



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 6, 2009

REGULAR BOARD MEETING
CLOSED SESSION - 6:00 p.m. – 7:00 p.m.

PUBLIC SESSION - 7:00 p.m.
ANN SOLDO ELEMENTARY SCHOOL
MULTI PURPOSE ROOM
1140 Menasco Drive
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.

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

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

- 2.0 CLOSED SESSION (AND AFTER REGULAR SESSION IF NECESSARY)**
- 2.1 Public Employee Appointment/Employment, Government Code Section 54957
 - a. Certificated Employees (see Attached)
 - b. Classified Employees (see attached)
 - 2.2 Public Employee Discipline/Dismissal/Release/Leaves
 - a) Resolution #08-09-36, Regarding non-reemployment of Certificated Employees.
 - 2.3 Negotiations Update
 - a. CSEA
 - b. PVFT
 - c. Unrepresented Units: Management and Confidential
 - d. SCAST
 - 2.4 Claims for Damages
 - 2.5 Existing Litigation
 - a. Conference with legal counsel pursuant to Government Code section 54956.9(a), case: PVFT vs. PVUSD (Arbitration).
 - 2.6 Pending Litigation
 - 2.7 Anticipated Litigation
 - 2.8 Real Property Negotiations
 - a. 292 and 294 Green Valley Road, Watsonville, CA
 - 2.9 Superintendent's Informal Evaluation
 - 2.10 7 Expulsions

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

- 3.1 Pledge of Allegiance
- 3.2 Welcome by Board President
Trustees, Doug Keegan, Sandra Nichols, Karen Osmundson, Kim Turley, Libby Wilson, Willie Yahiro, and President Leslie De Rose.

4.0 ACTION ON CLOSED SESSION

5.0 APPROVAL OF THE AGENDA

6.0 APPROVAL OF MINUTES

- Minutes of April 22, 2009

7.0 HIGH SCHOOL STUDENTS BOARD REPRESENTATIVES REPORT

8.0 VISITOR NON-AGENDA ITEMS

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

9.0 EMPLOYEE ORGANIZATION COMMENTS – PVFT, CSEA, PVAM, SCAST 5 Min. Each

10.0 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).

- 10.1 Purchase Orders April 16 - 29, 2009
The PO's will be available in the Superintendent's Office.
- 10.2 Warrants April 16 - 29, 2009
The warrants will be available in the Superintendent's Office.
- 10.3 Approve with Gratitude Donation from Lou and Joanna Hildebrant of a Computer and Components for Watsonville High School, an Estimated Value of \$350.00.
- 10.4 Approve with Gratitude Donation from Monterey Bay Research Institute of a 5 Computers and 5 Keyboards, an Estimated Value of \$500.00.
- 10.5 Approve CAHSEE Passage Waiver for English/Language Arts for Student #08-09-19.
- 10.6 Approve CAHSEE Passage Waiver for Math for Student #08-09-20.
- 10.7 Approve 2009-2010 Ratification of California Interscholastic Federation (CIF) Representatives.
- 10.8 Approve Carl Perkins Grant Application for Adult Education.

The administration recommends approval of the Consent Agenda.

11.0 DEFERRED CONSENT ITEMS

12.0 REPORT, DISCUSSION AND POSSIBLE ACTION ITEMS

- 12.1 Report, discussion and possible action to approve Resolution #08-09-34, Recognizing May 13 as Day of the Teacher.
Report by Dr. Albert J. Roman, Assistant Superintendent, Human Resources. 5 min.
- 12.2 Report, discussion and possible action to approve Resolution #08-09-35, Recognizing May 18 – 22 as Classified Employees Week.
Report by Dr. Albert J. Roman, Assistant Superintendent, Human Resources. 5 min.
- 12.3 Report, discussion and possible action to approve Resolution #08-09-37, Layoff Particular Classified Employee Services.
Report by Dr. Albert J. Roman, Assistant Superintendent, Human Resources. 2 min.
- 12.4 Report, discussion and possible action to approve Resolution # 08-09-38, Bring Back Particular Classified Services at Reduced Hours.
Report by Dr. Albert J. Roman, Assistant Superintendent, Human Resources. 2 min

13.0 DISCUSSION ITEM (to be completed by 10:15 pm)

- 13.1 Question and answer session on Budget.
Discussion led by Cabinet and Board.

14.0 GOVERNING BOARD AND SUPERINTENDENT COMMENTS/REPORTS

15.0 UPCOMING BOARD MEETINGS/REMAINING BOARD MEETINGS FOR 2009

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	▪ 27	▪ Approve 3rd Interim Report
June	▪ 10 ▪ 24	▪ 09-10 Budget Adoption
July	▪ 15	
August	▪ 12 ▪ 26	
September	▪ 9 ▪ 23	▪ Unaudited Actuals
October	▪ 14 ▪ 28	
November	▪ 18	
December	▪ 9 Annual Organization Mtg.	▪ Approve 1st Interim Report

16.0 ADJOURNMENT

PAJARO VALLEY UNIFIED SCHOOL DISTRICT
CLOSED SESSION AGENDA
May 6, 2009

2.1 Closed Session - 6:00 pm

**Public Employee Appointment/Employment
Government Code Section 54957**

New Hires

None

New Hires – Probationary

None

Administrative

1 Interim Assistant Principal

Promotions

None

Transfers

None

Extra Pay Assignments

6 Coaches

Additional Assignments

None

Extra Period Assignments

None

Leaves of Absence

4 Elementary Teachers
1 Health Services Assistant
1 Behavior Technician
1 Lead Custodian I
2 Office Assistant II
1 Registration Specialist

Separations From Service

1 Administrative Secretary II
1 Communications Tech

Retirements

None

Resignations

1 Elementary Teacher
1 School Psychologist

Supplemental Service Agreements

4 Elementary Teachers

Miscellaneous Actions

1 Office Manager

1 Cafeteria Cook/Baker

2 Cafeteria Managers

Limited Term – Projects

3 Campus Safety Coordinators

1 Custodian

12 Enrichment Specialist

4 Instructional Assistant – General Ed

1 Office Assistant II

Limited Term – Substitutes

1 Office Manager

Provisional

1 Communications Tech

Exempt

40 Student Helpers



PAJARO VALLEY UNIFIED SCHOOL DISTRICT

April 22, 2009

REGULAR BOARD MEETING

UNADOPTED MINUTES

DISTRICT OFFICE BOARDROOM

292 Green Valley Road

Watsonville, CA 95076

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

1.1 Call to Order

President De Rose called the meeting of the Board to order at 6:00 pm at 292 Green Valley Road, Watsonville, CA.

1.2 Public comments on closed session agenda.

Jim Lalanne, community member, commented on negotiations mentioning that when comparing PVUSD teacher salaries it should be done with total compensation.

Refugio Perez and attorney Phyllis Katz from California Rural Legal Assistance were present to comment on their concerns regarding expulsion case #08-09-068, specifically regarding having the expulsion process while awaiting a meeting for an Individualized Education Plan.

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

- 1 Teacher
- 24 Substitutes

New Hires – Probationary

None

Administrative

- 1 Interim Principal

Promotions

None

Transfers

None

Extra Pay Assignments

- 8 Coaches

Additional Assignments

- 1 Counselor Administrator

Extra Period Assignments

None

Leaves of Absence

- 4 Elementary Teachers
- 1 Secondary Teacher
- 1 Speech Therapist
- 1 Administrative Secretary II
- 1 Data Entry Specialist
- 1 Groundskeeper I
- 1 Instructional Assistant Migrant/Childcare

Separations From Service

None

Retirements

None

Resignations

- 1 Child Development Coordinator

Supplemental Service Agreements

- 15 Elementary Teachers
- 210 Instructional Assistants II
- 5 Migrant Head Start Site Supervisors

Miscellaneous Actions

None

Limited Term – Projects

- 6 Behavior Technicians
- 1 Campus Safety Coordinator
- 4 Enrichment Specialist
- 7 Instructional Assistant – General Education
- 1 Instructional Assistant I
- 3 Instructional Assistant II
- 1 Library Media Technician
- 1 Office Assistant II
- 1 Warehouse Worker I

Limited Term – Substitutes

- 2 Campus Safety Coordinator

Provisional

None

Exempt

- 1 Student Helper

- 2.2 **Public Employee Discipline/Dismissal/Release/Leaves**
- 2.3 **Negotiations Update**
 - a. CSEA
 - b. PVFT
 - c. **Unrepresented Units: Management and Confidential**
 - d. SCAST
- 2.4 **Claims for Damages**
- 2.5 **Existing Litigation**
- 2.6 **Pending Litigation**
- 2.7 **Anticipated Litigation**
- 2.8 **Real Property Negotiations**
- 2.9 **Superintendent's Informal Evaluation**
- 2.10 **2 Expulsions**

3.0 **OPENING CEREMONY – MEETING OF THE BOARD IN PUBLIC - 7:00 P.M.**
 President De Rose opened the meeting of the Board in public at 7:16 pm.

3.1 **Pledge of Allegiance**

Trustee Nichols led the Board in the Pledge of Allegiance.

3.2 **Welcome by Board President**

Trustees, Doug Keegan, Sandra Nichols, Karen Osmundson, Kim Turley, Libby Wilson, Willie Yahiro, and President Leslie De Rose were present.

3.3 **Student Recognition**

Families, friends, teachers, and administrators recognized the accomplishments of the following students:

- *Nicholas Willy – Bradley Elementary School (officially from the January 28 meeting)*
- *Miranda Rodriguez- Cesar Chavez Middle School*
- *Ashlyn Wenger - Aptos Jr. High School*
- *Rigoberto Perez Hernandez, E.A. Hall Middle School*
- *Rebeca Leon - New School*

4.0 **ACTION ON CLOSED SESSION**

Public comment

Bill Beecher, community member, commented on binding arbitration.

2.1 **Public Employee Appointment/Employment, Government Code Section 54957**

- a. **Certificated Employees**
- b. **Classified Employees**

Trustee Nichols moved approval of employment reports as presented. Trustee Wilson seconded the motion. The motion passed unanimously.

2.10 **2 Expulsions**

Action on Expulsions

Trustee Osmundson moved to approve the District Administration recommendation with the addition that “the education team should decide the type of counseling the student needs, and that the family

shall be responsible for any and all damage caused by student's behavior for the following student case:

08-09-068

Trustee Keegan seconded the motion. The motion passed unanimously.

Trustee Osmundson moved to approve the District Administration recommendation for the following student case:

08-09-085

Trustee Keegan seconded the motion. The motion passed unanimously.

