



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 27, 2009
REGULAR BOARD MEETING
CLOSED SESSION – 5:45 p.m. – 7:00 p.m.

Note Closed
Session start time
of 5:45 pm.

PUBLIC SESSION - 7:00 p.m.
DISTRICT OFFICE
BOARDROOM
292 Green Valley Road
Watsonville, CA 95076

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

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

Notice to the Audience on Public Comment

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

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

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

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

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

1.0 CLOSED SESSION OPENING CEREMONY IN OPEN SESSION – 5:45 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 #08-09-39, Non-Reelection of Certain Probationary Certificated Employees.
- 2.3 Negotiations Update
 - a. CSEA
 - b. PVFT
 - c. Unrepresented Units: Management and Confidential
 - d. SCAST
- 2.4 Claims for Damages
 - a. Castro vs. PVUSD (DOI: 4/21/09)
- 2.5 Existing Litigation
- 2.6 Pending Litigation
- 2.7 Anticipated Litigation
 - a. Conference with Legal Counsel: Significant exposure to litigation pursuant to subdivision (b)(3)(C) of Government Code section 54956.9: One potential case, Resolution #08-09-41.
- 2.8 Real Property Negotiations
 - a. Conference with Real Property Negotiators Pursuant to Government Code 54956.8.
 - Property: 292 and 294 Green Valley Road, Watsonville, CA 95076
 - Agency Negotiator: Mary Hart, Associate Superintendent, Business
 - Negotiating Parties: PVUSD and Towers, LLC
 - Under Negotiations: Price
- 2.9 Superintendent's Informal Evaluation
- 2.10 10 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.
- 3.3 Student Recognition
 - *Xitlaly Velazquez-Sainz, Freedom Elementary School*
 - *Maureen Mae Sanchez, Hall District Elementary School*
 - *Kaillan Miranda Wood, Ann Soldo Elementary School*
 - *Magdiel Mendoza-Perez, Calabasas Elementary School*
 - *Sixth Grade Conflict Managers – Group for Rio Del Mar Elementary School*

4.0 ACTION ON CLOSED SESSION

5.0 APPROVAL OF THE AGENDA

6.0 APPROVAL OF MINUTES

- Minutes of May 6, 2009

7.0 HIGH SCHOOL STUDENTS BOARD REPRESENTATIVES REPORT

8.0 POSITIVE PROGRAM REPORT

8.1 Marty Franich Ford "Test Drive" Fundraiser for Watsonville High School's Sports Foundation.
Report by Rocky Franich.

President De Rose closes regular meeting and opens public hearings.

9.0 PUBLIC HEARING – RESOLUTION 08-09-33, FACILITY NEEDS ANALYSIS, ADOPTION OF FINDINGS THERON, AND ADOPTION OF ALTERNATIVE SCHOOL FACILITIES FEE (Residential Fees Level 11), PURSUANT TO GOVERNMENT CODE SECTION 65995.5 AND 65995.7.

9.1 Report by Mary Hart, Associate Superintendent, and Rick Mullikin, Interim Director of Facilities.

9.2 Public Comment

9.3 Board Discussion and Comments

10.0 PUBLIC HEARING – CSEA SUNSHINE PROPOSAL TO PVUSD

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

10.2 Public Comment

10.3 Board Discussion and Comments

President De Rose closes public hearings and resumes regular meeting.

11.0 VISITOR NON-AGENDA ITEMS

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

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

13.0 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).

13.1 Purchase Orders April 30 – May 20, 2009
The PO's will be available in the Superintendent's Office.

13.2 Warrants April 30 – May 20, 2009
The warrants will be available in the Superintendent's Office.

13.3 Approve with Gratitude Donation from Ed Terribilini of a Computer and Components, an Estimated Value of \$650.00.

- 13.4 Approve with Gratitude Donation from Susan Moore on Behalf of the United States Department of Agriculture of a Computer and Components for Adult Education for Refurbishing and Computer Classes, an Estimated Value of \$200.00.
- 13.5 Approve CAHSEE Passage Waiver for Math for Student #08-09-21.
- 13.6 Approve CAHSEE Passage Waiver for Math for Student #08-09-22.
- 13.7 Approve CAHSEE Passage Waiver for Math for Student #08-09-23.
- 13.8 Approve CAHSEE Passage Waiver for Math for Student #08-09-24.
- 13.9 Approve CAHSEE Passage Waiver for Math for Student #08-09-25.
- 13.10 Approve Aptos High School Notice of Completion for the Replacement of a Water Storage Tank with a New 265,000 Gallon Tank.
- 13.11 Approve Migrant and Seasonal Head Start (MSHS) On-Going Cost-of-Living-Adjustment (C.O.L.A.) for 2009-2010.
- 13.12 Approve Migrant and Seasonal Head Start (MSHS) On-Going Cost-of-Living-Adjustment (C.O.L.A.) – ARRA (“Stimulus Package”) Proposal for July 1, 2009 – June 30, 2010 (Only).
- 13.13 Approve Migrant and Seasonal Head Start (MSHS) On-Going Cost-of-Living-Adjustment (C.O.L.A.) – ARRA (“Stimulus Package”) Proposal for July 1, 2009 – September 30, 2010 (Only).
- 13.14 Approve Resolution #08-09-40 for the Board of Supervisors of the County of Santa Cruz to Provide Temporary Cash Loans to PVUSD.
- 13.15 Approve District Preparation and Submittal of Application for Qualified Zone Academy Bond Awards.
- 13.16 Approve Carl D. Perkins Career Technical Education Application for 2009-2010, Career Technical Education Improvement Act of 2000.
- 13.17 Approve Watsonville High School Art History Travel Club European Tour 2009.
- 13.18 Approve Contract for Custodial Supplies/Blanket BID #JL040809-02 for the District Warehouse/Stores.
- 13.19 Approve Contract for Athletic Supplies/Blanket BID #JL040809-03 for the District Warehouse/Stores.
- 13.20 Approve Contract for Health Supplies/Blanket BID #JL040809-04 for the District Warehouse/Stores.
- 13.21 Approve Notice of Completion for the Installation of Relocatable Classrooms at Bradley, Calabasas and Freedom elementary schools.
- 13.22 Approve Notice of Completion for the Installation of Two-Story Relocatable Classroom and Two Restroom Units for Watsonville High School.

The administration recommends approval of the Consent Agenda.

14.0 DEFERRED CONSENT ITEMS

15.0 REPORT, DISCUSSION AND POSSIBLE ACTION ITEMS

- 15.1 Possible Action to Approve Resolution #08-09-33, Facility Needs Analysis, Adoption of Findings Thereon, and Adoption of Alternative School Facilities Fee (Residential Level II) Pursuant to Government Code Section 65995.5 and 65995.7.
Report given under public hearing, item 8.1.
- 15.2 Possible Action to Approve CSEA Sunshine Proposal to PVSUD.
Report given under public hearing, item 9.1.
- 15.3 Report, discussion and possible action to approve the District Budget's 3rd Interim Report.
Report by Mary Hart, Associate Superintendent. 15 min.

16.0 REPORT AND DISCUSSION

- 16.1 Report and discussion on District Restructuring.
Report by Dorma Baker, Superintendent. 10 min.

17.0 GOVERNING BOARD AND SUPERINTENDENT COMMENTS/REPORTS

18.0 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
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 1 st Interim Report

19.0 ADJOURNMENT

PAJARO VALLEY UNIFIED SCHOOL DISTRICT
CLOSED SESSION AGENDA
May 27, 2009

2.1 Closed Session

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

New Hires

None

New Hires – Probationary

None

Administrative

1 Principal Coach (Temporary Assignment)

Promotions

None

Transfers

None

Extra Pay Assignments

38 Coaches

Additional Assignments

None

Extra Period Assignments

None

Leaves of Absence

8 Elementary Teachers
3 Secondary Teacher
1 Assistant Superintendent
1 OI Specialist
3 Bus Drivers
1 Cafeteria Assistant
1 Cafeteria Manager III
1 Health Services Assistant
1 Instructional Assistant I – Special Education
1 Instructional Assistant II – Special Education

Separations From Service

1 Administrative Assistant
1 Behavior Technician
1 Instructional Assistant

- 2 Instructional Assistant I – Special Education
- 3 Instructional Assistant II – Special Education
- 1 Library Media Technician
- 4 Office Assistant II
- 2 Office Managers

Retirements

- 1 Secondary Teacher

Resignations

- 1 Elementary Teacher
- 2 Secondary Teachers

Supplemental Service Agreements

- 9 Elementary Teachers
- 4 Secondary Teachers
- 5 Migrant & Seasonal Head Start Teachers
- 1 Special Education Teachers
- 1 Various

Miscellaneous Actions

- 1 Administrative Assistant
- 1 Site Computer Technician
- 5 Cafeteria Managers

Limited Term – Projects

- 1 Campus Safety Coordinators
- 1 Cook/Baker
- 1 Custodian I
- 1 Enrichment Specialist
- 16 Instructional Assistant Migrant/Childcare
- 1 Office Manager
- 1 Office Assistant II
- 1 Site Computer Technician
- 1 Translator

Limited Term – Substitutes

- 1 Custodian
- 1 Instructional Assistant II
- 12 Instructional Assistant Migrant/Childcare
- 1 Office Assistant II
- 1 Textbook Technician

Provisional

None

Exempt

2 Babysitters

1 Crossing Guard

28 PUPILS

4 Student Helpers

5 Workability Students

3 Yard Duty

Rescinds

1 Elementary Teacher



PAJARO VALLEY UNIFIED SCHOOL DISTRICT
May 6, 2009
REGULAR BOARD MEETING
UNADOPTED MINUTES

ANN SOLDO ELEMENTARY SCHOOL
MULTI PURPOSE ROOM
1140 Menasco Drive
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 6:05 pm at 1140 Menasco Drive, Watsonville, CA.

Trustee Osmundson arrived at 6:16 pm.

1.2 Public comments on closed session agenda.

Bobby Salazar, CSEA president, asked if Assistant Superintendent's frozen position funds could go towards classified jobs.

Judy Fuller, classified employee, spoke in favor of reinstating registration specialists.

2.0 CLOSED SESSION (AND AFTER REGULAR SESSION IF NECESSARY)

2.1 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
- 1 Deputy Superintendent

Supplemental Service Agreements

- 4 Elementary Teachers

Miscellaneous Actions

- 1 Office Manager
- 1 Cafeteria Cook/Baker
- 2 1 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

2.2 Public Employee Discipline/Dismissal/Release/Leaves

a) **Resolution #08-09-36, Regarding non-reemployment of Certificated Employees.**
This item was moved to action items, becoming item # 12.5.

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.

President De Rose called the meeting of the Board in public to order at 7:19 pm.

3.1 Pledge of Allegiance

Trustee Wilson 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.

4.0 ACTION ON CLOSED SESSION

2.1 Public Employee Appointment/Employment, Government Code Section 54957

Trustee Nichols moved to approve the personnel reports with the addition of 1 Resignation, Deputy Superintendent and the removal of 1 cafeteria manager. Trustee Keegan seconded the motion. The motion passed unanimously.

2.5 Existing Litigation

- a. **Conference with legal counsel pursuant to Government Code section 54956.9(a), case: PVFT vs. PVUSD (Arbitration).**

Trustee Nichols reported that the Board voted 5/2 (Turley, Wilson dissented) in closed session to approve the settlement of an arbitration matter. The settlement resolved the status, compensation and COBRA rights for a certificated employee.

Public comment

Bill Beecher, community member, requested that negotiations be discussed in open session.

