant Education program. The PON provides regular information sessions for school site parent liaisons, and creates bilingual brochures about the ELP, as well as coordinates annual parent events including the district parent conference and community reads event. Since the community does not have adequate adult literacy services available to meet the enormous need for these services, PVUSD will continue to provide increased service levels through the district and its partners. For example, the PVUSD Extended Learning program, and the PVUSD Family Literacy Project

(FLP), which is embedded in the Extended Learning Division of the Student Services department. FLP services integrate multiple funding streams to reach parents both through the school day and after school. Optional funds will support a successful strategy of providing access to a fully equipped computer Internet labs for family computer nights that are the cornerstone of eight-week family literacy classes.

The family computer lab literacy nights are hosted by school sites to support parent engagement in their children's education. Topics of focus will vary based on expressed interest and needs (by students and parents). Participating families use interactive literacy computer software programs that are educationally sound and engaging. Literacy through technology is a large part of the participants' educational experience.

Another example project is the Latino Family Literacy Project. This 10-week series is aimed at developing a natural love for reading, establishing a home reading routine, providing training in Microsoft Word, all while further developing parent leadership skills. The program features the Latino Family Literacy Project, which utilizes several proven methodologies and strategies and great art activities to engage even the most reluctant parent. Each participant completes a family album online dedicated to their children comprised of 10 art and literacy-based assignments. The program also includes relevant and meaningful titles selected by ladino parents for Latino families. Participants are recognized and presented with a certificate of recognition at the end of the series.

9a. Research summary

The PVUSD Technology Services team regularly reviews research and news regarding technology and instructional technology. Different members of the Technology Services team attend national and regional conferences on instructional technology (i.e. ISTE, CUE), information technology (i.e. CEPTA) and technology use in educational administration (i.e. Leadership 3.0). Team members remain informed of current research and applicable best practices by subscribing to relevant journals and lists serves and following blogs, twitter feeds and other applicable social networking sites. Research is conducted and often coordinated with other PVUSD departments, such as Educational and English Learning Services, to ensure PVUSD policies and practices are in line with current thinking in the field of instructional technology and curriculum development. The relevant research used to inform this technology plan is summarized below:

Curriculum Component:

Technology will significantly support staff and students in the pursuit of educational excellence in student learning and in teacher instructional delivery as PVUSD focuses on English Language Learners (ELL's), literacy and response to instruction and intervention. The research base that supports this technology implementation strategy includes ISTE members whom have monitored research on the effectiveness of technology in education on student outcomes for more than 20 years. One convincing trend has emerged: when implemented appropriately, the integration of technology into instruction has positive effects on student achievement.

Citations:
Kadel, Robert, Technology and Student Achievement – The Indelible Link, The International Society for Technology in Education (ISTE), June, 2008
www.iste.org/Content/NavigationMenu/.../59.08-PolicyBrief-F-web.pdf

At-risk-students show substantial improvement when technology is introduced into their curriculum. Research indicates that technology provides educators a way to individualize and customize the curriculum to match learner's developmental needs and provide non-threatening environment.

Citations:
NCREL - Published Research Source: Computer-Based Technology and Learning Evolving Uses and Expectations, Valdez, Gilbert, McNabb, Mary, Foertsch, Mary, Anderson, Mary, Hawkes, Mark and Raack, Lenya, 2000, www.ncrel.org/tplan/cbtl/toc.htm

Technology is a change agent for helping to improve teaching and learning. According to a report from the U.S. Department of Education, many reports present strong assertions that technology can catalyze various other changes in the content, methods and overall quality of the teaching and learning process, most frequently triggering changes away from lecture-driven instruction and toward constructivist, inquiry-oriented classrooms. The degree of emphasis

placed on these expectations varies considerably across these reports, but this image of technology as a catalyst for change is almost universally shared. Many of these reports focus on teachers and their needs and interests, emphasize the importance of viewing technology as a class of tools that must be well-matched to specific content areas and learning goals, and make clear the material and professional conditions that must be in place before teachers can begin the process of assimilating technology into their day-to-day instruction. Other reports say that the potential of the digital tools themselves change the learning environment and the teaching process by making it more flexible, more engaging and more challenging for students.