5.0 APPROVAL OF THE AGENDA

Trustee Wilson asked to approve the agenda moving 12.1, 12.2 and 14.1 to after 7.0. Trustee Keegan seconded the motion. The motion passed unanimously.

6.0 APPROVAL OF MINUTES

- Minutes of April 8, 2009

Trustee Keegan moved to approve the minutes for April 8, 2009. Trustee Nichols seconded the motion. The motion passed 6/0/1 (Wilson abstained).

7.0 HIGH SCHOOL STUDENTS BOARD REPRESENTATIVES REPORT

Priscilla Serrano, student trustee for Watsonville High School, reported on events at the school.

12.0 POSITIVE PROGRAM REPORT

12.1 Report from New School.

Report by Victoria Sorensen, Principal.

Victoria Sorensen, principal, Gabriela Lozano, counselor, and students Jose Beltran, Elizabeth Urtado and Rigo Lopez, presented on the school's purpose, which gives at risk students the opportunity to experience quality education. They spoke about the school's participation in sports, in volunteer services and in counseling services.

12.2 Report from Pajaro Valley High School.

Report by Pancho Rodriguez, Principal.

Pancho Rodriguez and students Sean, Carlos and Serena presented a video about Regional Occupations Programs at Pajaro Valley High School, including business and computer graphic design.

14.0 REPORT AND DISCUSSION ITEMS

14.1 Report and discussion on Budget and Update on Federal Stimulus.

Report by Mary Hart, Associate Superintendent and Barney Finley, COE.

Mr. Finlay reported on the current budget situation, including upcoming timelines, a summary of the fiscal problems the district is currently confronting. He outlined what the district would face if the proposed reductions which have been presented and approved by the Board were not in place. In addition, he commented and how the budget would look should the district qualify for and receive stimulus money.

Board participated with comments and questions for Mr. Finlay.

Public comment

Jim Lalanne, community member, requested better budget information, better format for clarity to help dispel mistrust from community members.

Board members participated with question and comments.

8.0 VISITOR NON-AGENDA ITEMS

Graciela Vega, teacher, commented about the 65% of budget reduction for the technology department.

Bill Beecher, community member, spoke about a way to use business metrics in education.

Tom Mitchell, representative from Board of Directors of Watsonville Community Band, spoke of his concern for the elimination of music programs at schools.

Abel Mejia, teacher, invited Board to the Day of the Teacher celebration on May 13 and presented letters of support for the Seal of Biliteracy Programs.

Kathleen Kilpatrick, school nurse, spoke about health services at school sites.

- 9.0 EMPLOYEE ORGANIZATION COMMENTS – PVFT, CSEA, PVAM, SCAST 5 Min. Each**
Francisco Rodriguez, PVFT president, commented on the agreed memorandum of understanding for the supplemental retirement plan; he noted that negotiations for 2008-09 are still in process and reported that layoff hearings are scheduled for next week.

Bobby Salazar, CSEA president, asked that the tentative agreement for 2007-08 on the agenda be approved.

Kathy Arola, PVAM secretary, noted that it is important for the Board to know what is happening at the school sites as result of the budget situation and said that PVAM is working with the District through these times.

10.0 CONSENT AGENDA

Trustee Yahiro moved to approve the consent agenda. Trustee Wilson seconded the motion. The motion passed unanimously.

10.1 Purchase Orders April 2 - 15, 2009

10.2 Warrants April 2 - 15, 2009

10.3 Approve Scholarship Committees for Watsonville, Renaissance, Pajaro Valley and Aptos High Schools.

10.4 Approve California High School Exit Exam Passage Waiver for English/Language Arts for Student Number 08-09-18.

10.5 Approve Implementation of Facility Fee Schedule (Second Reading).

11.0 DEFERRED CONSENT ITEMS

None.

13.0 REPORT, DISCUSSION AND POSSIBLE ACTION ITEMS

13.1 Report, discussion and possible action to approve Tentative Agreement with CSEA.

Report by Dr. Albert J. Roman, Assistant Superintendent, Human Resources.

Dr. Roman noted that this is a positive agreement that will benefit classified employees.

Trustee Wilson moved to approve this item. Trustee Turley seconded the motion. The motion passed unanimously.

15.0 GOVERNING BOARD AND SUPERINTENDENT COMMENTS/REPORTS

Public comment:

Bill Beecher, community member, commented on Rodda Act of 1975, sunrise clause.

Trustee Yahiro commented on Watsonville High School's testing period, a fundraiser and the City of Watsonville's open forum about the parks system.

Trustee Wilson announced events at Aptos High School.

Trustee Turley acknowledged Administrative Assistants day.

Dorma Baker, superintendent, commented on the complexity of funding reductions.

16.0 UPCOMING BOARD MEETINGS/REMAINING BOARD MEETINGS FOR 2009

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Trustee Turley moved to extend meeting to 11 pm. Trustee Keegan seconded the motion. The motion passed unanimously.

Trustee Wilson moved to move the May 13 meeting to May 6 and add a special discussion item on budget to that meeting. Trustee Nichols seconded the motion. The motion passed 6/1/0 (Yahiro dissented).

		Comment
May	<ul style="list-style-type: none"> ▪ 6 ▪ 13 ▪ 27 	<ul style="list-style-type: none"> ▪ Added 4/22/09 ▪ Moved to 5/6 ▪ Approve 3rd Interim Report
June	<ul style="list-style-type: none"> ▪ 10 ▪ 24 	<ul style="list-style-type: none"> ▪ 09-10 Budget Adoption
July	<ul style="list-style-type: none"> ▪ 15 	
August	<ul style="list-style-type: none"> ▪ 12 ▪ 26 	
September	<ul style="list-style-type: none"> ▪ 9 ▪ 23 	<ul style="list-style-type: none"> ▪ Unaudited Actuals
October	<ul style="list-style-type: none"> ▪ 14 ▪ 28 	
November	<ul style="list-style-type: none"> ▪ 18 	
December	<ul style="list-style-type: none"> ▪ 9 Annual Organization Mtg. 	<ul style="list-style-type: none"> ▪ Approve 1st Interim Report

16.0 ADJOURNMENT

There being no further business to discuss, the meeting was adjourned at 10:59 pm.

Dorma Baker, Secretary to the Board

PAJARO VALLEY UNIFIED SCHOOL DISTRICT



Board Agenda Backup

Item No: 10.3

Date: May 6, 2009

Item: Approve with Gratitude Donation from Lou and Joanna Hildebrant of a Computer and Components for Watsonville High School, an Estimated Value of \$350.00.

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

Recommendation: Approve with gratitude this donation.

Prepared By: Dorma Baker, Superintendent

Superintendent's Signature:

Dorma Baker

Pajaro Valley Unified School District

Technology Services

294 Green Valley Rd, Watsonville, CA, 95076 | Voice 831.786-2333 | FAX 831. 855.2290

DONATION FORM

COMPANY NAME
CONTACT PERSON Lou + Joanna Hildebrant
ADDRESS 117 La Canada
CITY/STATE/ZIP Santa Cruz, CA 95060
DAYTIMEPH# _____

VALUE OF DONATION \$350
REQUIRED IF YOU WANT ACKNOWLEDGEMENT FOR TAX RECORDS

For site use only
Site Name WATSONVILLE HIGH SCHOOL
Check one box only.
 Items to remain at site
 Items to be forwarded to Tech Services and returned to site
 Items to be forwarded to Tech Services and distributed via the Tech Liaison Network

DESCRIPTION OF DONATED ITEMS

CPU (computer) 1.) PENTIUM IV, XP, DELL DIMENSION 4400, 40GB HD, 512 MB RAM
MODEL TOWER
_____ 2.) MAC _____ MODEL _____

KEYBOARDS

MOUSE

COLOR MONITOR 18" INCHES IN SIZE CRT

n/a LASER PRINTER n/a MODEL

INSTALLED SOFTWARE WITH LICENSES: Windows XP

BOXED SOFTWARE: 4 Driver + Utilities Software CD's

MISCELLANEOUS CABLES, CARDS, OTHER: HP xb4 docking station (brand new – still in box)

NOTES: Thank you.

Minimum Donation Specifications: Rev 22309
Windows 2000 or XP, Pentium 4, 512 RAM, 40GB Hard drive, working CD ROM
Macintosh OS X, G4, 512MB RAM, 40GB Hard Drive, working CD ROM drive
Laser Printer (no inkjet printers), 15" Color Monitor (LCD- No CRTs unless packaged with a computer that meets Min. Specs)

Please forward completed form to the Technology Services Department
PRIOR to accepting donation. All donations require Tech Dept approval

PAJARO VALLEY UNIFIED SCHOOL DISTRICT



Board Agenda Backup

Item No: 10.4

Date: May 6, 2009

Item: Approve with Gratitude Donation from Monterey Bay Research Institute of a 5 Computers and 5 Keyboards, an Estimated Value of \$500.00.

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

Recommendation: Approve with gratitude this donation.

Prepared By: Dorma Baker, Superintendent

Superintendent's Signature: _____

Dorma Baker

Pajaro Valley Unified School District

Technology Services

294 Green Valley Rd, Watsonville, CA, 95076 | Voice 831.786-2333 | FAX 831. 855.2290

DONATION FORM

COMPANY NAME Monterey Bay Research Institute
 CONTACT PERSON Pat Johnston
 ADDRESS 7700 Sandholdt Road
 CITY/STATE/ZIP Mosslanding, CA 95039
 DAYTIME# _____

For site use only	
Site Name	_____
Check one box only.	
<input type="checkbox"/>	Items to remain at site
<input type="checkbox"/>	Items to be forwarded to Tech Services and returned to site
<input type="checkbox"/>	Items to be forwarded to Tech Services and distributed via the Tech Liaison Network

VALUE OF DONATION **\$500**

REQUIRED IF YOU WANT ACKNOWLEDGEMENT FOR TAX RECORDS

DESCRIPTION OF DONATED ITEMS

x5 CPU (computer) 1.) **PENTIUM IV, 512 RAM, 40GB Hard Drive, Windows 2000**
 _____ 2.) MAC _____ MODEL _____

x5 KEYBOARDS

MOUSE

COLOR MONITOR _____ INCHES IN SIZE

n/a LASER PRINTER **n/a** MODEL

INSTALLED SOFTWARE WITH LICENSES: _____

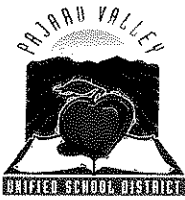
BOXED SOFTWARE: _____

MISCELLANEOUS CABLES, CARDS, OTHER: _____

NOTES: Thank you.