President De Rose noted that the Board would reconvene closed session to discuss and finalize expulsion cases at the end of the meeting.

5.0 APPROVAL OF THE AGENDA

Trustee Keegan moved to approve the agenda, moving item 2.2 a) to Action Items and making it item #12.5. Trustee Yahiro seconded the motion. The motion passed unanimously.

6.0 APPROVAL OF MINUTES

- Minutes of April 22, 2009

Trustee Keegan moved to approve the minutes for April 22, 2009. Trustee Wilson seconded the motion. The motion passed unanimously.

7.0 HIGH SCHOOL STUDENTS BOARD REPRESENTATIVES REPORT

Brianna Del Franco and Honeygirl Lacasandile, student trustees representing Watsonville High, spoke regarding activities and events at their school.

8.0 VISITOR NON-AGENDA ITEMS

The following Adult Education students spoke in support of the Adult Education programs: Erendira Lopez; Oscar Plascencia; Norberto Marin; Carlos Flores; Pedro Alberto Reyes; Mauricio Diaz; Lourdes Gonzales; Carlos Martinez; Evangelina Corona; Tammy McCroskey; Jose Amezcuita; Maria Heredia, Karen Mello-Roach; and Ana Sofia Haro,

The following spoke in support of class size reduction: Sarah Henne, teacher; Heather Margo, parent; Karen Richmond, teacher; and Theresa Kloefer, parent.

Peter Nichols, community member, commented on district communication.

Rhea DeHart, community member, spoke in support of binding arbitration.

Mike Doyle, businessman, spoke about his company which provides waste disposal services for schools.

Bill Beecher, community member, commented on his visit to Mintie White school, a positive experience.

Marjorie Davis, retired teacher, spoke in support of Adult Education.

Kathleen Kilpatrick, school nurse, spoke in support of nurses.

Maria Diaz, parent, spoke against reduction of teachers.

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

Jack Carroll, teacher, spoke in support of binding arbitration, good employee benefits, and adequate staff ratios.

Bobby Salazar, CSEA president, spoke about layoffs, reduced hours for certain positions, and loss of benefits.

Michael Jones, PVAM president, spoke in support of having clear dialogue between all stakeholders.

10.0 CONSENT AGENDA

Trustee Keegan moved to approve the consent agenda with special recognition to the individuals who donated to the district. Trustee Wilson seconded the motion. The motion passed unanimously.

10.1 Purchase Orders April 16 - 29, 2009

10.2 Warrants April 16 - 29, 2009

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.

11.0 DEFERRED CONSENT ITEMS

None.

Trustee Osmundson left the meeting at 8:40.

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.

Bob Gomez, educator, sang a song regarding teacher reductions.

Trustee Keegan moved to approve this item. Trustee Turley seconded the motion. The motion passed 6/0/1 (Osmundson absent).

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.

Trustee Wilson moved to approve this item. Trustee Keegan seconded the motion. The motion passed 6/0/1 (Osmundson absent).

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.

Public comment:

Mary Ann Gomez, personnel commissioner, spoke of her concerns regarding layoffs and the process.

Trustee Turley moved to approve this item. Trustee Keegan seconded the motion. The motion passed 5/1/1 (Nichols dissented; Osmundson absent).

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.

Mary Ann Gomez, personnel commissioner, spoke of her concern for the reduction in hours for these positions and the lack of benefits.

Trustee Keegan moved to approve this item, clarifying that the positions eliminated were rescinded and reinstated with reduced hours. Trustee Yahiro seconded the motion. The motion passed 6/0/1 (Osmundson absent).

The following action item was moved from closed session item 2.2 a. and became item 12.5.

12.5 Resolution #08-09-36, Regarding non-reemployment of Certificated Employees.

Trustee Turley moved to approve this item. Trustee Yahiro seconded the motion. The motion passed 5/1/1 (Nichols dissented; Osmundson absent).

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.

The following people asked questions of the Board:

Krishna Roman, teacher, regarding stimulus money.

Brianna Del Franco, student, regarding instructional assistants and students with special needs.

Rhea DeHart, community member, regarding contract renewals for Assistant and Associate Superintendents.

More questions were written down and they will be responded to by staff through either phone or e-mail. Should this item be on a future agenda, it will be moved to the front of the agenda to allow additional time.

Trustee Turley moved to continue the meeting until 11:00 pm. Trustee Keegan seconded the motion. The motion passed 6/0/1 (Osmundson absent).

Board adjourned to closed session and returned to report out of closed session.

4.0 ACTION ON CLOSED SESSION (continued)

2.10 7 Expulsions

Trustee Keegan moved to approve the Administrative Panel's recommendation for the following student case:

08-09-075

Trustee Yahiro seconded the motion. The motion passed 5/1/1 (Nichols absent from her seat; Osmundson absent).

Trustee Keegan moved to approve the District Administration's recommendation for the following student case:

08-09-083

Trustee Yahiro seconded the motion. The motion passed 5/1/1 (Nichols absent from her seat; Osmundson absent).

Trustee Keegan moved to approve the Administrative Panel's recommendation for the following student case:

08-09-084

Trustee Yahiro seconded the motion. The motion passed 6/0/1 (Osmundson absent).

Trustee Keegan moved to approve the District Administration's recommendation for the following student cases:

08-09-089

08-09-090

Trustee Turley seconded the motion. The motion passed 6/0/1 (Osmundson absent).

Trustee Keegan moved to approve the District Administration's recommendation for the following student cases:

08-09-092

08-09-094

Trustee Wilson seconded the motion. The motion passed 6/0/1 (Osmundson absent).

14.0 GOVERNING BOARD AND SUPERINTENDENT COMMENTS/REPORTS

Trustee Nichols commented on intergovernmental relations committee, on migrant head start policy meeting, on the 2010 census, on the bilingual seal of literacy on diploma, and on dropout rates.

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

16.0 ADJOURNMENT

There being no further business to discuss, the meeting of the Board was adjourned at 10:55 pm.

Dorma Baker, Secretary to the Board



Board Agenda Backup

Item No: 9.0
15.1

Date: May 27, 2009

Item: Adoption of resolution approving school facilities needs analysis (Residential Fees, Level 2), adoption of findings thereon, and adoption of alternative school facilities fee pursuant to Government Code section 65995.5 and 65995.7.

Resolution #08-09-33

Overview: The District currently assesses fees of \$4.43 per square foot upon each square foot of new residential development ("developer fees"). In 1998, the State enacted legislation (known as "SB 50") that provided a procedure whereby districts can adopt fees higher than the \$2.63 per square foot if certain criteria are met. Under SB 50, a district may levy fees beyond the traditional \$2.63 fees (known as 'Level 1' fees) if it can show that the Level 1 fees are not sufficient to meet the needs for construction, modernization, or reconstruction caused by new residential development. If the District can show such unmet need, it may adopt 'Level 2' fees. Level 2 fees are designed to cover half of the cost of site acquisition and construction to serve new development, with the State providing the remaining funds. If the State provides notice that funding has become unavailable due to the exhaustion of Proposition 1A or subsequent voted funds, the District may assess 'Level 3' fees. Level 3 fees are intended to constitute 100% of the District's needs.

In accordance with SB 50, the District commissioned the attached "Pajaro Valley Unified School District School Facilities Needs Analysis" dated April, 2009 ("Needs Analysis"). This Needs Analysis concluded that SB 50 permits the District to assess Level 2 fees of \$4.82 per square foot. The attached resolution would approve the Needs Analysis and change fees from \$4.43 to \$4.82 per square foot. The change would take effect immediately upon adoption, and would remain in effect for one year. Should circumstances permitting Level 3 arise, the resolution would also authorize the Board to implement Level 3 fees.

The resolution further provides for a Senior Citizen housing exemption but only for those who qualify according to:

- 1) Section 51.3 of the Civil Code which states “ ‘Qualifying resident’ or ‘senior citizen’ means a person 62 years of age or older or 55 years of age or older in a senior citizen housing development”
- 2) Residential Care Facility for the elderly as described in subdivision (k) of section 1569.2 of the Health and Safety Code which states “ ‘Residential care facility for the elderly’ means a housing arrangement chosen voluntarily by persons 60 years of age or over, or intensities of care and supervision, protective supervision, or personal care are provided, based upon their varying needs, as determined in order to be admitted and to remain in the facility.”
- 3) Manufactured homes or mobile homes that are located within a mobile home park, or subdivision, cooperative, or condominium for mobile homes in which residence is limited to older persons as defined pursuant to the Federal Fair Housing Amendment Act of 1988.

The District normally receives Level 2 fees in an amount that pays for the obtaining and installation of relocatable facilities needed to house the student growth generated by residential housing development. All developer fees must be placed in the Capital Facilities Fund and used for the housing needs of student growth. They cannot be used for general fund or other discretionary purposes.

Rationale: The funds are needed for school construction and reconstruction as described in the Needs Analysis. Also, if the District does not assess the new permissible developer fees, the District could be ineligible for State funding for construction projects. Education Code section 17075.10 states that, in order to qualify for hardship funds, the District must demonstrate that it has “made all reasonable efforts to impose all levels of local debt capacity and development fees...” Similarly, State Regulations forbid hardship assistance unless “the District has made all reasonable efforts to fund its matching share of the project by demonstrating it is levying the developer fee justified under law...” (2 Cal. Code Regs. #1859.81) The State Office of Public School Construction (“OPSC”) is now actively denying hardship eligibility for Districts who qualify for but are not seeking Level 2 Fees. OPSC has indicated that it is considering denying all State Construction funding to districts that do not maximize their Developer Fees. Imposing the increased fees authorized by this Resolution would avoid these risks.

The District has complied with all relevant statutory procedural requirements for adoption of the Needs Analysis and Developer Fees, such as publication of notice and making the needs analysis available to the public. Government Code section 65995.6 requires the District, at least 30 days prior to adoption of the Needs Analysis, to publish notice that the Needs Analysis is available for public viewing and comment. The Needs Analysis was made available on April 28, 2009 and published in the Santa Cruz Sentinel on April 23 and 27, 2009.

All prerequisites to imposing a Level 2 fee have also been met. Specifically, the District has been deemed eligible for new school construction funding; over 20% of the teachings stations in the District are in relocatable classrooms and the District has incurred indebtedness of over 15% of the bonding capacity.

Recommendation: Adopt this resolution to approve the school facilities needs analysis, adopt the findings thereon and adopt the alternative school fees.

Prepared By:

Mary Hart (AH)

Mary Hart, Associate Superintendent

Superintendent's Signature:

Dormabek

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

In the Matter of)
)
THE ADOPTION OF SCHOOL)
FACILITIES FEES)
_____)

Resolution No. 08-09-33

WHEREAS, Education Code section 17620 authorizes school districts to impose certain fees as set forth in Government Code section 65995 *et seq.* to finance the construction and reconstruction of school facilities, and;

WHEREAS, under Senate Bill 50 ("SB 50"), the Leroy F. Greene School Facilities Act of 1998 (chapter 407, Statutes of 1998), Government Code section 65995.5 provides that in lieu of a residential fee imposed under Government Code section 65995, subdivision (b)(1), a school district may impose alternative fees on new residential construction in amounts calculated pursuant to Section 65995.5, subdivision (c) and 65995.7; and

WHEREAS, pursuant to Government Code section 65995.5, subdivision (b), the District is currently levying a fee of **\$4.43** per square foot of assessable residential construction, and;

WHEREAS, pursuant to Government Code section 65995.5, subdivision (b), in order to be eligible to impose fees in these alternative amounts, the school district is required to do all of the following: (1) make a timely application to the State Board of Allocation ("SAB") for new construction funding and be deemed by SAB to meet the eligibility requirements for new construction funding; (2) conduct and adopt a School Facilities Needs Analysis pursuant to Government Code section 65995.6; and (3) satisfy at least two of the requirements set forth in subparagraphs (A) to (D) inclusive of Government Code section 65995.5, subdivision (b) (3), and;

WHEREAS, the District has conducted a School Facilities Needs Analysis as specified by Government Code section 65995.5.