Citations:
Culp, Katie McMillan, Margaret Honey, and Ellen Mandinach. "A retrospective on twenty years of education technology policy." Journal of Educational Computing Research 32.3 (2005): 279-307.

According to the Partnership for 21st Century Skills, improving high schools requires the nation to redefine "rigor" to encompass not just mastery of core academic subjects, but also mastery of 21st century skills and content. Rigor must reflect all the results that matter for all high school graduates today. Today's graduates need to be critical thinkers, problem solvers and effective communicators who are proficient in both core subjects and new, 21st century content and skills. These 21st century skills, which are detailed beginning on page 10, include learning and thinking skills, information and communications technology (ICt) literacy skills and life skills. Twenty-first century skills are in demand for all students, no matter what their future plans, and they will have an enormous impact on students' prospects.

Citations:
"Results that Matter – 21st Century Skills and High School Reform", Partnership for 21st Century Skills, June 2006.
Shapley, Kelly, et al. "Effects of technology immersion on middle school students' learning opportunities and achievement." The Journal of Educational Research 104.5 (2011): 299-315.
http://thelecturn.com/wp-content/uploads/2013/07/Effects-of-Technology-Immersion-on-Middle-School-Students-Learning-Opportunities-and-Achievement.pdf

Of all of the recommendations contained in the National Academies' report Rising Above the Gathering Storm, the highest priority is to vastly improve K–12 math and science education. Schools must help students develop the skills they will need to compete and succeed in higher education and the workforce, which are increasingly connected in this changed world. They must develop a pool of technically adept and numerically literate Americans to ensure a continual supply of highly trained mathematicians, scientists and engineers.

Citations:
Spellings, Margaret, Secretary, "Answering the Challenge of a Changing World – Strengthening Education for the 21st Century", U.S. Department of Education, January 2006.
http://www.ed.gov/about/inits/ed/competitiveness.

Professional Development Components:
PVUSD has reworked the professional development program for teachers based partially on the

research of best practices and longitudinal analysis of teacher training effectiveness. Instead of focusing exclusively on intervention software, the research stresses finding appropriate tools to integrate into the curriculum. In general, the emphasis has shifted to how the tool of technology can be used to enhance curricular concepts and learning outcomes, instead of the pervasive use of intervention or drill and practice type software in the classroom. Results suggest that the quantity of technology use alone is not critical to student learning. "How much" matters when "how" is identified. Moreover, when the quality of technology use is not ensured, more time on computers may cause more harm than benefit. With students' change in GPA as an indicator, technology uses that had positive impact on students were those related to specific subject areas and focused on student construction.

Citations:
Desimone, Laura M. "A primer on effective professional development." Phi Delta Kappan 92.6 (2011): 68-71. http://intl.kappanmagazine.org/content/92/6/68.abstract

Desimone, Laura M., et al. "Effects of professional development on teachers' instruction: Results from a three-year longitudinal study." Educational evaluation and policy analysis 24.2 (2002): 81-112.
http://outlier.uchicago.edu/computerscience/OS4CS/landscapestudy/resources/Desimone,Porter,%20Garet,%20Yoon,%20and%20Birman,%202002%20(1).pdf

Teachers' belief systems inform their willingness to learn new technology. If they believe and understand the value behind integrating technology into the curriculum, they will be more willing and motivated to gain the necessary technology skills and practices to utilize technology in the classroom. PVUSD's professional development programs are designed to incorporate relevant research and examples of student achievement as it's related to technology integration. We found that professional development focused on specific instructional practices increases teachers' use of those practices in the classroom. Furthermore, we found that specific features, such as active learning opportunities, increase the effect of the professional development on teacher's instruction.

Citations:
Albion, P., & Ertmer, P. A. (2002). Beyond the foundations: The role of vision and belief in teachers' preparation for integration of technology.TechTrends, 46(5), 34–38.
http://eprints.usq.edu.au/2101/1/Albion_Ertmer.pdf

9b. Technology to deliver rigorous curriculum

PVUSD students and teachers will integrate technology into everyday classroom instruction in support of the Common Core State Standards. Strategies such as flip teaching and blended learning will be supported in classrooms with best practices shared across the district. Web-based curricular resources will continue to be available to support learning and teaching. The professional development program will continue to emphasize teaching practices and pedagogy that incorporates technology, rather than focusing exclusively on the technology itself.