Minimum Donation Specifications: Rev 22309
 Windows 2000 or XP, Pentium 4, 512 RAM, 40GB Hard drive, working CD ROM
 Macintosh OS X, G4, 512MB RAM, 40GB Hard Drive, working CD ROM drive
 Laser Printer (no inkjet printers), 15" Color Monitor (LCD- No CRTs unless packaged with a computer that meets Min. Specs)

Please forward completed form to the Technology Services Department
PRIOR to accepting donation. All donations require Tech Dept approval



Board Agenda Backup

Item No: 10.5

Date: May 6, 2009

Item: CAHSEE Passage Waiver
English / Language Arts (Central Zone 08-09-19)

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: Dea Pretzer, Program Director Special Services

Superintendent's Signature: *Domna Bob*

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Date: 4-7-09

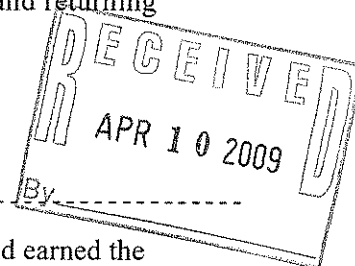
To The Parent/Guardian of _____

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

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

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

Signature of Principal: *Paul H. Roberts* Date: 4-7-09



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

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

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

Signature of Parent: _____ Date: 4-7-09

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).

- see attached -

- 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):

- see attached -

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

- see attached -

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

- see attached -

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

1. a. Student has delays in short term auditory memory which impact his performance on classroom reading comprehension and written language tasks. He needs to both see and hear whatever it is he is being asked to process in order to understand and retain the concept. Because his short term memory is delayed, accessing and processing higher level English language tasks is especially challenging, so he requires additional time to process language imbedded tasks. Finally, short term memory delays have impeded his progress in English language development, so both spelling and word recognition tasks are often very challenging because of persistent confusion between English and Spanish letter-sound symbols.

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

c. Student's overall reading skills are significantly below grade level due to his delays in auditory processing. Reading the test items to him provided reinforcement of information presented leading to better clarity. He was able to read the test items along with the examiner. This assisted his fluency in processing and responding to information. Put another way, he was able to better engage his stronger visual processing skills because his understanding of what he was reading was being reinforced by the examiner reading the items to him.

d. Teachers have been provided with copies of his IEP goals, a narrative profile of his learning style and academic needs and, finally, recommended accommodations* or modifications he needs in order to be academically successful. Directions and/or questions for both class assignments and tests are provided in both visual and auditory modalities within his general education classes at his request or as determined beneficial by the classroom teacher.

* see following page



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

Student # _____

Date of Birth _____

IEP Meeting Date _____

SUPPLEMENTARY/SPECIALIZED SUPPORT

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

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

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

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

PARTICIPATION IN STATE AND DISTRICT-WIDE STANDARDIZED TESTING AND ASSESSMENT

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

- School Readiness (Preschool Only)
 DRDP-R DRDP Access Adaptations/Accommodations (specify) _____
- Language Arts: CST/CAT-6 OR CMA (Criteria Met)
 No accommodations or modifications Accommodations (specify below) Modifications (specify below)
 Accommodations:
 Modifications:
- Math: CST/CAT-6 OR CMA (Criteria Met)
 No accommodations or modifications Accommodations (specify below) Modifications (specify below)
 Accommodations:
 Modifications:
- Science EXEMPT CST/CAT-6 OR CMA (Criteria Met)
 No accommodations or modifications Accommodations (specify below) Modifications (specify below)
 Accommodations:
 Modifications:
- Life Skills Curriculum: CAPA Level 1 2 3 4 5
 Participation in CAT-6/CST not appropriate due to: _____
- Other State or District-Wide Assessment Accommodations/Modifications (specify) _____
- Grade exempt (Kindergarten, grade 1, or above grade 11)

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) Math: calculator/ELA: Questions read aloud Grade Exempt (below grade 10)
 Accommodations (specify) Flexible setting and time Passed both subsets of CAHSEE



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

Student _____

Date of Birth _____

IEP Meeting Date 10/03/08

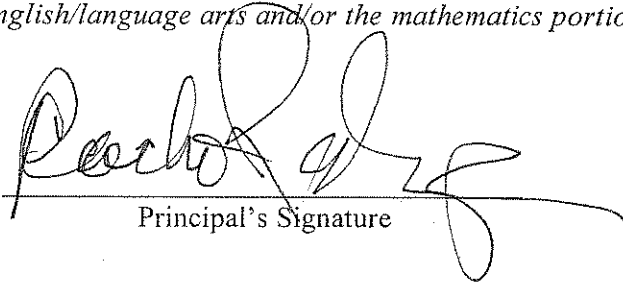
INSTRUCTIONAL ACCOMMODATIONS

Area of Difficulty	Accommodation	Responsible Agency/Personnel	Start Date
Processing Speed	Extra Time: Assignments/Tests (1.5)	District of Service/ Gen. Ed. Teacher, RS	10/03/2008
Visual Preception	Other: written copies of assignments	District of Service/ Gen. Ed. Teacher, RS	10/03/2008
Processing Speed	Extra Time: Assignments/Tests (2.0)	District of Service/ Gen. Ed. Teacher, RS	10/03/2008
Visual Preception	Spelling Checker	District of Service/ Gen. Ed. Teacher, RS	10/03/2008
Processing Speed	Take Tests in Alternate Setting	District of Service/ Gen. Ed. Teacher, RS	10/03/2008
Processing Speed, Other: visual memroy	Calculator	District of Service/ Gen. Ed. Teacher, RS	10/03/2008

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

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

Certified by:



Principal's Signature

4-7-09

Date

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



Signature of Student's Special Education Teacher

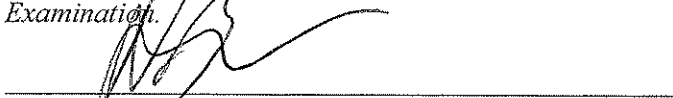
4-7-09

Date

George N Lerek

Print Name of Student's Special Education Teacher

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



Signature of Student's Academic Counselor

4/7/09

Date

Nancy Puente

Printed Name of Student's Academic Counselor

Student Name		
Student ID	Grade 12	Gender M
Birth Place	Date Of Birth	
Parent Guardian		
Watsonville, CA 95076		

Enter Date: **08/17/04**
 Leave Date:
 Class Of: **2009**

School Name/Address Pajaro Valley High School 500 Harkins Slough Road Watsonville, CA 95076 Tel: 831-728-8102 Fax: 728-6944 Counselor: Puente, Nancy	
---	--

Crs ID	Course Title	Mark	Ab	Credit	Crs ID	Course Title	Mark	Ab	Credit	GPA Summary	
Pajaro Valley High School Grd 09 12/2005					Pajaro Valley High School Grd 11 6/2008					Academic GPA: 2.846 Class rank is 145 of 351	
1130	P English 1	C		5.000	1330	P English 3	C+		5.000	Total GPA: 2.907	
1162	Dev Reading 2	B+		5.000	2610	P Algebra II	B		5.000	CSU GPA: 2.828	
2413	P Algebra 1A/B (S/9)	B		5.000	4210	P Spanish 1 SS	B+		5.000		
2976	Math B (9th)	B+		5.000	6010	P Art 1	A-		5.000		
4510	N PE 9	A+		5.000	7210	P US History	C+		5.000		
5051	Intro Computers	C		5.000	9270	Directed Study	A+		5.000		
Crd Att: 30.000 Cmp: 30.000				Total GPA: 2.833	Crd Att: 30.000 Cmp: 30.000				Total GPA: 3.000		
Pajaro Valley High School Grd 09 6/2006					PVH Summer School Grd 11 7/2008					Testing Information	
1130	P English 1	B		5.000	9292	Ba Sk/ HSEE/ ELA	B-		5.000	Proficiency Tests	
1162	Dev Reading 2	B		5.000	Crd Att: 5.000 Cmp: 5.000 Total GPA: 3.000				CA HSEE Math Passed 10/08/08		
2413	P Algebra 1A/B (S/9)	B		5.000					CA HSEE ELA Failed 02/03/09		
2976	Math B (9th)	B		5.000	Pajaro Valley High School Grd 12 12/2008						
3910	Health	A		5.000	1430	P English 4	C-		5.000		
4510	N PE 9	A		5.000	3210	P Biology	B		5.000		
Crd Att: 30.000 Cmp: 30.000				Total GPA: 3.333	3633	P Integ Sci III	B-		5.000		
Pajaro Valley High School Grd 10 12/2006					5710	ROP Adm Justice	D+		5.000		
1230	P English 2	B+		5.000	7410	P Economics	C+		5.000		
2510	P Geometry	C-		5.000	9270	Directed Study	A		5.000		
3610	P Integ Sci I	A-		5.000	Crd Att: 30.000 Cmp: 30.000 Total GPA: 2.500						
4610	N Adv PE	B		5.000	Credit Summary - High School						
7110	P World Civ	C		5.000	Subject Area	Req	Cmp	Def			
9270	Directed Study	B		5.000	A English	40.00	35.00	5.00			
Crd Att: 30.000 Cmp: 30.000				Total GPA: 2.833	B Mathematics	20.00	20.00				
Pajaro Valley High School Grd 10 6/2007					C Biological Science	10.00	5.00	5.00			
1230	P English 2	A		5.000	D Physical Science	10.00	10.00				
2510	P Geometry	C+		5.000	E Health	5.00	5.00				
3610	P Integ Sci I	A-		5.000	F Fine Arts/Foreign Lang	10.00	10.00				
4610	N Adv PE	B+		5.000	G Physical Education	20.00	20.00				
7110	P World Civ	B-		5.000	H Applied Arts	10.00	10.00				
9270	Directed Study	A		5.000	I World Civilization	10.00	10.00				
Crd Att: 30.000 Cmp: 30.000				Total GPA: 3.333	J US History	10.00	10.00				
Pajaro Valley High School Grd 11 12/2007					K Federal Government	5.00	0.00	5.00			
1330	P English 3	C		5.000	L Economics	5.00	5.00				
2610	P Algebra II	D		5.000	M Elective	45.00	60.00				
4210	P Spanish 1 SS	C		5.000	N Algebra	10.00	10.00				
6010	P Art 1	A-		5.000	O Science	10.00	5.00	5.00			
7210	P US History	C		5.000	-----Total Credits-----	220.000	215.000	20.00			
9270	Directed Study	A-		5.000							
Crd Att: 30.000 Cmp: 30.000				Total GPA: 2.500							

Candidate for Accreditation. Approved by the School Commission of the WASC.