NOW, THEREFORE, BE IT RESOLVED that the Board makes the following findings:

1. The District has been determined by the State Allocation Board to meet the eligibility requirements for new construction funding.

- a. The District has satisfied the requirements of Government Code section 65995.5, subdivision (b)(3)(C)(ii), in that the District has issued debt or incurred obligations for capital outlay in an amount greater than fifteen percent (15%) of its local bonding capacity.
 - b. In addition, the District meets the requirement of Government Code section 65995.5, subdivision (b)(3)(D), in that at least twenty percent (20%) of the teaching stations within the District are relocatable classrooms.
2. The District has conducted a School Facilities Needs Analysis consistent with the requirements of Government Code section 65995.6 whereby the District has determined the need for school facilities to accommodate unhoused pupils that are attributable to projected enrollment growth from the development of new residential units over the next five (5) years.
3. The District's School Facilities Needs Analysis results in a maximum alternative residential fee of **\$4.82** per square foot of assessable residential construction.
4. The purpose of the alternative Level Two fees is to provide school facilities for unhoused students that will be generated as a result of the construction of new residential units in the District over the next five (5) years.
5. The alternative Level Two fees must be used exclusively for the school facilities identified in the District's School Facilities Needs Analysis consistent with Government Code section 65995.5, subdivision (f).
6. There is a reasonable relationship between the need for school facilities and the type of development on which the fees are imposed because, as set forth in the District's School Facilities Needs Analysis, the construction of new residential units generates students that cannot be housed without additional facilities in that the District currently lacks facility capacity to house significant numbers of existing students in grades kindergarten through twelfth grade.
7. There is a reasonable relationship between the use of the fees and the types of development projects on which the fees are imposed in that new residential units of all types generate students who will attend the District schools, these students cannot be housed by the district without the construction of additional facilities, and the fees will be solely expended to finance these new additional facilities.
8. There is a reasonable relationship between the amount of the fees and the cost of the facilities attributable to the construction of new residential units on which the fees are imposed in that the square footage of all types of residential units has a direct relationship to the number of students generated and, thus, to the facilities which the District must add to accommodate these students.

BE IT FURTHER RESOLVED, that the Board conducted a noticed public hearing at a board meeting on May 27, 2009 at the Pajaro Valley Unified at which time information contained in the District's School Facilities Needs Analysis was presented, together with the District's responses to all written comments received regarding the School Facilities Needs Analysis. The Board hereby adopts the School Facilities Needs Analysis and incorporates its School Facilities Needs Analysis herein by reference; and

BE IT FURTHER RESOLVED, that the District has established a separate Developer Fee Fund, Level Two Fees in which all Level Two fees collected pursuant to this Resolution, along with any interest income earned therein, shall be deposited in order to avoid any commingling of the fees with other fees, revenues and funds of the District, except for temporary investments, and that the District is authorized to make expenditures or to incur obligation solely for the purposes for which the fees are collected, which the Governing Board hereby designates to be those purposes permitted by any applicable law; and

BE IT FURTHER RESOLVED, that the District will review the above-mentioned Developer Fee Fund, Level Two Fees on a fiscal year and five year basis in accordance with Government Code section 66001 and 66006; and

BE IT FURTHER RESOLVED, that if the District has unexpected or uncommitted fees within five (5) years of collection, the District will make required findings or refund the fees as set forth in Education Code Section 17624; and

BE IT FURTHER RESOLVED, that should the conditions set forth in Government Code section 65995.7, subdivision (a), occur such that this Board, after consultation with building and development industry representatives, acts to establish Level Three fees on new residential construction and, thereafter, should the District receive funds from state sources for the facilities constructed with said Level Three fees, the District shall, consistent with Government Code section 65995.7, subdivision (b), offer to negotiate an agreement with any person subject to said Level Three fees regarding the amount to be reimbursed to that person from available state funds; and

BE IT FURTHER RESOLVED, that the alternative Level Two fees established pursuant to this Resolution are not subject to the restriction contained in subdivision (a) of Government Code section 66007, and that no building permit shall be issued for any development absent certification of compliance by the development project with the fees imposed pursuant to this Resolution; and

BE IT FURTHER RESOLVED, that the district give notice to all cities and counties with jurisdiction over the territory of the District of the Board's action by serving a copy of this Resolution, the supporting documentation and a map indicating the areas subject to the Level Two alternative fees on each agency and requesting that no building permits or, for manufactured homes, certificates of occupancy, be issued on or after the date of this Resolution without certification from the District evidencing compliance with the District's Level two alternative fees as specified herein.

The foregoing Resolution was adopted on roll call vote by majority vote of the members of the Governing Board of the Pajaro Valley Unified School District.

AYES: _____

NOES: _____

ABSENT/NOT VOTING _____

I hereby certify the foregoing to be a full, true, and correct resolution duly adopted by the Board of Trustees of the Pajaro Valley Unified School District

President DeRose
Governing Board Trustee

**Pajaro Valley Unified
School District**

**294 Green Valley Road
Watsonville, CA 95076
831.786.2100**

**School Facilities
Needs Analysis
for
Pajaro Valley Unified
School District**

April 2009

**Dorma Baker
Superintendent**

Prepared by:

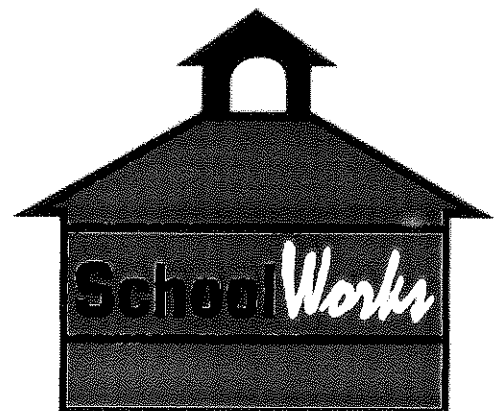
SchoolWorks, Inc.

6815 Fair Oaks Blvd., Suite 3

Carmichael, CA 95608

(916) 733-0402

(916) 733-0404-Fax



Facility Problem Solvers

Table of Contents

Chapter 1:	Executive Summary	1
Chapter 2:	Context and Legal Requirements	2
A.	History and Context of SB 50 School Facility Fees	2
B.	Legal Requirements to Impose Alternate Fees	3
Chapter 3:	Data Used in Analysis	5
A.	Pupil per Home Yield Rates	5
B.	Housing Projection for Next Five Years by Type.....	6
C.	Enrollment from New Housing in Five Years	6
D.	Determine Space Available in Existing Schools for Students from New Residential Units.....	7
E.	State Construction Grant Amount for Unhoused Pupils from New Housing.....	8
F.	Site Acquisition and Site Development Grant Allowance.....	8
G.	Projects to be Financed with Level 2 and/or Level 3 Fees.....	10
Chapter 4:	Calculation of Fee Justified.....	11
A.	Reduce Cost by Other Available Funds, Including Owned Sites	12
B.	Adjustment to Level 3 Fees if State Funds Are Not Available.....	13
Chapter 5:	Nexus Between Fees and Projects Subject to Fees	14
A.	Procedural Requirements for School Facility Fees.....	14
B.	Background and Current Conditions in the District.....	14
C.	Specific Criteria for Levy of School Facility Fees.....	15
D.	Notice of Change and Time of Implementation.....	18
E.	Conclusion	19
Chapter 6:	Findings and Conclusions	20



Chapter 1: Executive Summary

The Pajaro Valley Unified School District is a growing school district in the Southern region of the County of Santa Cruz and extends into portions of Monterey County. The District serves students in grades kindergarten through twelve.

Enrollment in grades K-12 for the current school year (2008-09) was 19,454 students at the time of the official enrollment census taken in the fall. Most schools are operating close to maximum capacity, and several schools are over design capacity and rely on temporary classrooms to accommodate students. Several projects have been proposed to provide additional space.

Residential development is projected to add 300 homes in the next five years. This continues the pace of development seen over the past few years, and reflects startup on new projects offsetting build out of other development areas within the District's boundaries.

Applying the methodology prescribed by State law for Level 2 fees (see next section for a more detailed discussion), this School Facilities Needs Analysis finds the Pajaro Valley Unified School District justified in levying a fee of **\$4.82 per square foot** on residential development subject to the fee. This fee may be applied by the District as an alternate to other School Facility Fees.

Level 3 fees, which apply when the State is no longer funding new construction projects, are determined to be justified in the amount of \$9.64 per square foot.

Expected revenues from Level 2 fees in the next five years are projected to be \$2.7 million. This fee will provide up to one-half of the cost of needed schools, with the other half expected to be provided by the State. Additional District funds may be required to supplement these fees to provide the quality of schools required by the District's students.



Chapter 2: Context and Legal Requirements

This document, the Pajaro Valley Unified School District's School Facilities Needs Analysis, exists to fulfill a statutory requirement established by the California Government Code. A school district must prepare or have prepared a School Facilities Needs Analysis (SFNA) as a prerequisite to imposing "Alternate" fees on new housing to provide funding for additional school facilities needed to accommodate students anticipated from those new homes.

The SFNA is not used to justify other forms of fees or mitigation agreements, and is not a facilities plan or financing study for the school district. Its purpose is narrowly defined and this document should be used only to fulfill statutory requirements for the stated fees.

A. History and Context of SB 50 School Facility Fees

Senate Bill 50 (SB 50)¹ was passed during the 1998 session of the California Legislature as a comprehensive restructuring of the state's school facility construction and funding process. Parts of the legislation became effective when the state's voters approved Proposition 1-A, a \$9.2 billion school and university construction/modernization bond².

SB 50 also changed the legal process whereby builders of new homes could be required to pay for new or expanded schools to serve the new homes. A spectrum of local ordinances, policies, and requirements were largely replaced with a statewide, three-tier system. In this new system, tiers or levels are:

Level 1: similar to 1986 fee structure, now \$2.97 per sq. foot³

Level 2: up to 50% of the State allowed cost for construction and sites, if the school district meets specified eligibility tests⁴ (assumes State pays other 50% of cost.)

Level 3: same as Level 2, but includes State's 50% share only when the State declares it is out of funds for new construction⁵

Level 2 and 3 fees are new grants of authority to school districts, but are counterbalanced by a firm prohibition on other local fees and other requirements on housing developments. Level 2 and 3 fees are referred to by the Legislation as "Alternate" fees.

¹ Chapter 407, Statutes of 1998

² Statewide Proposition 1-A, November 3, 1998

³ Rate effective January 30, 2008

⁴ See Calif. Government Code section 65995.5

⁵ See Calif. Government Code section 65995.7



A significant change with the new fee program is the local school district's ability, if it meets the eligibility tests, to impose a Level 2 without involving the city or county having control of land use approvals within the school district.

Many other changes to the school building process occurred with passage of SB 50 and Proposition 1-A. This report focuses only on fees, but these changes should be viewed in the context of the amended system.