Appendix J: Technology Plan Contact Information

Education Technology Plan Review System (ETPRS)
Contact Information

County & District Code: 44 - 69799

School Code (Direct-funded charters only):

LEA Name: Pajaro Valley Unified School District

*Salutation: Ms.

*First Name: Courtney

*Last Name: Rudd

*Job Title: Teacher on Special Assignment

*Address: 294 Green Valley Rd.

*City: Watsonville

*Zip Code: 95076-1300

*Telephone: 831-786-2100   Ext: 2909

Fax: (831) 728-4288

*E-mail: courtney_rudd@pvusd.net

Please provide backup contact information.

1st Backup Name: Tim Landeck

E-mail: tim_landeck@pvusd.net

2nd Backup Name: Dan Weiser

E-mail: dan_weiser@pvusd.net

* Required information in the ETPRS

PVUSD Internet Safety Plan

Topic	Grades K-3	Grades 4-5	Grades 6-8	Grades 9-12
1. Safe and responsible use of social networking, websites, chat rooms, electronic mail, bulletin boards, instant messaging, etc.	Remind students that they should be with a parent or a trusted adult when using the Internet. Watch NetSmartz UYN video: http://www.netsmartzkids.org/videos/uyn_intro_400k.htm to introduce the NetSmartz characters to students. Watch NetSmartz Know the Rules http://www.netsmartzkids.org/uyn/knowtherules.htm and download the lesson plan for this video: http://ncmec.vo.llnwd.net/o15/downloads/print/k2checkfirst.pdf Download the Go Places Safely lesson plan http://cybersmartcurriculum.org/lessonsbygrade/k-1/	Have students play any of the great Internet safety games from NetSmartz during a visit to the computer lab: http://www.netsmartzkids.org/games/index.htm Download the Safe Talking in CyberSpace lesson plan and activity worksheet: http://cybersmartcurriculum.org/lessonsbygrade/4-5/ Download the handling email and IM Too lesson plan and activity worksheet: http://cybersmartcurriculum.org/lessonsbygrade/4-5/ Download the Safety with CyberPals lesson plan and activity worksheet: http://cybersmartcurriculum.org/lessonsbygrade/4-5/	Download the Private and Personal lesson plan: http://www.commonsensemedia.org/safety-security/6-8/security#private-personal	Have students complete an Internet safety survey to gauge their current beliefs and online habits. Visit and discuss tips, articles and blogs about online safety at http://www.safeteens.com

Topic	Grades K-3	Grades 4-5	Grades 6-8	Grades 9-12
2. Recognizing, avoiding and reporting online solicitations by sexual predators.	Watch NetSmartz Be Safer Online: http://www.netsmartzkids.org/videos/safeside_400k.htm	Download the Talking Safely online lesson plan: http://www.commonsensemedia.org/safety-security/k-5/safety#talking-safely-online	Download the Safe Online Talk lesson plan: http://www.commonsensemedia.org/safety-security/6-8/safety#safe-online-talk Watch the NetSmartz video: Julie's Journey: http://www.nsteens.org/Videos/JuliesJourney Download the activity plan for this video: http://www.nsteens.org/TeachingMaterials?tab=RealLifeStories	Visit and discuss situations that should be reported (Don't Believe the Type) at: http://tcs.cybertipline.com/knowthedangers8.htm Watch the netSmartz video: Amy's Choice: http://www.netsmartz.org/RealLifeStories/AmysChoice Download the activity plan for this video: http://www.nsteens.org/TeachingMaterials?tab=RealLifeStories