GPA - A=4.0, B= 3.0, C=2.0, D=1.0, F=0.0, P=PASS R=REPEAT

Comments:

Polio(OPV)	04/22/91	07/30/91	03/27/96	-----	-----	-----
DTP_DT/TD	04/22/91	07/30/91	02/10/92	03/27/96	10/15/02	-----
MMR	03/27/96	08/30/02				
Measles	-----	-----				
Mumps	-----	-----				
Rubella	-----	-----				
TB Test	-----	-----				

Transcript is unofficial unless signed by a school official

School
 Official's Signature _____

Date: 04/06/09



California High School Exit Examination

Student and Parent Report

Student Name:

Date of Birth:

Student ID:

Grade: 12

School: 0105858 - Pajaro Valley High

District: 69799 - Pajaro Valley Unified

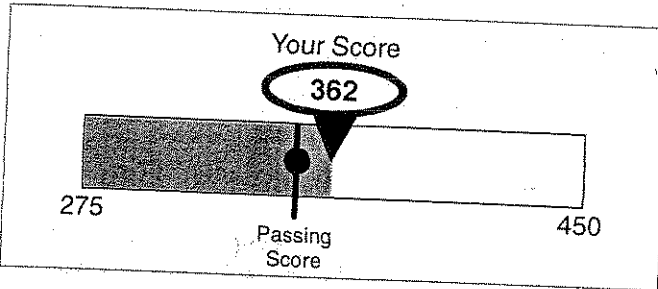
County: 44 - Santa Cruz

English-Language Arts

Test Date: 02/03/2009

Your Total Score	Score Required to Pass	Status
362	350	MODIFIED

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



Strands for English- Language Arts

READING

Number of Questions Number Correct

Word Analysis	7	2
Reading Comprehension	18	14
Literary Response & Analysis	20	17

WRITING

Writing Strategies	12	7
Writing Conventions	15	12

Writing Applications *

Essay

Your Score

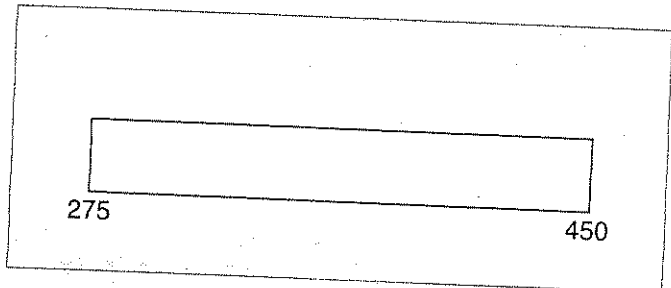
2.0

Mathematics

Test Date: 02/03/2009

Your Total Score	Score Required to Pass	Status
		SATISFIED REQ

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



Strands for Mathematics

Number of Questions Number Correct

Probability & Statistics

Number Sense

Algebra & Functions

Measurement & Geometry

Algebra I

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

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



Board Agenda Backup

Item No: 10.6

Date: May 6, 2009

Item: CAHSEE Passage Waiver
Math (Central Zone 08-09-20)

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:

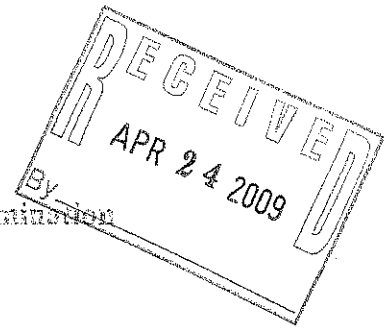
Budgeted: Yes: No:

Amount: \$

Prepared By: Dea Pretzer, Program Director Special Services

Superintendent's Signature:

Dorinda Best



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

Date: Feb. 20, 2009

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 request a waiver by completing the information below and returning this form to the principal of your child's high school.

Signature of Principal: [Signature] Date: 4.9.09

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

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

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

Signature of Parent: _____ Date: 4/9/09

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

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Student's Name: _____

Student's ID Number: _____

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

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

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

Please see attached page

1.

- a. Student has deficits in long-term and associative memory which impact a wide range of his academic abilities. All major achievement areas are in need of support. There is a significant discrepancy between ability and achievement for the areas of written expression and reading comprehension.
- b. The student had the questions read aloud and had use of a calculator during the math test.
- c. Given the student's deficits in reading comprehension, having the test questions read aloud provided accurate information for the student to better understand what the problem was asking so that an appropriate solution could be calculated. Oral reading also provided reasonable pacing of the material so the student would not get frustrated and make less of an effort as the testing progressed. Use of a calculator allowed the student to complete calculations without making common mistakes which occur when multiple and/or sequential steps are required in solving a problem and there is poor recall of math facts.
- d. Teachers have been provided with copies of the student's IEP recommended accommodations and/or modifications. Directions or assignment content can be read aloud for clarification and use of a calculator is recommended to support the student's math performance. (The student does not have a math class this year) Use of visual models is also suggested to reinforce sequential steps in solving problems or organizing a paper.



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

Student _____

Date of Birth _____

IEP Meeting Date 11/25/08

SUPPLEMENTARY/SPECIALIZED SUPPORT

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

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

Description	Responsible Personnel/Agency	Location	Frequency/Intensity	Duration	Start/End Date*
Consultation	District of Service/ LSH	School site classroom	1 X/Monthly 30 mins total	1 year	Start: 11/25/2008 End: _____
					Start: _____ End: _____
					Start: _____ End: _____

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

PARTICIPATION IN STATE AND DISTRICT-WIDE STANDARDIZED TESTING AND ASSESSMENT

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

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

Language Arts: CST/CAT-6 **OR** CMA (Criteria Met)
 No accommodations or modifications Accommodations (specify below) Modifications (specify below)
 Accommodations: _____
 Modifications: _____

Math: CST/CAT-6 **OR** CMA (Criteria Met)
 No accommodations or modifications Accommodations (specify below) Modifications (specify below)
 Accommodations: _____
 Modifications: _____

Science EXEMPT CST/CAT-6 **OR** CMA (Criteria Met)
 No accommodations or modifications Accommodations (specify below) Modifications (specify below)
 Accommodations: _____
 Modifications: _____

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

Other State or District-Wide Assessment Accommodations/Modifications (specify) extended time; alternative setting; test questions read aloud; use of calculator

Grade exempt (Kindergarten, grade 1, or above grade 11)

PROMOTION STANDARDS

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

CALIFORNIA HIGH SCHOOL EXIT EXAMINATION (CAHSEE)

No accommodations or modifications Exempt due to eligibility for participation in CAPA
 Modifications (specify) Test questions read aloud/ELA/calculator Grade Exempt (below grade 10)
 Accommodations (specify) Test questions read aloud (math) Passed both subsets of CAHSEE



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

Student _____

Date of Birth _____

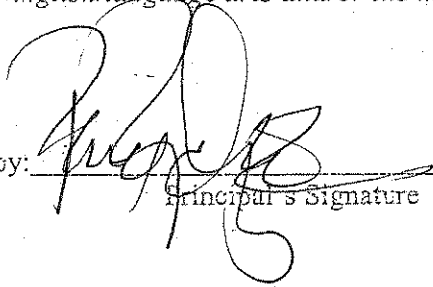
IEP Meeting Date 11/25/08

INSTRUCTIONAL ACCOMMODATIONS

Area of Difficulty	Accommodation	Responsible Agency/Personnel	Start Date
Attending Skills, Auditory Memory, Exp. Communication, Processing Speed	Directions Read Aloud, Extra Time: Assignments/Tests (1.5), Preferential Seating, Shortened Assignments, Take Tests in Alternate Setting, Visual Models	SELPA/ Gen. Ed. Teacher, LSH, RS	11/25/2008

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

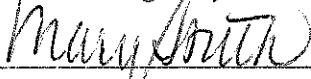
Certified by:



Principal's Signature

4.9.09
Date

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



Signature of Student's Special Education Teacher

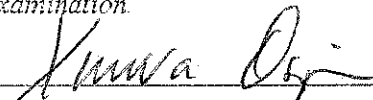
2/20/09

Date

MARY SOUTH

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

2/20/09

Date

Ximena Ospina

Printed Name of Student's Academic Counselor



California High School Exit Examination

Student and Parent Report

Student Name:

Date of Birth:

Student ID:

Grade: 12

School: 0105858 - Pajaro Valley High

District: 69799 - Pajaro Valley Joint Unified

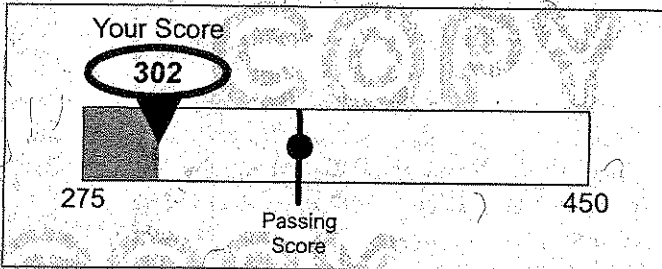
County: 44 - Santa Cruz

English-Language Arts

Test Date: 10/07/2008

Your Total Score	Score Required to Pass	Status
302	350	MODIFIED

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



Strands for English-Language Arts

READING	Number of Questions	Number Correct
Word Analysis	7	0
Reading Comprehension	18	6
Literary Response & Analysis	20	4
WRITING		
Writing Strategies	12	5
Writing Conventions	15	5

Writing Applications*

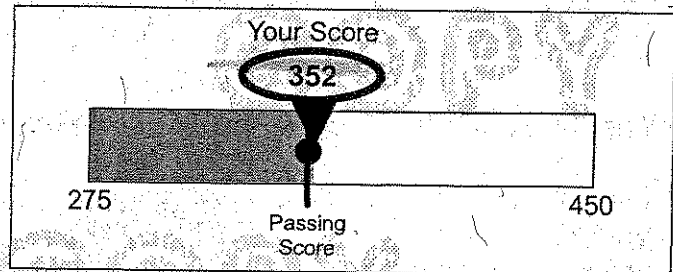
	Your Score
Essay	2.0

Mathematics

Test Date: 10/08/2008

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.