B. Legal Requirements to Impose Alternate Fees

For a school district to impose Level 2 or 3 fees, it must meet a number of eligibility tests specified in SB 50. The Pajaro Valley Unified School District has satisfied these requirements, including **3c** (over 15% debt) and **3d** (number of portable classrooms was 31.8%, or 273 of 859 classrooms).

1. Make timely application for state New Construction funding

The Pajaro Valley Unified School District has applied for State funding for all eligible new construction projects, including completed plans. The District will continue to apply for funding as projects arise.

2. Be eligible for New Construction funding

The Pajaro Valley Unified School District has been determined by the Office of Public School Construction and the State Allocation Board to be eligible for new construction funding.

3. Satisfy two of the four following tests:

- a. Have substantial enrollment⁶ on Multi Track calendar,
- b. General Obligation bond in past four years with at least 50% yes vote,
- c. Have issued debt or incurred obligations used for capital outlay equal to 15% of district's bonding capacity⁷,
- d. Use relocatable (portable) classrooms for at least 20% of the district's total classrooms.

⁶ Generally defined as 30% of the District's K-6 enrollment; special rules for 9-12 districts.

⁷ If the debt includes landowner-voted Mello Roos debt approved after 11/4/98, then the threshold level is 30% rather than 15%.



The Pajaro Valley Unified School District satisfies at least two of the four tests:

(c) The existing capital facility debt is over 15% of the bonding capacity. The current debt is \$63,350,316 for bonds and COP's. The current bonding capacity is \$186,381,211. The capital facility debt ratio is 34.0%.

(d) More than 20% of the District's total classrooms have been determined by criteria of the Office of Public School Construction to be "portable" classrooms.

4. Prepare a School Facilities Needs Analysis

The Pajaro Valley Unified School District caused this School Facilities Needs Analysis to be prepared for review and adoption by the Board of Education.

5. Follow the procedures and process identified in state law.

The Pajaro Valley Unified School District will follow the adoption process and procedures as specified in state law.



Chapter 3: Data Used in Analysis

This Chapter presents the data used to calculate the fee. Chapter 4 contains the actual calculation. Many of these data elements are prescribed in state law and are presented as required.

Data elements to be reviewed include:

- A. Historic pupil-per-home yield rates.**
- B. Housing projection for the next five years.**
- C. Enrollment from new homes built in the next five years.**
- D. Available capacity in existing schools.**
- E. Grant amount per pupil.**
- F. Site Acquisition and Site Development allowances.**

A. Pupil per Home Yield Rates

SB 50 prescribed how pupil-per-home yield rates are to be calculated for a SFNA. The method is to identify homes built in the past five years that are similar to homes expected to be built in the projection period (the next five years).

Yield rates are to be calculated separately for elementary, middle and high school students. Yield rates are calculated separately for up to each of the three identified housing types (single family detached, single family attached, multi-family/apartment).

A sample of homes built in the District during the past five years was matched with the data base of students enrolled to determine these yield factors. The addresses for the housing units were compared to the student data for 2008/09. The sampling method was to identify as many new homes built within the five year window where homes were occupied as of the date of the student data collection (October 2008). Homes not yet occupied were excluded as these are too new to be representative of long-term conditions.

Data is presented as required by grade level group. All housing types have been combined since only one fee may be assessed for all residential development types.

Pupil per home yield results:

	K-12	K-6	7-8	9-12
All Types	0.568	0.298	0.088	0.182



B. Housing Projection for Next Five Years

As required by SB 50, new housing units have been projected for the next five years. Data from city and county planners have been used to make the projection shown below.

**New Residential Units in the Next Five Years
(2008-09 through 2013-14)**

Dwelling Type	<u>5 Year Total</u>
All Types	300

These projections are estimates and precise numbers in a given year may vary from the table, however the total for the five year period reflects plans approved and in process.

C. Enrollment from New Housing in Five Years

Multiplying the number of new homes by the pupil-per-home yield rate gives the expected number of pupils from the new homes to be built in the next five years. This approach, which is prescribed in State law, has certain limitations: first, the yield rate is likely to be lower as new homes typically have fewer students soon after construction than will be seen after the neighborhood is established, and second, the five year window minimizes need for intermediate and high school facilities which often need more than five years of enrollment growth to require a full size facility. As a result, the formula under SB 50 generally understates a school district's long term need. Nevertheless, that methodology is used here.

SB 50 allows a five year projection to be utilized to determine the number of projected students from new residential development. Using this methodology, the District has projected the number of new housing units for the next five years and multiplied by the yield factors to determine an estimate of students to be projected from new housing.



**Pajaro Valley Unified School District
New Students Projected by Grade Level
For Development Through 2014**

Grade Level	Student Yields for New Residential Dev.	Enrollment Projections
Single Family		300 Units
K-6	0.298	89
7-8	0.088	26
9-12	0.182	55
Total		170

D. Determine Space Available in Existing Schools for Students from New Residential Units

As calculated by the State's prescribed methodology on form SAB 50-02 and then adjusting for the projects constructed since the baseline was established, a total of 18,074 spaces exist in the District's schools. After determining the enrollment, the number of students must be compared to the District's existing capacity based on the "baseline" capacity total used when applying for state new construction funds. The difference between the students and existing capacity is the "space available". The "unhoused students" generated from the new housing developments are those that remain after accounting for any space available and used to calculate the allowable Level Two and Level Three Fees.

**Pajaro Valley Unified School District
Unhoused Students from Development Through 2014**

Grade Level	Students From New Housing	Total Enrollment through 2014	Students in Existing Housing	Capacity per SB 50	Space Available	Net Unhoused Students
	[1]	[2]		[3]	[4]	[5]
K-6	87	11,588	11,501	9,675	0	87
7-8	25	2,717	2,896	2,457	0	25
9-12	54	4,757	5,500	5,470	0	54
SDC	4	440	436	472	0	4
Total	170	19,502	20,333	18,074	0	170

[1] Projected added enrollment through 2014 based on planned residential development.

[2] Based on SAB 50-01 methodology with 300 housing units.

[3] Based on SB 50 methodology of capacity calculation.

[4] Space available for students from new developments

[5] Net unhoused students in 2014 due to new housing developments.



The space available is used to reduce the number of unhoused students projected from new developments. The result is the net unhoused students which will be used to determine the costs of the facility needs. Of the 170 new students projected from new developments, there are 170 (100%) that will need to be housed in new facilities.

E. State Construction Grant Amount for Unhoused Pupils from New Housing

When calculating the Level Two and Level Three Fees, the number of projected unhoused students is multiplied by the State's new construction grant amount. Those amounts which are shown below are updated annually by the State Allocation Board each January.

The following chart assumes that 2.25% of the new student population generated from new housing units will consist of special education students. This is equal to the current ratio of students who are enrolled in special education classes.

<u>Grant Amounts Projected for Unhoused Students</u>			
K-6	87	projected unhoused students x \$ 9,584 each	= \$ 833,808
7-8	25	projected unhoused students x \$10,162 each	= \$ 254,050
9-12	54	projected unhoused students x \$12,882 each	= \$ 695,628
SDC	4	projected unhoused students x \$17,972 each	= \$ 71,888
	170		
Total:			\$ 1,855,374

The cost per student amounts include State funded allowances for required fire alarm, sprinkler requirements and labor compliance for new school projects as of February 2009.

F. Site Acquisition and Site Development Grant Allowance

1. Eligible Site Acquisition Costs

When calculating the Level Two and Level Three fees, the grant totals listed above are added to half the estimated site acquisition costs that are projected for the next five years, and eligible site development costs. The following table shows the total acres needed based on the CDE (California Department of Education) standards for site sizes for elementary, middle and high schools.



Site Needs			Projected	Equivalent	Site
Average Size Schools			Unhoused	Sites	Acres
	<u>Acres</u>	<u>Students</u>	<u>Students</u>	<u>Needed</u>	<u>Needed</u>
Elementary	10	600	87	0.15	1.45
Middle	20	800	25	0.03	0.63
High	40	1500	54	0.04	1.44
TOTAL				3.52	

For purposes of calculating the Level 2 fee, the District will need 3.52 acres of additional land. The site costs are based on acquisition at 250,000 per acre for sites useable for school purposes based on Department of Education standards. The total site cost is projected to be \$880,000. The total amount included for 50% of the total site acquisition costs is \$440,000.

2. Eligible Site Development Costs

SB 50 allows the inclusion of site development costs in the fee calculation. These costs are limited to one half the service site improvements, off site improvements and utility costs which would be allowed by the State Allocation Board. These improvements can include applicable drainage, utility and road improvements. In addition, the SAB has just approved an allowance for general site development costs.

The development costs were derived from historical project costs funded by the State. The average amounts totaled \$169,700 per acre for elementary, middle and high school sites. The total need is for 3.52 acres developed at a cost of \$597,344. The 50% eligible site development costs that can be included in the Level 2 computation totals \$298,672. The recent changes that allow for general site development costs amount to \$144,953 for the 3.52 acres that need to be developed. The following figure summarizes the site acquisition and development costs.



COST OF SITES NEEDED

	Acres To Be Bought	Land Cost/Acre	Land Cost	Development Cost/Acre	Dev. Cost	TOTAL SITE NEEDS
Elementary	1.45	\$250,000	\$362,500	\$169,700	\$246,065	\$608,565
Middle	0.63	\$250,000	\$157,500	\$169,700	\$106,911	\$264,411
High	1.44	\$250,000	\$360,000	\$169,700	\$244,368	\$604,368
Totals	3.52		\$880,000		\$597,344	\$1,477,344
		50%	\$440,000		\$298,672	\$738,672

General Site Development

	Acres	Allowance/ Acre	Base Cost	% Allowance	Added Cost	Total Cost
Elementary	1.45	\$15,226	\$22,078	6%	\$50,028	\$72,106
Middle	0.63	\$15,226	\$9,592	6%	\$15,243	\$24,835
High	1.44	\$15,226	\$21,925	3.75%	\$26,086	\$48,011
Totals	3.52					\$144,953

G. Projects to be Financed with Level 2 and/or Level 3 Fees

Fees collected in the next five years will be spent on known and future school construction projects. Projects may include but are not limited to the following:

1. **New elementary school**
2. **New middle school**
3. **Additional facilities at existing campuses to accommodate increased enrollments**
4. **Interim housing costs while facilities are being planned and constructed.**

As provided by State law, fees may be used for the reasonable administrative costs of collecting the fees, and for legal and other costs of justifying and imposing the fees.



Chapter 4: Calculation of Fee Justified

This Chapter applies the data identified above and calculates the fee justified. The process follows requirements of SB 50 as enacted in the Government Code and Education Code.

After figuring the aggregate projected costs, the total was divided by the number of projected residential units to derive the per unit cost. After dividing the per unit cost by the average square footage for the average residential unit, the per square foot assessment amount was established. Based on these calculations, the Level Two fee in Pajaro Valley Unified for the next year is calculated to be \$4.82 per square foot, for residential units.

Pajaro Valley Unified School District SB 50 Fee Determination

Grade Level	Base Need			Land Acquisition & Site Development			Total Need
	Unhoused Students	Cost per Student	Total Cost	Land Acquisition	Site Development	Total Land & Site Dev.	
		[1]		[2]	[3]	[4]	
K-6	87	\$9,584	\$833,808	\$181,250	\$195,138	\$376,388	\$1,210,196
7-8	25	\$10,162	\$254,050	\$78,750	\$78,291	\$157,041	\$411,091
9-12	54	\$12,882	\$695,628	\$180,000	\$170,195	\$350,195	\$1,045,823
SDC	4	\$17,972	\$71,888	\$0	\$0	\$0	\$71,888
Totals	170		\$1,855,374	\$440,000	\$443,625	\$883,625	\$2,738,999

New Housing Unit Area

Unit Type	Number of Units	Area per Unit	Total Area
All	300	1,894	568,200
Totals	300		568,200

Level 2 Fee \$/Sq. Ft.
\$4.82

[1] Cost per student per SB 50 allowance for new construction projects.