Topic	Grades K-3	Grades 4-5	Grades 6-8	Grades 9-12
3. Recognizing and reporting online harassment and cyberbullying	Discuss these questions with students to start an Internet safety conversation on cyberbullying: What is a bully? What can you do to stop bullying?	Download the power of Words and Group Think lesson plan: http://www.commonsensemedia.org/digital-citizenship/k-5/connected-culture#power-words	Download the Connected Culture unit: http://www.commonsensemedia.org/digital-citizenship/6-8#connected-culture	Download the lesson Cyberbullying: Broken friendship and show the video lesson: http://www.nsteens.org/TeachingMaterials?tab=RealLifeStories video: http://www.nsteens.org/Videos/Cyberbullying-BrokenFriendship
Topic	Grades K-3	Grades 4-5	Grades 6-8	Grades 9-12
4. Understanding copyright laws on written materials, photographs, music and video.	Play the Video Webster's Back-to-School Adventure: Pirate Trouble and discuss with students the issues of copying music and video: http://www.netsmartzkids.org/videos/index.htm	Download the Respecting Creative Work lesson plan: http://www.commonsensemedia.org/digital-citizenship/k-5#respecting-wor	Download the Respecting Work Unit: http://www.commonsensemedia.org/digital-citizenship/6-8#respecting-work	Give students the Copyright Challenge and discuss the laws surrounding copying music and videos through peer-to-peer networks and other ways. Copyright Challenge: http://www.copyrightkids.org/quizframes.htm

Internet Safety Resources

Common Sense Media is dedicated to improving the lives of kids and families by providing the trustworthy information, education and independent voice they need to thrive in a world of media and technology.	http://www.commonsensemedia.org/
NetSmartz Workshop is an interactive, educational program of the National Center for Missing & Exploited Children® (NCMEC) that provides age-appropriate resources to help teach children how to be safer on and offline.	http://www.netsmartz.org/Parents
NSTeens.org was created through a partnership between Sprint® and the Internet safety experts at NetSmartz® Workshop.	http://www.nsteens.org/
SafeTeens.com is a place for teens and their parents to learn safe, civil and responsible use of the Internet.	http://www.safeteens.com/
DIGIZEN website provides information for educators, parents and young people. It is used to strengthen their awareness and understanding of what digital citizenship is and encourages users of technology to be and become responsible digital citizens.	http://www.digizen.org/
The Family Online Safety Institute (FOSI) works to make the online world safer for kids and their families. We do this by identifying and promoting best practices, tools and methods in the field of online safety that also respect free expression.	http://www.fosi.org/
ConnectSafely is for parents, teens, educators, advocates - everyone engaged in and interested in the impact of the social Web.	http://www.connectsafely.org/about-us.html
That's Not Cool is a national public education campaign that uses digital examples of controlling, pressuring and threatening behavior to raise awareness about and prevent teen dating abuse.	http://www.thatsnotcool.com/CalloutCards.aspx
Cybersmart provides activities, resources and practical advice to help young kids, kids, teens and parents safely enjoy the online world.	http://cybersmart.gov.au/
A Thin Line is an MTV campaign developed to empower you to identify, respond to, and stop the spread of digital abuse in your life and amongst your peers.	http://www.athinline.org/

PVUSD Digital Citizenship Curriculum Verification Form

To: Site Principals

From: Murry Schekman, Assistant Superintendent of Secondary
Ylda Nogueda, Assistant Superintendent of Elementary
Tim Landeck, Director of Technology Services

Regarding: To keep our students safe on the Internet and to remain eligible for significant Erate discounts that are used to provide internet access and network infrastructure, the district has to prove compliance with the federal Children's Internet Protection Act (2000).

In addition to providing web-filtering of Internet content that could be harmful to minors, schools must provide **"for educating minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, and cyberbullying awareness and response**." (http://www.fcc.gov/guides/childrens-internet-protection-act)

PVUSD Technology Services Department's Internet Safety Plan details curriculum and provides resources culled from reputable sources appropriate to certain grade level divisions.
Each school site is expected to annually teach 2 of the 4 topics listed in the plan to each grade level. This can be implemented in whatever ways best suit the site. Ideally, students are taught the Digital Citizenship topics within a required class. However, some sites may choose to deliver the content in school-wide assemblies.

Confirmation verification: Please complete the following information by May 1st of each school year. This completed form should be sent to your supervising Assistant Superintendent.

Site Name:	
Principal Name:	

Please check mark which Digital Citizenship topics were taught for the above school year:

	TOPIC:	DATE:	GRADE LEVEL(S):
	Understanding copyright laws on written materials, photographs, music and video		
	Safe and responsible use of social networking, websites, chat rooms, electronic mail, bulletin boards, instant messaging, etc		

	Recognizing, avoiding and reporting online solicitations by sexual predators.		
	Recognizing and reporting online harassment and cyberbullying.		

Signature by site principal verifying that the above curriculum was delivered:

_____ Date: _____