Strands for Mathematics

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

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

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

Student Name _____

Student ID _____ Grade **12** Gender **M**

Birth Place **CA USA** Date Of Birth _____

Parent Guardian _____

Watsonville, CA 95076

Candidate for Accreditation
 Approved by the SC of the WASC

Enter Date: **07/09/02**
 Leave Date: _____
 Class Of: **2009**

School Name/Address
Pajaro Valley High School
500 Harkins Slough Road
Watsonville, CA 95076
 Tel: 831-728-8102 Fax: 728-6944
 Counselor: **Ospina, Ximena**

math B 1st

Crs ID	Course Title	Mark	Ab	Credit	Crs ID	Course Title	Mark	Ab	Credit	GPA Summary				
Pajaro Valley High School Grd 09 12/2005					Pajaro Valley High School Grd 11 12/2007					Academic GPA:	1.583	Class rank is 344 of 351		
041	Adv ELD A	C		10.000	1230 P	English 2	D-		5.000	Total GPA:	1.667			
413 P	Algebra 1A/B (S/9)	F		R 5.000	3630 P	Integ Sci II	C		5.000	CSU GPA:	1.538			
051	Intro Computers	D-		5.000	4610 N	Adv PE	D		5.000					
270	Directed Study	C		5.000	7210 P	US History	F							
Crd Att: 25.000 Cmp: 20.000 Total GPA: 1.750					Crd Att: 30.000 Cmp: 25.000 Total GPA: 1.500					Credit Summary - High School				
Pajaro Valley High School Grd 09 6/2006					Pajaro Valley High School Grd 11 6/2008					Subject Area	Req	Cmp	Def	
042	Adv ELD B	D+		10.000	1230 P	English 2	F			A	English	40.00	20.00	20.00
413 P	Algebra 1A/B (S/9)	C-		5.000	3630 P	Integ Sci II	C-		5.000	B	Mathematics	20.00	5.00	15.00
976	Math B (9th)	F			4610 N	Adv PE	D+		5.000	C	Biological Science	10.00	10.00	
915	Health (SDAIE)	C		5.000	7210 P	US History	F			D	Physical Science	10.00	10.00	
270	Directed Study	A		5.000	9270	Directed Study	C+		5.000	E	Health	5.00	5.00	
Crd Att: 30.000 Cmp: 25.000 Total GPA: 1.667					Crd Att: 30.000 Cmp: 20.000 Total GPA: 1.333					F	Fine Arts/Foreign Lang	10.00	10.00	
PVH Summer School Grd 09 8/2006					PVH Summer School Grd 11 7/2008					G	Physical Education	20.00	15.00	5.00
410 P	Algebra 1A/B	F		R 5.000	3610 P	Integ Sci I	C-		5.000	H	Applied Arts	10.00	10.00	
Crd Att: 5.000 Cmp: 0.000 Total GPA: 0.000					Crd Att: 5.000 Cmp: 5.000 Total GPA: 2.000					I	World Civilization	10.00	10.00	
Pajaro Valley High School Grd 10 12/2006					PVH Summer School Grd 11 8/2008					J	US History	10.00	0.00	10.00
120 P	English 1 (SDAIE)	B+		5.000	9292	Ba Sk/ HSEE/ ELA	NC			K	Federal Government	5.00	0.00	5.00
510 P	Geometry	F			Crd Att: 5.000 Cmp: 0.000 Total GPA: 0.000					L	Economics	5.00	5.00	
610 P	Integ Sci I	F		R 5.000	Pajaro Valley High School Grd 12 12/2008					M	Elective	45.00	65.00	
210 P	Spanish 1 SS	D		5.000	1330 P	English 3	D		5.000	N	Algebra	10.00	10.00	
110 P	World Civ	D-		5.000	3633 P	Integ Sci III	C+		5.000	O	Science	10.00	5.00	5.00
270	Directed Study	B		5.000	4610 N	Adv PE	C		5.000	-----Total Credits-----				
Crd Att: 30.000 Cmp: 20.000 Total GPA: 1.600					Crd Att: 30.000 Cmp: 30.000 Total GPA: 2.333									
Pajaro Valley High School Grd 10 6/2007					Pajaro Valley High School Grd 10 7/2007					Testing Information				
120 P	English 1 (SDAIE)	D+		5.000	410 P	Algebra 1A/B	C-		5.000	Proficiency Tests				
510 P	Geometry	D		5.000	Crd Att: 5.000 Cmp: 5.000 Total GPA: 2.000					CA HSEE Math	Failed		10/08/08	
610 P	Integ Sci I	C-		5.000						CA HSEE ELA	Failed		02/03/09	
210 P	Spanish 1 SS	C		5.000										
110 P	World Civ	C-		5.000										
270	Directed Study	C+		5.000										
Crd Att: 30.000 Cmp: 30.000 Total GPA: 1.667														

Candidate for Accreditation. Approved by the School Commission of the WASC.

GPA - A=4.0, B= 3.0, C=2.0, D=1.0, F=0.0, P=PASS R=REPEAT

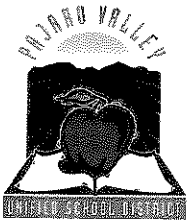
Comments:

Polio(OPV)	11/14/90	01/17/91	10/14/92	06/08/95	-----	-----
DTP_DT/TD	11/14/90	01/17/91	04/11/91	10/14/92	10/08/95	-----
MMR	02/20/92	06/08/95				
Measles	-----	-----				
Mumps	-----	-----				
Rubella	-----	-----				
TB Test	-----	-----				

Transcript is unofficial unless signed by a school official

School
 Official's Signature _____

Date: 04/07/09



Board Agenda Backup

Item No: 10.7

Date: May 6, 2009

Item: 2009-2010 Ratification of CIF Representatives

Overview: The California Interscholastic Federation (CIF) sends a form to school districts every year to obtain the names of league representatives to every league in the State and to make sure that the league representatives are designated by school district governing boards. It is a legal requirement that league representatives be so designated.

Recommendation: Approve the appointments of CIF league representatives for Watsonville High School, Aptos High School and Pajaro Valley High School.

Budget Considerations:

Funding Source:

Budgeted: Yes: No:

Amount: \$

Prepared By: Ylda Nogueta, Assistant Superintendent
Cathy Stefanki, Assistant Superintendent
Catherine Hatch, Assistant Superintendent

Superintendent's Signature:

Dom B. Bol



www.cifstate.org

California Interscholastic Federation

Marie Ishida, Executive Director
STATE OFFICE

1320 Harbor Bay Parkway, Suite 140, Alameda, CA 94502-6578
Tel: (510) 521-4447 - FAX: (510) 521-4449

AS OF JUNE 1ST 2009

Marie Ishida, Executive Director
STATE OFFICE

4658 Duckhorn Drive, Sacramento, CA 95834

2009-2010 Designation of CIF Representatives to League

Please complete the form below for each school under your jurisdiction and **RETURN TO THE CIF SECTION OFFICE (ADDRESS ON REVERSE SIDE)** no later than July 1, 2009.

Pajaro Valley Unified _____ School District/Governing Board at its _____ meeting,
(Name of school district/governing board) (Date)

appointed the following individual(s) to serve for the 2009-2010 school year as the school's league representative:

PHOTOCOPY THIS FORM TO LIST ADDITIONAL SCHOOL REPRESENTATIVES

NAME OF SCHOOL Watsonville High School

NAME OF REPRESENTATIVE Murry Schekman POSITION Principal

ADDRESS 250 E. Beach St. CITY Watsonville ZIP 95076

PHONE (831) 728-6390 FAX (831) 761-6013 E-MAIL Murry_Schekman@pvusd.net
ext. 201

NAME OF SCHOOL Watsonville High School

NAME OF REPRESENTATIVE Elaine Legorreta POSITION Assistant Principal

ADDRESS 250 E. Beach St. CITY Watsonville ZIP 95076

PHONE (831) 728-6390 FAX (831) 761-6013 E-MAIL Elaine_Legorreta@pvusd.net
ext. 208

NAME OF SCHOOL Watsonville High School

NAME OF REPRESENTATIVE Luis Medina POSITION Assistant Principal

ADDRESS 250 E. Beach St. CITY Watsonville ZIP 95076

PHONE (831) 728-6390 FAX (831) 761-6013 E-MAIL Luis_Medina@pvusd.net
ext. 208

NAME OF SCHOOL Watsonville High School

NAME OF REPRESENTATIVE Brad Hubbard POSITION Athletic Director

ADDRESS 250 E. Beach St. CITY Watsonville ZIP 95076

PHONE (831) 728-6390 FAX (831) 761-6013 E-MAIL Brad_Hubbard@pvusd.net
ext. 1801

If the designated representative is not available for a given league 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 (print) _____ Superintendent's or Principal's Signature _____
Address _____ City _____ Zip _____
Phone _____ Fax _____

PLEASE MAIL OR FAX THIS FORM DIRECTLY TO THE CIF SECTION, SEE REVERSE SIDE FOR CIF SECTION OFFICES=>>>



www.cifstate.org

California Interscholastic Federation

Marie Ishida, Executive Director
STATE OFFICE

1320 Harbor Bay Parkway, Suite 140, Alameda, CA 94502-6578
Tel: (510) 521-4447 - FAX: (510) 521-4449

AS OF JUNE 1ST 2009

Marie Ishida, Executive Director
STATE OFFICE

4658 Duckhorn Drive, Sacramento, CA 95834

2009-2010 Designation of CIF Representatives to League

Please complete the form below for each school under your jurisdiction and RETURN TO THE CIF SECTION OFFICE (ADDRESS ON REVERSE SIDE) no later than July 1, 2009.

Pajaro Valley High School dist School District/Governing Board at its May 6, 2009 meeting.
(Name of school district/governing board) (Date)

appointed the following individual(s) to serve for the 2009-2010 school year as the school's league representative:

PHOTOCOPY THIS FORM TO LIST ADDITIONAL SCHOOL REPRESENTATIVES

NAME OF SCHOOL Pajaro Valley High School
NAME OF REPRESENTATIVE Frank "Frank" Rodriguez POSITION Principal
ADDRESS 500 Harkin Slough Rd CITY Watsonville ZIP 95076
PHONE (831) 728-8102 FAX _____ E-MAIL frank_rodriguez@pvusd.net

NAME OF SCHOOL Pajaro Valley High School dist
NAME OF REPRESENTATIVE Robert Gomez POSITION A.D.
ADDRESS 500 Harkin Slough rd CITY Watsonville ZIP 95076
PHONE (831) 728-8102 FAX _____ E-MAIL robertj_gomez@pvusd.net

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

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

If the designated representative is not available for a given league 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 (print) _____ Superintendent's or Principal's Signature _____
Address _____ City _____ Zip _____
Phone _____ Fax _____

PLEASE MAIL OR FAX THIS FORM DIRECTLY TO THE CIF SECTION, SEE REVERSE SIDE FOR CIF SECTION OFFICES ⇒⇒⇒



www.cifstate.org

California Interscholastic Federation

Marie Ishida, Executive Director
STATE OFFICE

1320 Harbor Bay Parkway, Suite 140, Alameda, CA 94502-6578
Tel: (510) 521-4447 - FAX: (510) 521-4449

AS OF JUNE 1ST 2009

Marie Ishida, Executive Director
STATE OFFICE

4658 Duckhorn Drive, Sacramento, CA 95834

2009-2010 Designation of CIF Representatives to League

Please complete the form below for each school under your jurisdiction and RETURN TO THE CIF SECTION OFFICE (ADDRESS ON REVERSE SIDE) no later than July 1, 2009.