[2] Equals one half of the estimated land acquisition costs.

[3] Equals one half of the estimated site development costs including general site development costs.

[4] Total cost assumes 3.52 acres to be acquired.

Average Site Costs: \$250,000 per acre for acquisition
 \$169,700 per acre for development

The grant amounts shown include the amounts allowed by OPSC for fire alarms and sprinklers as of 2/25/2009.



A. Reduce Cost by Other Available Funds, Including Owned Sites

SB 50 requires that the cost of serving students from new housing be reduced by other available local funds. The Pajaro Valley Unified School District potentially has several such sources of funds.

1. Fees on Senior Housing, Residential Additions, and Commercial/ Industrial Projects

Fees collected on senior housing, residential additions, and commercial or industrial development projects must be used to reduce the Level 2 fee amount, unless the fees are committed to other projects.

The District has applied these revenues to pay the lease cost of portable classrooms that provide space for students from existing housing that accommodates workers in the senior housing projects, residential additions, or commercial/ industrial projects. By entering into such lease agreements, the Governing Board has not dedicated these funds to facilities necessitated by new residential construction subject to Alternate fees⁸.

2. Redevelopment Pass-Thru and Other Agreements

As with the preceding paragraph, the limited funds received from Redevelopment and similar agreements are used to provide capacity for enrollment growth from existing homes plus improvements to schools not related to new housing development. These funds are not available to reduce the cost of providing facilities for students from new residential projects.

3. Voter Approved Bond Measure

District voters approved a 2002 bond measure in the amount of \$58 million to modernize the community's schools and provide some new facilities. The new facilities will assist the District in replacing temporary portables and housing students from existing homes. No funds from the bond issue are available to offset costs identified in this report for students projected from new housing.

4. Surplus Property

The District does not have any surplus property which can be used to reduce the costs of facility needs identified in this report.

⁸ See Government Code section 65995.5 (c)(2) and 65995.5 (f).



Based on the preceding four paragraphs, there are no local funds available to reduce costs to accommodate students from future new residential development.

B. Adjustment to Level 3 Fees if State Funds for the New Construction Program Are Not Available.

The Pajaro Valley Unified School District has the option of levying a fee approximately two times⁹ that shown above in the event state funds for new construction are not available, as provided by Government Code section 65995.7. The mechanism for this change is contained in the District's Resolution approving adoption of Level 2 and Level 3 fees. The Level 3 fee is calculated by the preceding methodology to be:

Level 3 Fee per Square Foot	\$9.64
-----------------------------	--------

Level 3 fees greater than the Level 2 amount may be reimbursed if an agreement is established and State funds subsequently become available.

In certain cases, builders and buyers of qualifying affordable housing, may be eligible for State reimbursement of the difference between Level 2 and Level 3 fees.

⁹ This amount is approximate due to the formula imposed by statute.



Chapter 5: Nexus Between Fees and Projects Subject to Fees

California law allows school districts that have demonstrated a need for new or expanded school facilities to assess a fee on each building permit issued within its territory¹⁰. The fee only may be used to offset the capital cost needed to serve students from projects subject to the fee. (A small amount may be used for administering the fee program.) Other means of funding school building projects are available, and many residential developments provide funding for new or expanded schools by arrangements not based on this statutory authority.

A. Procedural Requirements for School Facility Fees

Before levying any fee, a school district or other public agency must show a connection between the fee and the project or activity that must pay the fee, and further must show that the fees will be used to alleviate a cost or burden caused by that development activity. Statutory and case law is clear that fees may not be used to address general or unrelated needs of the public agency. These justification requirements are sometimes known as the "Nexus tests" or "AB 1600" criteria. A nexus test demonstrates the linkage or closeness of the fee and its use to the activity causing the need. AB 1600 is shorthand for the procedural requirements found in the Government Code to levy any fee on a development project in California.¹¹

Later sections of this chapter will address each of the statutory tests and evaluate whether School Facility Fees at the adjusted rate meet the necessary legal requirements. The facts and analyses in this document are presented for use by the governing board of this school district when making the findings needed to adopt a resolution levying a fee.

B. Background and Current Conditions in the District

The Pajaro Valley Unified School District continues to experience enrollment growth and anticipates a significant part of this growth will result from continuing development of new homes, as discussed earlier in this report. Earlier sections have discussed school expansion and construction projects to accommodate students from the new homes.

Combining the preceding factors has established a cost to accommodate new students from residential developments of \$9.64 per square foot, the local one-half share of which is **\$4.82** per square foot. Fees under other statutes apply to commercial and senior housing projects.

¹⁰ See Calif. Education Code Section 17620 *et. seq.* and Government Code Section 65995, *et seq.*

¹¹ See Govt. Code Section 66000, *et. seq.*, also known as the Mitigation Fee Act. (Assembly Bill 1600 was the law that codified and reorganized these requirements.)

C. Specific Criteria for Levy of School Facility Fees

Various specific criteria must be satisfied to impose Level 2 and Level 3 School Facility Fees. The following discussion will show that the proposed Alternate fees meet these criteria.

1. Purpose of the Fee: Government Code Section 66001(a)(1)

School Facility Fees may be levied "for the purpose of funding the construction or reconstruction of school facilities"¹². Fees may not be used for regular maintenance, routine repair, inspection or removal of asbestos containing materials, or purposes of deferred maintenance, as defined¹³.

Level 2 and Level 3 School Facility Fees shall be used by this school district for the construction of school facilities at existing and future campuses. Specific uses were listed in Chapter 3.

2. Uses to Which the Fee will be Put: Section 66001(a)(2)

Specific uses may include but are not limited to: the design of new construction projects, acquisition of land, construction of new permanent buildings, placement of modular classrooms on a short term or long term basis, reconstruction projects, necessary permit and plan checking fees, testing and inspection costs, necessary furnishing and equipment, and related costs of construction projects. In addition, fees will be used for the lease of interim school facilities pending availability of newly constructed or reconstructed facilities. Fees may be used for the legal and administrative costs of establishing and administering the fee program and for planning needed new schools to serve growth areas.

Facilities that may be affected include those projects listed in Chapter 3 and all existing properties owned by the District and future sites to be acquired for school purposes.

In addition, Government Code section 65995.5 (f) requires that "A fee, charge, dedication, or other requirement . . . shall be expended solely on the school facilities identified in the needs analysis as being attributable to projected enrollment growth from the construction of new residential units." That requirement will be met.

¹² Educ. Code 17620(a)(1)

¹³ Educ. Code 17620(a)(3)



3. **Reasonable Relationship Between Use of Fee and Type of Project on Which Fee is Levied: Section 66001(a)(3)**

For residential projects, the relationship of new homes to public school enrollment is demonstrated by the students living in the new homes. Yield data from recently built housing in the District confirms this relationship. Housing projects that prohibit occupancy by school age children typically are exempt from Level 2 or Level 3 fees¹⁴.

4. **Reasonable Relationship Between the Need for the Public Facility and Type of Project: Section 66001(a)(4)**

This section will show (1) that additional school facilities are needed to accommodate students from projects subject to the fee, (2) the school facility construction/reconstruction projects identified are reasonable given the need created by the projects subject to the fee, and (3) that no other funding source is available or expected which will preclude the need for fees on new development projects.

a. **Need for additional school facilities**

Enrollment projections show that all existing facilities will continue to be needed to serve existing students and enrollment other than from new development. There is insufficient space available for students from residential development without planning, designing, and constructing additional school facilities.

b. **Reasonableness of the Identified Projects**

The number of students expected clearly indicates the need for new school facilities. The District has considered and rejected temporary measures such as long-term use of temporary classrooms at existing schools and other means of avoiding construction that will adversely affect the existing students and the community.

c. **Alternative Funding for the Identified Projects**

Other funding sources are not available or reasonably expected for the projects needed to accommodate students from new housing. Current balances in the fee fund are pledged to current projects or paying off earlier expansion, modernization, improvement, or other projects. Voter-approved bond funds are committed to other projects, including the non-

¹⁴ Generally, this requires a specific deed restriction.



growth portion of projects listed such as replacement of existing school spaces. Other funding sources are required to meet existing non-development related facility needs, including modernization/renovation of existing schools, replacement of existing temporary classrooms, or other needs of the school district.

5. Reasonable Relationship Between Amount of Fee and Cost of Facility Attributable to Development Paying Fee: Section 66001(b)

This test requires that the public agency show two relationships: (1) that the amount of the fee is properly based on the portion of the needed facility that is attributable to new development, and (2) that the amount of the expected fees from new development be feasible to have the needed project financed and built.

a. Amount attributable to residential development

Preceding discussion has shown that new school facilities are needed to serve students expected from future new homes. The financial analysis is based on costs per pupil so that total costs may be prorated or allocated between new development and any other causes.

b. Feasibility of funding project

The cost of needed new facilities to serve students is greater than may be funded by fees alone. The school district will seek additional funding or reductions in cost from all sources. It is anticipated that bond funds, state funds, existing agreements with builders, other local funds, and future state reimbursement will provide sufficient funding to build the needed school projects. Funding, including borrowing based on fees expected more than five years in the future, may be used to allow projects to begin construction to better meet public needs.

6. Fees collected for projects more than five years in future: Section 66001(d)

It is not expected that any fees will remain unspent and held for projects more than five years after collection. School district staff will monitor requirements of this section through their annual reports on fees collected and spent.



7. Fees that are conditions of approval: Section 66005(a)

This section requires that fees imposed as a condition of approval of a development or a development project not exceed the "estimated reasonable cost of providing the service or facility for which the fee or exaction is imposed". Fees levied for school facility purposes by this school district are based on the actual cost of needed facilities and will not exceed the estimated reasonable cost of the facilities for which they are imposed.

8. Time of payment of School Facility Fees: Section 66007

School Facility Fees for this school district will be collected, absent other arrangements, prior to issuance of a building permit. An account has been established, ongoing appropriations have been made of funds for planning, design, or construction of needed facilities, and a proposed construction schedule or plan has been adopted. Except as modified by other documentation of the school district, the construction schedule for the needed school facilities identified in this plan will be within the next five years.

9. Exemption for project to replace damaged buildings due to a Natural Disaster: Govt. Section 66011 and Education Code Section 17626

This school district will not levy fees on projects statutorily exempt as replacements for structures damaged or destroyed by a natural disaster as determined by the Governor.

10. Fees on Commercial, Industrial, and Agricultural Projects: Education Code Sections 17621, 17622

This section does not apply as Level 2 or Level 3 fees are not imposed on commercial, industrial, or agricultural construction projects.

D. Notice of Change and Time of Implementation

Following action of the governing board to adopt a resolution establishing rates for Level 2 and Level 3 fees, staff will transmit a copy of the resolution and a map of the District's boundaries to the planning/building departments of the county and all cities which are served by the District informing those agencies of the revised amounts and the effective date of the new fees. The effective date of the fees shall be immediately upon action of the Governing Board¹⁵.

¹⁵ See Government Code Section 65995.6(f).



E. Conclusion

Compliance with the preceding nexus requirements establishes that the Pajaro Valley Unified School District is eligible to impose these fees authorized by State law.