Pajaro Valley Unified School District/Governing Board at its May 6, 2009 meeting,
(Name of school district/governing board) (Date)

appointed the following individual(s) to serve for the 2009-2010 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 Athletic Director
ADDRESS 100 Mariner Way CITY Aptos, CA ZIP 95003
PHONE (831)688-6565 FAX (831)688-6430 E-MAIL MDorfman@aptoshs.net

NAME OF SCHOOL Aptos High School
NAME OF REPRESENTATIVE Casey O'Brien POSITION Principal
ADDRESS 100 Mariner Way CITY Aptos, CA ZIP 95003
PHONE (831)688-6565 FAX (831)688-6430 E-MAIL Casey_O'Brien@pvusd.net

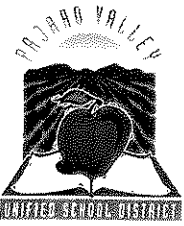
NAME OF SCHOOL Aptos High School
NAME OF REPRESENTATIVE Dale Knight POSITION Assistant Principal
ADDRESS 100 Mariner Way CITY Aptos, CA ZIP 95003
PHONE (831)688-6565 FAX (831)688-6430 E-MAIL dale knight@aptoshs.net

NAME OF SCHOOL Aptos High School
NAME OF REPRESENTATIVE Barbara Lawrence-Emanuel POSITION Assistant Principal
ADDRESS 100 Mariner Way CITY Aptos, CA ZIP 95003
PHONE (831)688-6565 FAX (831)688-6430 E-MAIL BLawrence@aptoshs.net

If the designated representative is not available for a given league 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.

Assistant Superintendent's or Principal's Name (print) Cathy Stefanki Assistant Superintendent's or Principal's Signature [Signature]
Address 294 Green Valley Rd City Watsonville Zip 95076
Phone (831) 786-2395 Fax (831)728-6284

PLEASE MAIL OR FAX THIS FORM DIRECTLY TO THE CIF SECTION, SEE REVERSE SIDE FOR CIF SECTION OFFICES →→→



Board Agenda Backup

Item No: 10.8

Date: May 6, 2009

Item: Carl Perkins Grant 2009-10

Overview: Carl Perkins is a Federal Act established to improve career and technical educational programs, integrate academic and career technical instruction, serve special populations, and meet gender equity needs. Jack Carroll, Career and Technical Department Chairperson has attended the Perkins Technical Assistance Workshop and has prepared the application for the Watsonville/Aptos Adult Education program.

Recommendation: It is recommended the Board of Trustees approve the completed application for Perkins funding.

Budget Considerations: Not Applicable

Funding Source:

Budgeted: Yes: No:

Amount: \$ 15,072

Prepared By: Dr. Nancy A. Bilicich, Director, Adult Education

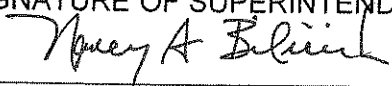
Superintendent's Signature: *Dorinda Bah*

DUE DATE: May 1, 2009

**CAREER TECHNICAL EDUCATION APPLICATION FOR 2009-2010 FUNDING
 Carl D. Perkins Career & Technical Education Improvement Act of 2006**

LOCAL EDUCATIONAL AGENCY: (LEA) Watsonville/Aptos Adult Education		COUNTY-DISTRICT (CD) CODE: 44-69799
ADDRESS OF LEA: 294 Green Valley Road Watsonville, CA 95076 Attn: Jack Carroll		CHECK APPROPRIATE BOX: <input type="checkbox"/> Sec. 112 - State Institutions <input type="checkbox"/> Sec. 131 - Secondary <input checked="" type="checkbox"/> Sec. 132 - Adult/ROCP
NAME OF LEA SUPERINTENDENT OR CHIEF ADMINISTRATOR: Nancy Bilicich, Director		
ALLOCATION AMOUNT: \$15,072		BOARD APPROVAL DATE: 5/6/09
PERKINS COORDINATOR: Jack Carroll TITLE: CTE Department Chair	Telephone Number: 831.786.2160 Ext: FAX Number: 831.786.2193 Email Address: jack_carroll@pvusd.net	
PERKINS COORDINATOR'S ADDRESS (If different from LEA address above): 		

CERTIFICATION: I hereby certify that all state and federal rules and regulations will be observed and that the assurances and certifications related to this program are accepted as the conditions in the operations of this program. The funds associated with this application will support the implementation of our 2008-2012 Local Career Technical Education Plan and provide a program that is of sufficient size, scope, and quality to effectively address the career preparation needs of our students. This funding will supplement state and local career technical education funds and improve, enhance, or expand our career technical education programs in the 2009-2010. I certify that to the best of my knowledge, the information contained in this application is correct and complete.

PRINTED NAME OF SUPERINTENDENT OR DESIGNEE: Nancy Bilicich	TITLE, If not Superintendent: Director
SIGNATURE OF SUPERINTENDENT OR DESIGNEE: 	DATE: April 27, 2009

CALIFORNIA DEPARTMENT OF EDUCATION USE ONLY

REVIEWED AND APPROVED BY:

DATE:

CALIFORNIA DEPARTMENT OF EDUCATION
Secondary, Postsecondary, and Adult Leadership Division
CDE 100-SP (12/08)

CAREER TECHNICAL EDUCATION APPLICATION
Carl D. Perkins Career and Technical
Education Improvement Act of 2006

SECTION I SIGN-OFF FORM FOR FEDERAL AND STATE ASSURANCES AND CERTIFICATIONS

This application is a commitment to comply with the following assurances, certifications, terms, and conditions associated with the Carl D. Perkins Career and Technical Education Improvement Act of 2006.

The applicant should download the general assurances and certification from the CDE Perkins Forms and Files Web page at www.cde.ca.gov/ci/ct/pk/forms.asp. For the complete text of program specific assurance, certification, terms and conditions, see the *Instructions, Policies, Assurances, and Certifications for the Career Technical Education Application for 2009-2010 Funding*. A signature on this page is an indication that the Superintendent or an authorized designee has reviewed the documents listed below and agrees to comply with the assurances, certifications, terms and conditions.

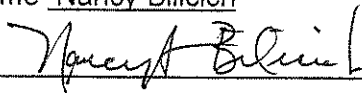
- California Department of Education General Assurances (CDE-100A)
- Drug Free Workplace Certification (CDE-100DF)
- U.S. Department of Education Debarment and Suspension (ED 80-0014)
- U.S. Department of Education Lobbying (ED80-0013)
- Perkins IV Assurances and Certifications (CDE 100)
- 2009-2010 Grant Conditions

As the duly authorized representative of the local education agency applying for *Carl D. Perkins Career and Technical Education Improvement Act of 2006 Career Technical Education Application for 2009-2010 Funding*, I have read the assurances, certifications, term and conditions associated with this program; and I agree to comply with all requirements as a condition of funding.

Printed Name Nancy Bilicich

Title Director, WAAE

Signature



Date

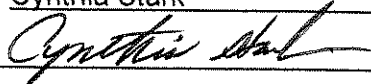
APRIL 27, 2009

SECTION II SIGN-OFF FORM FOR REPRESENTATIVES OF SPECIAL POPULATIONS

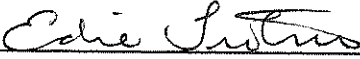
The Perkins IV Act requires local education agencies (LEA) to implement strategies to overcome barriers that may be lowering special population students rates of access to, or success, in career technical education (CTE) programs assisted with the funds. CTE programs must be designed to enable special population students to meet the performance level targets established for the programs, and provide the activities needed to prepare these students for high skill, high wage, or high demand occupations that lead to self-sufficiency.

This form confirms that the LEA coordinators/administrators responsible for the administration of each of the programs associated with the special population groups has reviewed and approved the 2009-2010 Perkins IV application for funds. Each special population category **MUST** be signed by the LEA's designated administrator or certificated representative responsible for that program.

Economically Disadvantaged (Title I Coordinator/Administrator)

Printed Name Cynthia Stark Title Asst. Director
Signature  Date 4/27/09

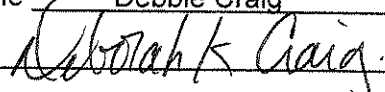
Limited English Proficient (LEP) (English Learner Coordinator/Administrator)

Printed Name Edie Trotno Title ESL Dept Chair
Signature  Date 4/27/09

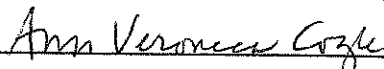
Disabled (Handicapped) (Special Education Coordinator/Administrator)

Printed Name Nancy Bilicich Title Director
Signature  Date April 27, 2009

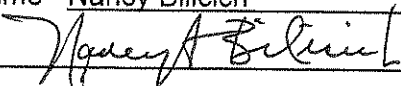
Single Parent or Single Pregnant Women (Title IX Coordinator/Administrator)

Printed Name Debbie Craig Title Parent Ed Dept.
Signature  Date 4.27.09

Gender Equity or Nontraditional Training (Title IX Coordinator/Administrator)

Printed Name Ann Veronica Coyle Title Special Projects
Signature  Date 4.28.09

Displaced Homemaker (Title IX Coordinator/Administrator) [Required only on Section 132 (Adult) applications]

Printed Name Nancy Bilicich Title Director
Signature  Date April 27, 2009

SECTION III: Assessment of Career Technical Education programs (core indicators).