Chapter 6: Findings and Conclusions

Based on the preceding analysis, the following Conclusions are submitted for the Board's review and consideration.

- A. The Pajaro Valley Unified School District has applied for and been found to be eligible for New Construction funding from the State School Facilities Program.**
- B. The Pajaro Valley Unified School District has completed a School Facilities Needs Analysis, and properly adopted that Analysis after providing public notice, responding to comments, and taking action as prescribed by law.**
- C. The Pajaro Valley Unified School District meets two of the four tests required by Government Code section 65995.5 (b)(3): it has capital facility debt in an amount that exceeds 15% of the District's bonding capacity and has more than 20% of the teaching stations in the District that are relocatable classrooms.**
- D. Fees collected under authority of section 65995.5 or section 65995.7 shall be expended as required by statute.**
- E. The District has met necessary nexus and notice requirements.**
- F. A Level 2 "Alternate" fee is justified in the amount of \$4.82 per square foot of residential development.**

Respectfully Submitted,

Ken Reynolds
SchoolWorks, Inc.

PAJARO VALLEY UNIFIED SCHOOL DISTRICT



Board Agenda Backup

Item No: 10.0
& 15.2

Date: May 27, 2009

Item: California School Employees Association (CSEA), Chapter 132
Sunshine Proposal 2009-2010

Overview: Public Hearing for the 2008-2009 & 2009-2010 CSEA's Initial
Sunshine Proposal

Government Code Section 3547, the Rodda Act, requires initial bargaining proposals to be presented for public comment. This public hearing provides the opportunity for public comment related to the initial bargaining proposal from CSEA to the Pajaro Valley Unified School District (PVUSD).

Recommendation: The Board accepts public comment and accepts CSEA's Sunshine Proposal to PVUSD.

Budget Considerations:

Funding Source:

Budgeted:

Amount:

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

Superintendent's Signature:

Dorma Baker

PAJARO VALLEY UNIFIED SCHOOL DISTRICT



Board Agenda Backup

Item No: 13.3

Date: May 27, 2009

Item: Approve with Gratitude Donation from Ed Terribilini of a Computer and Components, an Estimated Value of \$650.00.

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 Ed Terribilini
ADDRESS 112 Alta Drive
CITY/STATE/ZIP La Selva Beach
DAYTIME/PH# 831-688-8645

VALUE OF DONATION \$650

REQUIRED IF YOU WANT ACKNOWLEDGEMENT FOR TAX RECORDS

For site use only

Site Name _____

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 _____
_____ 2.) ☒ MAC eMac 1.25GHz MODEL All in One

☒ KEYBOARDS

☒ MOUSE

☒ COLOR MONITOR 17 INCHES IN SIZE built-in

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

PAJARO VALLEY UNIFIED SCHOOL DISTRICT



Board Agenda Backup

Item No: 13.4

Date: May 27, 2009

Item: Approve with Gratitude Donation from Susan Moore on Behalf of the United States Department of Agriculture of a Computer and Components for Adult Education for Refurbishing and Computer Classes, an Estimated Value of \$200.00.

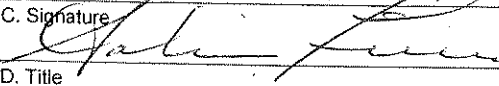
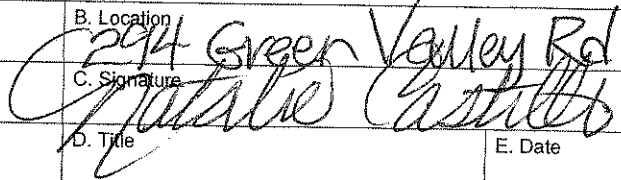
Overview: The Board acknowledges and recognizes the generosity of community members and businesses. Their commitment to education is evident through their contribution.

Recommendation: Approve with gratitude this donation.

Prepared By: Dorma Baker, Superintendent

Superintendent's Signature: _____

PURCH?

United States Department of Agriculture		Report No. A2-09-08
Report of Transfer or Other Disposition or Construction of Property		
1. Type of Transaction (Report each type separately)	2. Authorization Reference	Date 5/1/09
<input checked="" type="checkbox"/> Transfer <input type="checkbox"/> Sale <input type="checkbox"/> Trade In <input checked="" type="checkbox"/> Donation <input type="checkbox"/> Construction <input type="checkbox"/> Rehab <input type="checkbox"/> As-Is	Per Susan Moore, OCIO	3. Proceeds Received \$
4. Reporting Agency USDA/NRCS	5. Receiving Agency (Or Name of Purchaser or Donee) Watsonville/Aptos Adult Ed	
A. Organizational Unit SALINAS AO	A. Organizational Unit (Or Address of Purchaser)	
B. Location 318 Cayuga St, Ste 206, Salinas, CA 93901	B. Location 294 Green Valley Rd.	
C. Signature 	C. Signature 	
D. Title Sabrina Fierro - Admin Asst	D. Title	E. Date
6. Property Items		

Quantity (Or Prop. No.)	Item Description (Give Full Details Including Serial Numbers, If Any, and Condition Code)	Inventory Value
1	Gateway Laptop, SN# 0032653326; w/mouse, keyboard, cords, docking station	50.00
2	Gateway Desktop, SN# 32233533; w/mouse, keyboard, cords, monitor	50.00
3	Gateway Desktop, SN# 32233555; w/mouse, keyboard, cords, monitor	50.00
4	Gateway Desktop, SN# 32523621; w/mouse, keyboard, cords, monitor	50.00
	-----NOTHING FOLLOWS-----	

Certifications of Property and Fiscal Officers

7. Property Officer: This transaction is completed and the necessary entries have been made to adjust the property records proceeds, if any, are to be deposited to:

8. Fiscal Officer

A. ☐ The sum indicated below has been received in payment for the property disposed of.

B. ☐ The necessary entries have been made to adjust the accounting records.

Amount (\$)

Schedule No.

Signature

Date

Signature

Date



Board Agenda Backup

Item No: 13.5

Date: April 27, 2009

Item: CAHSEE Passage Waiver
Math (Central Zone 08-09-21)

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:

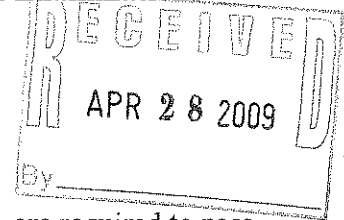
Dorinda B. ...

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Date: 042309

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: _____

Date: 4-09

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: 4/24/09

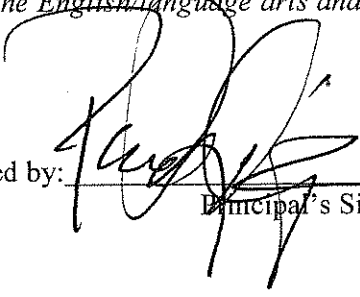
FOR SITE USE ONLY

Date Received by Principal: _____

Student Identification Number: _____

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

Certified by:


Principal's Signature

Date

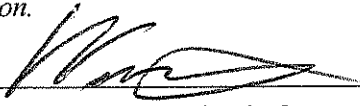
I agree that the information on this Waiver Request Sheet accurately describes the modifications that this student regularly uses as identified in the IEP.


Signature of Student's Special Education Teacher

Date

Steven T. Hoy
Print Name of Student's Special Education Teacher

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


Signature of Student's Academic Counselor

Date

Wendy Temblador
Printed Name of Student's Academic Counselor

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Student's Name _____

Student's ID Number: _____

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

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

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

* Please See Attachment

1a.

Student has a specific learning disability impacting his visual-motor integration skills which impedes his performance in completing math computation and written assignments.

1b.

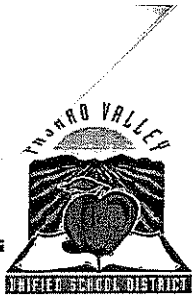
Student has the use of a calculator on math tests.

1c.

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

1d.

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



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

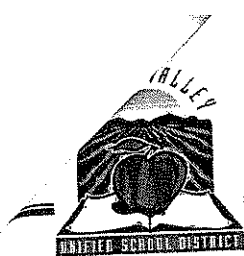
Student _____

Date of Birth _____

IEP Meeting Date 9/20/07

INSTRUCTIONAL ACCOMMODATIONS

Area of Difficulty	Accommodation	Responsible Personnel/Agency	Start Date
Auditory Processing	Provide lengthy or complex instructions in print and accompany with repetition of oral presentation; provide visual examples/models of desired output	RS, staff	cont.
Auditory Processing	Check for understanding of instructions and comprehension of what is being required of student	RS, staff	cont.
Written Language and Study/ Organization Skills	Shorten writing assignments and complex tasks; structure longer tasks into shorter blocks, stages, or steps	RS, staff	cont.
Reading and Written Language	Shorten writing assignments and complex tasks; structure longer tasks into shorter blocks, stages, or steps	RS, staff	cont.
math	use of calculator	RS, staff	cont.



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 9/20/07

SUPPLEMENTARY/SPECIALIZED SUPPORT

- ☒ Student does not require any supplementary aids and services or specialized materials/equipment at this time.
☐ Student requires and will be provided with the following (specify below):

- ☐ Supports for school personnel
☐ Specialized aids/materials/equipment (Assistive Technology)
☐ Program modifications

Description	Responsible Personnel/Agency	Location (ex: classroom, yard, extra curricular activities)	Frequency/Intensity (ex: 2X/wk, 30 min ea)	Duration (ex: 1 yr)	Start/Exit Date*
					Start:
					Exit:
					Start:
					Exit:
					Start:
					Exit:

* If service is continuing, enter *Continue*.

PARTICIPATION IN STATE AND DISTRICT-WIDE STANDARDIZED TESTING AND ASSESSMENT

- ☐ Desired Results Developmental Profile (DRDP) (For Preschool Students Only)

☐ DRDP-R ☐ DRDP Access Adaptations/Accommodations: _____

- ☒ CAT-6/California Standards Test (CST)/SABE-2

☐ Without accommodations or modifications

☒ With accommodations (specify) Flexible setting and extra time

☒ With modifications (specify) use of calculator

- ☐ California Alternate Performance Assessment (CAPA)

Level: 1. ☐ 2. ☐ 3. ☐ 4. ☐ 5. ☐

Participation in CAT-6/CST/SABE not appropriate due to: _____

- ☐ Grade exempt (below age 3, Kindergarten or grade 1, or above grade 11)

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

PROMOTION STANDARDS

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

CALIFORNIA HIGH SCHOOL EXIT EXAMINATION (CAHSEE)

☐ Without accommodations or modifications

☒ With accommodations (specify) Flexible setting and extra time

☒ With modifications (specify) use of calculator

☐ Exempt due to eligibility to participate in CAPA

☐ Grade exempt (below grade 9)

Student Name		
Student ID	Grade 10	Gender M
Birth Place	Date Of Birth	
Parent Guardian		