See instructions on page 16 of the *Carl D. Perkins Career & Technical Education Improvement Act of 2006 Application for 2009-2010 Funding Instructions, Policies, Assurances, and Certifications.*

Secondary: (continues onto page 5)

Core Indicator	Definition	LEA Level 2007/08	State Level 2007/08	90% or more of the State level
1S1 Academic Attainment- Reading/ Language Arts	Numerator: Number of 12 th grade CTE concentrators who have met the proficient or advanced level on the reading/language arts portion of the California High School Exit Exam (CAHSEE). Denominator: Number of 12 th grade CTE concentrators.	_____ %	22.3%	20.07% <input type="checkbox"/> Yes <input type="checkbox"/> No
1S2 Academic Attainment- Mathematics	Numerator: Number of 12 th grade CTE concentrators who have met the proficient or advanced level on the mathematics portion of the CAHSEE. Denominator: Number of 12 th grade CTE concentrators.	_____ %	20.9%	18.81% <input type="checkbox"/> Yes <input type="checkbox"/> No
2S1 Technical Skill Attainment	Numerator: Number of 12 th grade CTE concentrators who received a grade of "C" or better in the CTE class, or received an industry recognized certification, or passed an end of program assessment aligned with industry-recognized standards. Denominator: Number of 12 th grade CTE concentrators.	_____ %	Baseline	N/A
3S1 Secondary School Completion	Numerator: Number of 12 th grade CTE concentrators who earned a high school diploma, a General Educational Development (GED) certificate, or other state recognized equivalent (including recognized alternative standards for individuals with disabilities) or a proficiency credential, certificate, or degree in conjunction with a secondary school diploma during the reporting year. Denominator: Number of 12 th grade CTE concentrators.	_____ %	85.0%	76.5% <input type="checkbox"/> Yes <input type="checkbox"/> No

Core Indicator	Definition	LEA Level 2007/08	State Level 2007/08	90% or more of the State level
4S1 Student Graduation Rate	<p>Numerator: Number of 12th grade CTE concentrators who, in the reporting year, were included as graduated in the states computation of its graduation rate.</p> <p>Denominator: Number of 12th grade CTE concentrators.</p>	NA	NA	NA
5S1 Secondary Placement	<p>Numerator: Number of 12th Grade CTE concentrators who left secondary education during the reporting year and entered in postsecondary education, advanced training, military service, or employment six months following the program year in which they left secondary.</p> <p>Denominator: Number of 12th grade CTE concentrators.</p>	_____%	75.0%	67.5%
6S1 Non-traditional Participation	<p>Numerator: Number of CTE participants from underrepresented gender groups enrolled in a program sequence that leads to employment in nontraditional fields.</p> <p>Denominator: Number of all CTE participants enrolled in a program sequence that leads to the employment in nontraditional fields.</p>	_____%	Baseline	N/A
6S2 Non-traditional Completion	<p>Numerator: Number of CTE concentrators from underrepresented gender groups who completed a program sequence that leads to employment in nontraditional fields.</p> <p>Denominator: Number of all CTE concentrators from underrepresented gender groups enrolled in a program sequence that leads to the employment in nontraditional fields.</p>	_____%	Baseline	N/A

Adult: See instructions on page 16 of the Carl D. Perkins Career & Technical Education Improvement Act of 2006 Application for 2009-2010 Funding Instructions, Policies, Assurances, and Certifications.

Core Indicator	Definition	LEA Level 2007/08	State Level 2007/08	90% or more of the State level
1A1 Technical Skill Attainment	<p>Numerator: Number of adult CTE concentrators who passed an end of program assessment or earned a competency certificate during the reporting year.</p> <p>Denominator: Number of adult CTE concentrators enrolled in a CTE program.</p>	54.62%	92.46%	83.21% <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
2A1 Credentialed, Certificate, or Degree	<p>Numerator: Number of adult CTE concentrators earned an industry-recognized credential, certificate, degree, or completed a transfer program.</p> <p>Denominator: Number of adult CTE concentrators who completed a CTE program.</p>	46.99%	66.13%	59.52% <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
4A1 Student Placement	<p>Numerator: Number of adult CTE concentrators who left adult education and enrolled in postsecondary education or advanced training, in military service, or employment six months following the program year in which they left adult education.</p> <p>Denominator: Number of adult CTE concentrators who left adult education during the reporting year.</p>	89.74%	79.86%	71.87% <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
5A1 Non-traditional Participation	<p>Numerator: Number of adult CTE participants from underrepresented gender groups enrolled in a program sequence that leads to employment in nontraditional fields.</p> <p>Denominator: Number of all adult CTE participants enrolled in a program sequence that leads to the employment in nontraditional fields.</p>	14.42%	21.47%	19.32% <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
5A2 Non-	<p>Numerator: Number of adult CTE concentrators from underrepresented gender groups who completed a program sequence that leads to</p>	49.21%	23.28%	20.95%

traditional Completion	employment in nontraditional fields.	Denominator: Number of all adult concentrators enrolled in a program sequence that leads to the employment in nontraditional fields.			%	<input checked="" type="checkbox"/> Yes
						<input type="checkbox"/> No

Program Improvement Form

LEAs falling below 90 percent of the State established performance level on any core indicator must submit this form. See instructions on page 17 of the *Carl D. Perkins Career & Technical Education Improvement Act of 2006 Application for 2009-2010 Funding Instructions, Policies, Assurances, and Certifications.*

Core Indicator		Explanation: What are the reasons why the LEA did not meet the state established performance level for this core indicator?		Funding Source to be used to cover expenses	Amount of funding
not meeting 90% level	6S1	Example: Low numbers of female students enrolled in Automotive and Building Trades programs.	Planned activities that will be employed to achieve the improvement strategy. Example: 1. Meet with school counselors about non traditional careers and student enrollment. 2. Produce handouts/brochures for students.	Example: Perkins IV	Example: \$200
		Strategy to improve performance level: Describe the strategy that will be used to improve the performance level of this core indicator. Example: Raise awareness among students and staff about non-traditional student participation			
Core Indicator 1A1 Technical Skill Attainment		Explanation: What are the reasons why the LEA did not meet the state established performance level for this core indicator? Our nursing course spans more than one academic year so many of the concentrators did not take an assessment until the next school year. Consequently they were not counted in these statistics.		Funding Source to be used to cover expenses	Amount of Funding \$0

	Strategy to improve performance level Schedule a special assessment at year's end just for Perkins statistics.	Planned activities Talk to the instructor and explain the situation.	N/A	
Core Indicator 2A1 Certificate, Degree	Explanation: What are the reasons why the LEA did not meet the state established performance level for this core indicator? Our nursing course spans more than one academic year so many of the concentrators did not take an assessment until the next school year. Consequently they were not counted in these statistics. Strategy to improve performance level Schedule a special assessment at year's end just for Perkins statistics	Planned activities Talk to the instructor and explain the situation.	Funding Source to be used to cover expenses N/A	Amount of funding \$0

Core Indicator 5A1 Non-traditional Participation	Explanation: What are the reasons why the LEA did not meet the state established performance level for this core indicator? Low number of female students not enrolled in Landscaping course. Strategy to improve performance level Raise awareness among our population that this program exists.	Planned activities Advertise on radio and mail brochures	Funding Source to be used to cover expenses An NGO, Ecology Action, will cover the expense.	Amount of Funding \$0
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Section IV: Progress Report toward Implementing the Local CTE Plan

The implementation of each district's local CTE plan directly impacts the implementation of the State CTE Plan. Beginning in 2009-2010 through 2011-2012 local districts will report on the progress they have made toward implementation of their local CTE plan. This progress report should be viewed as an opportunity to reflect the goals outlined in the local CTE plan as well as successes and challenges that occurred during the 2008-09 school year.

Additionally, it is the time to set measurable outcomes for CTE for the 2009-2010 school year based on what has been learned and performance level data reported in Section III.

The following questions must be answered in the application:

1. Describe the progress that the district has been made toward achieving the goals established in the Local CTE Plan submitted to CDE in fall 2008.
We planned to enlarge our nursing program offerings and we did just that. For the first time we offered classes in Medical Terminology and Medical Coding.
2. How has the district improved, enhanced, or expanded career technical education for students during 2008-09?
We enlarged our nursing program offerings with classes in Medical Terminology and Medical Coding.
3. Identify at least three specific outcomes from the local CTE Plan on which the district will focus in 2009-2010.
*We will recertify our Certified Nurse Assistant program.
We will recertify our nursing Continuing Education Units offering.
We will increase the number of non-traditional gender participating.*
4. How will Perkins IV funds support the implementation of the identified outcomes in 2009-2010?
Perkins funding will buy some of the presentation materials needed.

Section V: Sequence of Courses to be Funded with Perkins IV in 2009-2010. See instructions on page 18 of the Carl D. Perkins Career & Technical Education Improvement Act of 2006 Application for 2009-2010 Funding Instructions, Policies, Assurances, and Certifications.

NOTE: Only sequence(s) of courses identified in the LEA's approved Local CTE Plan or submitted in Section VII, Local CTE Plan Update, in this application can receive Perkins IV funds.

Industry Sector	Career Pathway	School site where the sequence is offered	Amount of Perkins Funding Allocated to this Sequence	Page # in Local CTE Plan
Health Services	Home, Health and Recreation Career Path	Green Valley Center		23

Section VI
Program Year 2009-2010
BUDGET AND EXPENDITURE SCHEDULE

Local Educational Agency (LEA): Watsonville/Aptos Adult Education

CD Code: 4469799

Authorized Signature: 

Select One

ORIGINAL BUDGET

REVISION DATE:

END-OF-YEAR CLAIM

Funding Source and Purpose:

Section 112 State Institutions

Section 131 Secondary

Section 132 ROCP and Adult

Total Allocation: 18515

Indirect Cost Rate (percent): 5%

Object Code and Budget Category	(A) Instruction (Including Career Technical Student Organizations)	(B) Professional Development	(C) Curriculum Development	(D) Transportation & Child Care For Economically Disadvantaged Participants	(E) Special Populations Services	(F) Research Evaluation & Data Development	(G) Guidance & Counseling	(H) Administration or Indirect Costs	(I) Total
1000		4808	2640			1000			8448
2000									
3000		1298	713			270			2281
4000			3000						3000
5000		2000							2000
6000			2000						2000
7000								786	786
Total		8106	8353			1270		786	18515

See instructions on page 19 of the Carl D. Perkins Career & Technical Education Improvement Act of 2006 Application for 2009-2010 Funding Instructions, Policies, Assurances, and Certifications.