Candidate for Accreditation
Approved by the SC of the WASC

Enter Date: **02/15/05**
Leave Date:
Class Of: **2010**

School Name/Address
Pajaro Valley High School

Tel: Fax:
Counselor: **Temblador, Wendy**

rs ID	Course Title	Mark	Ab	Credit	GPA Summary			
ajaro Valley High School Grd 09 12/2006					Academic GPA:	3.300	Class rank is 84 of 424	
120 P	English 1 (SDAIE)	B		5.000	Total GPA:	3.333		
162	Dev Reading 2	A		5.000	CSU GPA:	3.000		
413 P	Algebra 1A/B (S/9)	A		5.000				
376	Math B (9th)	A+		5.000				
510	N PE 9	B		5.000				
351	Intro Computers	B		5.000				
rd Att: 30.000 Cmp: 30.000 Total GPA: 3.500					Credit Summary - High School			
Subject Area					Req	Cmp	Def	
						0.00		
120 P	English 1 (SDAIE)	B		5.000	A English	40.00	20.00	20.00
162	Dev Reading 2	A		5.000	B Mathematics	20.00	20.00	
413 P	Algebra 1A/B (S/9)	A		5.000	C Biological Science	10.00	0.00	10.00
376	Math B (9th)	B+		5.000	D Physical Science	10.00	10.00	
310	Health	A+		5.000	E Health	5.00	5.00	
510	N PE 9	A		5.000	F Fine Arts/Foreign Lang	10.00	10.00	
rd Att: 30.000 Cmp: 30.000 Total GPA: 3.667					G Physical Education	20.00	20.00	
					H Applied Arts	10.00	5.00	5.00
ajaro Valley High School Grd 10 12/2007					I World Civilization	10.00	10.00	
230 P	English 2	B		5.000	J US History	10.00	0.00	10.00
510 P	Geometry	B		5.000	K Federal Government	5.00	0.00	5.00
610 P	Integ Sci I	A-		5.000	L Economics	5.00	0.00	5.00
210 P	Spanish 1 SS	B+		5.000	M Elective	45.00	10.00	35.00
610	N Adv PE	A		5.000	N Algebra	10.00	10.00	
110 P	World Civ	A		5.000	O Science	10.00	0.00	10.00
rd Att: 30.000 Cmp: 30.000 Total GPA: 3.500					——Total Credits——		220.000	120.000 100.00
					Testing Information			
					Proficiency Tests			
ajaro Valley High School Grd 10 6/2008					CA HSEE Math	Failed	03/12/08	
230 P	English 2	C		5.000	CA HSEE ELA	Passed	03/11/08	
510 P	Geometry	C		5.000				
610 P	Integ Sci I	B		5.000				
210 P	Spanish 1 SS	B+		5.000				
610	N Adv PE	B+		5.000				
110 P	World Civ	B+		5.000				
rd Att: 30.000 Cmp: 30.000 Total GPA: 2.667								

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)	01/01/92	03/01/92	05/01/92	02/16/95	_____	_____
DTP_DT/TD	01/01/92	03/01/92	05/01/92	02/16/95	_____	_____
MMR	11/02/92	02/16/95				
Measles	_____	_____				
Mumps	_____	_____				
Rubella	_____	_____				
TB Test	_____	_____				

Transcript is unofficial unless signed by a school official

School
Official's Signature _____

Date: 05/01/09



California High School Exit Examination

Student and Parent Report

Student Name:

Date Of Birth:

Student ID:

Grade: 10

School: 0105858 - Pajaro Valley High

District: 69799 - Pajaro Valley Joint
Unified

County: 44 - Santa Cruz

Mathematics

Test Date: 03/12/2008

Your Total Mathematics 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 Percent Correct

Probability & Statistics	13	8	62%
Number Sense	17	10	59%
Algebra & Functions	20	11	55%
Measurement & Geometry	18	11	61%
Algebra I	12	3	25%

English-Language Arts

Test Date: 03/11/2008

Your Total ELA Score	Score Required to Pass	Status
356	350	PASSED

Strands for English-Language Arts

Number of Questions Number Correct Percent Correct

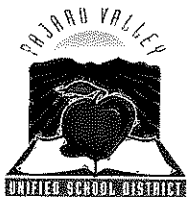
READING			
Word Analysis	7	5	71%
Reading Comprehension	18	14	78%
Literary Response & Analysis	20	14	70%
WRITING			
Writing Strategies	12	6	50%
Writing Conventions	15	10	67%

Writing Applications*

Your Score

Essay	2.0
-------	-----

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



Board Agenda Backup

Item No: 13.6

Date: April 27, 2009

Item: CAHSEE Passage Waiver
Math (Central Zone 08-09-22)

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: 

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

REC'D MAY 1 2009

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

Date: 04/23/09

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: _____

Date: 4-09

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: 4-27-09

FOR SITE USE ONLY

Date Received by Principal: _____

Student Identification Number: _____

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

Certified by _____

Principal's Signature

Date

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

Signature of Student's Special Education Teacher

Date

Print Name of Student's Special Education Teacher

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

Signature of Student's Academic Counselor

Date

Printed Name of Student's Academic Counselor

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

**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).
 - 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 Attachment

1a.

Student has a specific learning disability impacting her visual-motor integration skills which impedes her performance in completing math computation and written assignments.

1b.

Student has the use of a calculator on math tests.

1c.

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

1d.

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

Student _____

Date of Birth _____

IEP Meeting Date 09/25/08**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*
					Start:
					End:
					Start:
					End:

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

PARTICIPATION IN STATE AND DISTRICT-WIDE STANDARDIZED TESTING AND ASSESSMENT

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

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

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

PROMOTION STANDARDS

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

CALIFORNIA HIGH SCHOOL EXIT EXAMINATION (CAHSEE)

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



Pajaro Valley Unified School District
INDIVIDUALIZED EDUCATION PROGRAM
Specialized Instruction

Student _____

Date of Birth _____
IEP Meeting Date 09/25/08

INSTRUCTIONAL ACCOMMODATIONS

Area of Difficulty	Accommodation	Responsible Agency/Personnel	Start Date
Auditory Perception, Visual Perception	Calculator, Directions Read Aloud, Extra Time: Assignments/Tests (1.5), Math Manipulatives, Take Tests in Alternate Setting, Visual Models	District of Service/ Gen. Ed. Teacher, Assistant, RS	12/12/2008

Student Name		
Student ID	Grade 11	Gender F
Birth Place	Date Of Birth	
Parent Guardian		

Enter Date: **01/23/03**
 Leave Date:
 Class Of: **2010**

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

Crs ID	Course Title	Mark	Ab	Credit	Credit Summary - High School			
Out of State Grd 09 12/2005					Subject Area	Req	Cmp	Def
9210	N No credits earned	F					0.00	
Crd Att: 0.000 Cmp: 0.000 Total GPA: 0.000					A English	40.00	15.00	25.00
Pajaro Valley High School Grd 09 6/2007					B Mathematics	20.00	10.00	10.00
1120	P English 1 (SDAIE)	D+		5.000	C Biological Science	10.00	0.00	10.00
1162	Dev Reading 2	B		5.000	D Physical Science	10.00	10.00	
2413	P Algebra 1A/B (S/9)	F			E Health	5.00	5.00	
2976	Math B (9th)	B+		5.000	F Fine Arts/Foreign Lang	10.00	10.00	
3910	Health	B		5.000	G Physical Education	20.00	15.00	5.00
4510	N PE 9	C		5.000	H Applied Arts	10.00	0.00	10.00
9270	Directed Study	B-		5.000	I World Civilization	10.00	10.00	
Crd Att: 35.000 Cmp: 30.000 Total GPA: 2.143					J US History	10.00	0.00	10.00
Pajaro Valley High School Grd 10 12/2007					K Federal Government	5.00	0.00	5.00
1163	Dev Reading 3	B+		5.000	L Economics	5.00	0.00	5.00
1230	P English 2	C		5.000	M Elective	45.00	23.20	21.80
2510	P Geometry	C		5.000	N Algebra	10.00	10.00	
3610	P Integ Sci I	B-		5.000	O Science	10.00	0.00	10.00
4610	N Adv PE	B+		5.000	-----Total Credits-----			
7110	P World Civ	B+		5.000		220.000	108.200	111.80
Crd Att: 30.000 Cmp: 30.000 Total GPA: 2.667					GPA Summary			
Pajaro Valley High School Grd 10 6/2008					Academic GPA:	2.370	Class rank is 248 of 397	
1163	Dev Reading 3	C+		5.000	Total GPA:	2.408		
1230	P English 2	C		5.000	CSU GPA:	2.454		
2510	P Geometry	F			Testing Information			
3610	P Integ Sci I	B-		5.000	Proficiency Tests			
4610	N Adv PE	B-		5.000	CA HSEE Math	Failed	03/12/08	
7110	P World Civ	C+		5.000	CA HSEE ELA	Failed	03/11/08	
Crd Att: 30.000 Cmp: 25.000 Total GPA: 2.000								
Pajaro Valley High School Grd 10 7/2008								
2410	P Algebra 1A/B	B-		5.000				
Crd Att: 5.000 Cmp: 5.000 Total GPA: 3.000								
Pajaro Valley High School Grd 10 8/2008								
2410	P Algebra 1A/B	B-		5.000				
Crd Att: 5.000 Cmp: 5.000 Total GPA: 3.000								
Cabrillo College Grd 11 12/2008								
9735	P H Span I	C		13.200				
Crd Att: 13.200 Cmp: 13.200 Total GPA: 3.000								

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:
 Drp PVHS 9/20/06 moved to Iowa
 Mailed copy of cum 10/11/06 to Abraham
 Lincoln HS in Des Moines, IA
 Returning from Iowa 1/19/07
 Gr 9 Fall No Grades/Credits earned at Des
 Moines Ind Community School

Polio(OPV)	01/03/92	03/03/92	05/26/92	04/17/96	-----	-----
DTP_DT/TD	01/10/93	03/21/92	05/26/92	06/10/93	04/17/96	-----
MMR	06/10/93	04/17/96				
Measles	-----	-----				
Mumps	-----	-----				
Rubella	-----	-----				
TB Test	04/17/96	-----				

Transcript is unofficial unless signed by a school official

School
 Official's Signature

Date: 05/01/09



California High School Exit Examination

Student and Parent Report

Student Name:

Date Of Birth:

Student ID:

Grade: 10

School: 0105858 - Pajaro Valley High

District: 69799 - Pajaro Valley Joint
Unified

County: 44 - Santa Cruz

Mathematics

Test Date: 03/12/2008

Your Total Mathematics Score	Score Required to Pass	Status
361	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 Percent Correct

Probability & Statistics	13	10	77%
Number Sense	17	10	59%
Algebra & Functions	20	12	60%
Measurement & Geometry	18	13	72%
Algebra I	12	3	25%

English-Language Arts

Test Date: 03/11/2008

Your Total ELA Score	Score Required to Pass	Status
329	350	NOT PASSED

Strands for English-Language Arts

Number of Questions Number Correct Percent Correct

READING			
Word Analysis	7	5	71%
Reading Comprehension	18	8	44%
Literary Response & Analysis	20	12	60%
WRITING			
Writing Strategies	12	5	42%
Writing Conventions	15	6	40%

Writing Applications*

Your Score

Essay	2.0
-------	-----

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

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



Board Agenda Backup

Item No: 13.7

Date: April 27, 2009

Item: CAHSEE Passage Waiver
Math (Central Zone 08-09-23)

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:

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

REC'D MAY 1 2009

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

Date: 042309

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: _____

Date: 4-20-09

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: 4-27-09

FOR SITE USE ONLY

Date Received by Principal: _____

Student Identification Number: _____

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

Certified by:

Principal's Signature

Date

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

Signature of Student's Special Education Teacher

Date

Print Name of Student's Special Education Teacher

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

Signature of Student's Academic Counselor

Date

Printed Name of Student's Academic Counselor

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

**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).
 - 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 Attachment

1a.

Student has two specific learning disabilities impacting his visual-motor integration skills and his hearing impairment capabilities which impede his performance in completing math computation and written assignments.

1b.

Student has the use of a calculator on math tests. He also has hearing aids to assist his hearing comprehension.

1c.