SECTION VI: Budget Narrative for the 2009-2010 funds

See instructions on page 19-20 of the *Carl D. Perkins Career & Technical Education Improvement Act of 2006 Application for 2009-2010 Funding Instructions, Policies, Assurances, and Certifications.*

OBJECT #	EXPENDITURE DESCRIPTION	AMOUNT
1000	Certificated Salaries	
	Curriculum development for health courses 80 hours x \$33	2640
	Data collection and report preparation 80 hours x \$33	2640
	Substitute for teachers to attend conferences 48 hours x \$33	1584
	Teacher release time for development of industry assessments	
	Teacher release time for articulation with community colleges and universities	
Teacher release time to market CTE classes 48 hours x \$33	1584	
	Subtotal for 1000 category	8448
2000	Classified Salaries	
	Subtotal for 2000 category	
3000	Benefits	
	▪ Certificated allocation: 27%	2281
	▪ Classified allocation:	
	Subtotal for 3000 category	2281
4000	Books and Supplies	
	Brochures for CTE Health sector classes	3000
	Non-capitalized Equipment for CTE Programs as indicated in Section III of this application.	
	Subtotal for 4000 category	3000
5000	Services and other operating expenditures:	
	Travel and Conferences	2000
	Subtotal for 5000 category	2000
6000	Capital Outlay (list items below)	
	Laptop computer for CTE PowerPoint presentations.	2000
	Subtotal for 6000 category	2000
7000	Indirect @ 5% (minus capital outlay)	786
	GRAND TOTAL	\$18515

Section VII: Local CTE Plan Update

Required Update: Due to an omission by CDE in the template for the Local CTE Plan in 2008, each local district must complete one additional requirement of the Local CTE Plan. Responding to this question is required of all LEAs receiving Perkins IV funding.

The question that must be answered is:

Describe efforts to improve:

- a. the recruitment and retention of career and technical education teachers, faculty, and career guidance and academic counselors, including individuals in groups underrepresented in the teacher profession; and
- b. the transition to teaching from business and industry.
{Perkins IV, section 122(c)(3)(A) and (B)}

Response

This has been an enormous problem for us. We needed to recruit two RNs, one with a year's experience with Certified Nurse Assistants and the other with one year's experience in Home Health Care. To find these two individuals we ran ads in newspapers and websites; we sent flyers to anyplace in the county that might employ such nurses; I attended every conference and partnership meeting and continually announce these teaching opportunities. After 6 months of effort I did fill both positions.

Teaching, particularly Adult Education, pays less than these individuals can earn on the open market. Teaching has less job security than outside jobs. Teaching requires more "credential" education, even if the individual is a recognized expert in their field. In short someone must be looking for a career change to consider leaving the regular world and to start teaching.

Optional Update: Applicants may update their local plans, if necessary. This is a good time to review local CTE plan benchmarks and make adjustments to reflect progress and/or additions to the CTE program. This is particularly important if

- New courses have been added to an existing program sequence
- New sequences of courses have been developed for an existing industry sector
- N new industry sector and the corresponding sequences of courses have been developed

If Perkins IV funds will be used to support any new industry sectors and/or courses not included in the original Local CTE Plan, a new sequence of courses worksheet must be completed. Go to the CDE Perkins Forms and Files Web page at www.cde.ca.gov/ci/ct/pk/forms.asp and download the Sequence of Courses Worksheet from the Local CTE Plan Forms.

Other updates to the local CTE plan can be submitted in narrative form with a reference to the Local CTE Plan chapter, section, and question.



Board Agenda Backup

Item No: 12.1

Date: May 6, 2009

Item: Resolution #08-09-34, Declaring May 13 as Day of the Teacher

Overview: The attached resolution highlights a few of the reasons educators of Pajaro Valley Unified School District merit recognition and appreciation during Day of the Teacher.

PVUSD believes the contribution of teachers is crucial and values the great work and positive impact that teachers have on the lives of the students of the Pajaro Valley Unified School.

Recommendation: Approve resolution 08-09-34.

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

Superintendent's Signature:

Dorma Baker

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

District Resolution No. 08-09-34

On the motion of :

Duly seconded by:

Resolution Declaring May 13th as Day of the Teacher

WHEREAS, the contribution of teachers is crucial in the lives of the students of Pajaro Valley Unified School District; and

WHEREAS, the economic, political and cultural well-being of this nation is enriched through public education and its teachers; and

WHEREAS, the Pajaro Valley Unified School District has over 1,300 certificated employees; and

WHEREAS, the Board of Trustees and citizens of the Pajaro Valley Unified School District are gratified by the dedicated, hard work of our teachers; and

NOW, THEREFORE BE IT RESOLVED that the Pajaro Valley Unified School District salutes its teachers and declares May 13, 2009, Day of the Teacher;

AND BE IT FURTHER RESOLVED, that the Board of Trustees of the Pajaro Valley Unified School District urges students, parents, and community members to take measures to give special meaning to this significant celebration.

PASSED AND ADOPTED this 6th day of May, 2009, by the Governing Board of Pajaro Valley Unified School District, County of Santa Cruz, State of California, by the following vote:

AYES:

NOES:

ABSENT:

***STATE OF CALIFORNIA)
COUNTY OF SANTA CRUZ)***

The foregoing resolution is hereby adopted.

Leslie De Rose, Board President

Dorma Baker, Superintendent



Board Agenda Backup

Item No: 12.2

Date: May 6, 2009

Item: Resolution #08-09-35, Declaring May 18 - 22 as Classified Employees Week

Overview: This resolution highlights the importance of recognizing classified employees of Pajaro Valley Unified School District (PVUSD) and their valuable work. The classified employees of the District support a positive instructional environment in a variety of ways each day. The district recognizes and values all of the work of classified employees working for the PVUSD.

Recommendation: Approve resolution 08-09-35.

Budget Considerations:

Funding Source: N/A

Budgeted: Yes: No:

Amount:

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

Superintendent's Signature: _____

Dorma Baker

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

District Resolution No.: 08-09-35

On the motion of:

Duly seconded by:

Resolution Declaring May 18-22, 2009 as Classified Employees Week

WHEREAS, the classified employees of the District support a positive instructional environment in a variety of ways each day; and

WHEREAS, the contributions of classified staff are invaluable to the PVUSD;

WHEREAS, almost half of the employees of the Pajaro Valley Unified School District are classified workers;

WHEREAS, the PVUSD has almost 1,000 dedicated and hard working classified employees;

NOW, THEREFORE BE IT RESOLVED that the Pajaro Valley Unified School District salutes its classified employees and declares May 18-22, 2009 as Classified Employees Week.

AND BE IT FURTHER RESOLVED, that the Board of Trustees of the Pajaro Valley Unified School District urges students, parents, and community members to take measures to give special meaning to this significant celebration.

PASSED AND ADOPTED this 6th day of May, 2009, by the Governing Board of Pajaro Valley Unified School District, County of Santa Cruz, State of California, by the following vote:

AYES:

NOES:

ABSENT:

***STATE OF CALIFORNIA
COUNTY OF SANTA CRUZ***

The foregoing resolution is hereby adopted.

Leslie De Rose, Board President

Dorma Baker, Superintendent

PAJARO VALLEY UNIFIED SCHOOL DISTRICT



Board Agenda Backup

Item No: 12.3

Date: May 6, 2009

Item: Resolution #08-09-37 to layoff particular classified employee services

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 funds. Certain services now being provided by the District must be reduced. The detailed list of affected positions will be provided on or before the Board of Trustees meeting on May 6, 2009.

It shall be necessary to discontinue certain kinds of classified employee services by June 30, 2009. It may also be necessary to terminate the employment of certain classified employees of the District as a result of this action.

Recommendation: Adopt Resolution #08-09-37 to reduce particular kinds of classified employee services.

Budget Considerations:

Funding Source: General Fund, Categorical Funds

Budgeted: Yes: No:

Amount: \$

Prepared By: Pam Shanks, Director of Human Resources - Classified

Superintendent's Signature: *Dorma Baker*

BEFORE THE BOARD OF TRUSTEES OF THE
PAJARO VALLEY UNIFIED SCHOOL DISTRICT
SANTA CRUZ COUNTY, CALIFORNIA

IN THE MATTER OF:

REDUCTION OF CLASSIFIED SCHOOL
SERVICES FOR THE 2009 - 2010
SCHOOL YEAR

RESOLUTION NO. 08-09-37

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 forty-five (45) days prior notice; and

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

NOW, THEREFORE, BE IT RESOLVED that as of the 30th day of June, 2009, the positions shown on the attachment may be eliminated.

BE IT FURTHER RESOLVED that the District Superintendent or designee be authorized and directed to give notice of termination of employment to the affected employee(s) of the district pursuant to district rules and regulations and applicable provisions of the Education Code not later than forty-five (45) 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 6th of May, 2009, by the following vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

I, Leslie De Rose, 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 ____ day of ____, 2009 by a vote of _____.

IN WITNESS THEREOF, I have hereto set my hand this ____ day of ____, 2009.

Leslie De Rose, President
Board of Trustees,
Pajaro Valley Unified School District

Date

PAJARO VALLEY UNIFIED SCHOOL DISTRICT



Board Agenda Backup

Item No: 12.4

Date: May 6, 2009

Item: Resolution #08-09-38 to bring back particular classified services at reduced hours

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 funds. Certain services now being provided by the District must be reduced. The detailed list of affected positions being brought back as reduced positions as agreed upon with CSEA on April 27, 2009, will be provided on or before the Board of Trustees meeting on May 6, 2009.

It shall be necessary to discontinue certain kinds of classified employee services by June 30, 2009. It may also be necessary to terminate the employment of certain classified employees of the District as a result of this action.

Recommendation: Adopt Resolution #08-09-38 to reduce particular kinds of classified employee services.

Budget Considerations:

Funding Source: General Fund, Categorical Funds

Budgeted: Yes: No:

Amount: \$

Prepared By: Pam Shanks, Director of Human Resources - Classified

Superintendent's Signature: _____

Dorma Baker

BEFORE THE BOARD OF TRUSTEES OF THE
PAJARO VALLEY UNIFIED SCHOOL DISTRICT
SANTA CRUZ COUNTY, CALIFORNIA

IN THE MATTER OF:

REDUCTION OF CLASSIFIED SCHOOL
SERVICES FOR THE 2009 - 2010
SCHOOL YEAR

RESOLUTION NO. 08-09-38

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 forty-five (45) days prior notice; and

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

NOW, THEREFORE, BE IT RESOLVED that as of the 30th day of June, 2009, the positions shown on the attachment may be brought back as reduced positions.

BE IT FURTHER RESOLVED that the District Superintendent or designee be authorized and directed to give notice of termination of employment to the affected employee(s) of the district pursuant to district rules and regulations and applicable provisions of the Education Code not later than forty-five (45) 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 6th of May, 2009, by the following vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

I, Leslie De Rose, 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 ____ day of ____, 2009 by a vote of _____.

IN WITNESS THEREOF, I have hereto set my hand this ____ day of ____, 2009.

Leslie De Rose, President
Board of Trustees,
Pajaro Valley Unified School District

Date