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

1d.

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



Student _____

Date of Birth _____

IEP Meeting Date 12/07/07**SUPPLEMENTARY/SPECIALIZED SUPPORT**

- ☐ Student does not require any supplementary aids and services or specialized materials/equipment at this time.
- ☒ Student requires and will be provided with the following (specify below):
- ☐ Supports for school personnel
 - ☒ Specialized aids/materials/equipment (Assistive Technology)
 - ☐ Program modifications

Description	Responsible Agency/Personnel	Location (ex: classroom, yard, extra curricular activities)	Frequency/Intensity (ex: 2X/wk, 30 min ea)	Duration (ex: 1 yr)	Start/End Date*
consolation	SELPA/ DHH	in classroom	1 X /Monthly 30 mins total	1 year	Start: 08/15/2007 End:
					Start: End:
					Start: End:

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

PARTICIPATION IN STATE AND DISTRICT-WIDE STANDARDIZED TESTING AND ASSESSMENT

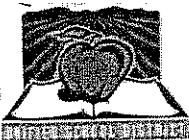
- ☐ Desired Results Developmental Profile (DRDP) (For Preschool Students Only)
- ☐ DRDP-R ☐ DRDP Access Adaptations/Accommodations: _____
- ☒ CAT-6/California Standards Test (CST)/Aprenda
- ☐ Without accommodations or modifications
 - ☒ With accommodations (specify) flexible setting and additional time as needed.
 - ☒ With modifications (specify) use of calculator
- ☐ California Alternate Performance Assessment (CAPA) Level: 1. ☐ 2. ☐ 3. ☐ 4. ☐ 5. ☐
- Participation in CAT-6/CST/Aprenda not appropriate due to: _____
- ☐ Grade exempt (below age 3, Kindergarten or grade 1, or above grade 11)
- ☒ Other State or District-Wide Assessment Accommodations/Modifications (specify) use of calculator

PROMOTION STANDARDS

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

CALIFORNIA HIGH SCHOOL EXIT EXAMINATION (CAHSEE)

- ☐ Without accommodations or modifications
- ☒ With accommodations (specify) flexible setting, extended time
- ☒ With modifications (specify) use of calculator
- ☐ Exempt due to eligibility to participate in CAPA
- ☐ Grade exempt (below grade 10)



INDIVIDUALIZED EDUCATION PROGRAM
Specialized Instruction

Student _____

Date of Birth _____

IEP Meeting Date 12/07/07

INSTRUCTIONAL ACCOMMODATIONS

Area of Difficulty	Accommodation	Responsible Agency/Personnel	Start Date
Other: written language	Dictionary, Extra Time: Assignments/Tests (1.5), Grammar Checker, Spelling Checker, Take Tests in Alternate Setting	SELPA/ RS	12/07/2007
Other: math	Calculator	SELPA/ RS	12/07/2007

Student Name		
Student ID	Grade 11	Gender M
Birth Place	Date Of Birth 02/14/92	
Parent Guardian		

Enter Date: **08/18/03**
 Leave Date:
 Class Of: **2010**

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

Crs ID	Course Title	Mark	Ab	Credit	GPA Summary			
Pajaro Valley High School Grd 09 12/2006					Academic GPA:	1.850	Class rank is 337 of 397	
1130	P English 1	F			Total GPA:	1.958		
2413	P Algebra 1A/B (S/9)	F			CSU GPA:	1.600		
2976	Math B (9th)	A		5.000				
4510	N PE 9	C		5.000				
5051	Intro Computers	B		5.000				
9270	Directed Study	A		5.000				
Crd Att: 30.000 Cmp: 20.000 Total GPA: 2.167					Credit Summary - High School			
Pajaro Valley High School Grd 09 6/2007					Subject Area	Req	Cmp	Def
1130	P English 1	D		5.000	A English	40.00	15.00	25.00
2413	P Algebra 1A/B (S/9)	F			B Mathematics	20.00	15.00	5.00
2976	Math B (9th)	C		5.000	C Biological Science	10.00	0.00	10.00
3910	Health	A+		5.000	D Physical Science	10.00	10.00	
4510	N PE 9	C		5.000	E Health	5.00	5.00	
9270	Directed Study	B		5.000	F Fine Arts/Foreign Lang	10.00	10.00	
Crd Att: 30.000 Cmp: 25.000 Total GPA: 2.000					G Physical Education	20.00	20.00	
Pajaro Valley High School Grd 10 12/2007					H Applied Arts	10.00	5.00	5.00
1230	P English 2	C		5.000	I World Civilization	10.00	0.00	10.00
2510	P Geometry	D		5.000	J US History	10.00	0.00	10.00
3610	P Integ Sci I	B		5.000	K Federal Government	5.00	0.00	5.00
4610	N Adv PE	B		5.000	L Economics	5.00	0.00	5.00
6010	P Art 1	B		5.000	M Elective	45.00	10.00	35.00
7110	P World Civ	F			N Algebra	10.00	0.00	10.00
Crd Att: 30.000 Cmp: 25.000 Total GPA: 2.000					O Science	10.00	0.00	10.00
					-----Total Credits-----	220.000	90.000	130.00
Pajaro Valley High School Grd 10 6/2008					Testing Information			
1230	P English 2	D		5.000	Proficiency Tests			
2510	P Geometry	F			CA HSEE Math	Failed	03/12/08	
3610	P Integ Sci I	C-		5.000	CA HSEE ELA	Failed	03/11/08	
4610	N Adv PE	B		5.000				
6010	P Art 1	A		5.000				
7110	P World Civ	F						
Crd Att: 30.000 Cmp: 20.000 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)	04/14/92	06/18/92	08/19/93	08/01/96	-----	-----
DTP_DT/TD	04/14/92	06/18/92	08/20/92	08/19/93	08/01/96	-----
MMR	05/12/93	08/01/96				
Measles	-----	-----				
Mumps	-----	-----				
Rubella	-----	-----				
TB Test	-----	-----				

Transcript is unofficial unless signed by a school official

School
 Official's Signature

Date: 05/01/09



California High School Exit Examination

Student and Parent Report

Student Name:

Date Of Birth:

Student ID:

Grade: 10

School: 0105858 - Pajaro Valley High

District: 69799 - Pajaro Valley Joint
Unified

County: 44 - Santa Cruz

Mathematics

Test Date: 03/12/2008

Your Total Mathematics Score	Score Required to Pass	Status
373	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	Percent Correct
Probability & Statistics	13	10	77%
Number Sense	17	14	82%
Algebra & Functions	20	12	60%
Measurement & Geometry	18	13	72%
Algebra I	12	5	42%

English-Language Arts

Test Date: 03/11/2008

Your Total ELA Score	Score Required to Pass	Status
347	350	NOT PASSED

Strands for English-Language Arts

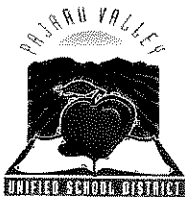
	Number of Questions	Number Correct	Percent Correct
READING			
Word Analysis	7	6	86%
Reading Comprehension	18	10	56%
Literary Response & Analysis	20	9	45%
WRITING			
Writing Strategies	12	8	67%
Writing Conventions	15	12	80%

Writing Applications*

	Your Score
Essay	2.0

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

* 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.



Board Agenda Backup

Item No: 13.8

Date: May 19, 2009

Item: CAHSEE Passage Waiver
Math (Central Zone 08-09-24)

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

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

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

Recommendation: Approve

Budget Considerations: None

Funding Source:

Budgeted: Yes: ☐ No: ☐

Amount: \$

Prepared By: Dea Pretzer, Program Director Special Services

Superintendent's Signature:

Domna Bekt

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Date: 5-12-09

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: _____

Date: 5/12/09

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: 5/13

FOR SITE USE ONLY

Date Received by Principal: _____

Student Identification Number: _____

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

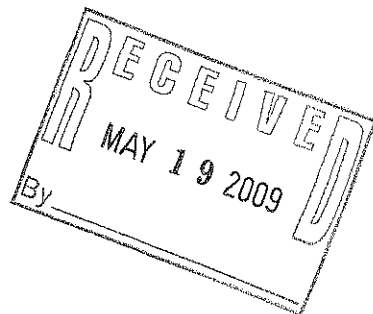
Student's Name: _____

Student's ID Number: _____

Pursuant to Education Code 6051, the parent/guardian of _____, 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

Name of Student:

(ID #)

DOB:

1a. Student has delays in working memory (specifically, short term memory skills) which manifest themselves in weaker math calculation and retrieval skills. Although he has made great improvements academically and has learned to compensate for his identified delays, he continues to be challenged by math calculation, especially when presented to him on a high stakes test such as the CAHSEE. Students with challenges in the area of working memory may become flustered in a pressure situation and lose track of key arithmetic strands they have mastered. As a result, they often tend to miscalculate. This, in essence, is this student's issue.

1b. Student was permitted to use a calculator (his own) to complete the math test.

1c. Given (1) his identified delays in working memory which cause him to become easily confused as he works through basic algorithms and (2) the fact that, by using a calculator in his high school algebra 1 and 2 classes, he was able to pass the classes and earn more than enough high school math credits, the use of a calculator to mitigate his deficits in the area of working memory is justified.

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

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

Certified by: _____

Principal's Signature

Date

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

Signature of Student's Special Education Teacher

Date

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

Date

Nancy Puentes
Printed Name of Student's Academic Counselor

Student Name		
Student ID	Grade	Gender
		M
Birth Place	Date Of Birth	
CA USA		
Parent Guardian		

Enter Date: **08/17/05**
 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	Credit Summary - High School			
Pajaro Valley High School Grd 09 12/2005					PVH Extended Learning Pro. Grd 11 5/2008					Subject Area	Req	Cmp	Def
1130	P English 1	D+		5.000	2410	P Algebra 1A/B	D		5.000	A English	40.00	35.00	5.00
1162	Dev Reading 2	B		5.000	Crd Att: 5.000 Cmp: 5.000 Total GPA: 1.000					B Mathematics	20.00	20.00	
4510	N PE 9	A		5.000	Pajaro Valley High School Grd 11 6/2008					C Biological Science	10.00	5.00	5.00
5051	Intro Computers	F			1330	P English 3	B+		5.000	D Physical Science	10.00	10.00	
8210	Math 1 (I)	A-		5.000	2510	P Geometry	D		5.000	E Health	5.00	5.00	
9270	Directed Study	B+		5.000	4110	P Spanish 1	A-		5.000	F Fine Arts/Foreign Lang	10.00	10.00	
Crd Att: 30.000 Cmp: 25.000 Total GPA: 2.500					6010	P Art 1	B		5.000	G Physical Education	20.00	20.00	
Pajaro Valley High School Grd 09 6/2006					7210	P US History	B		5.000	H Applied Arts	10.00	5.00	5.00
1130	P English 1	D		5.000	9270	Directed Study	A+		5.000	I World Civilization	10.00	10.00	
1162	Dev Reading 2	C+		5.000	Crd Att: 30.000 Cmp: 30.000 Total GPA: 3.000					J US History	10.00	10.00	
3910	Health	C+		5.000	PVH Summer School Grd 11 7/2008					K Federal Government	5.00	0.00	5.00
4510	N PE 9	A		5.000	2410	P Algebra 1A/B	D		5.000	L Economics	5.00	5.00	
8210	Math 1 (I)	A		5.000	Crd Att: 5.000 Cmp: 5.000 Total GPA: 1.000					M Elective	45.00	55.00	
9270	Directed Study	C		5.000	Pajaro Valley High School Grd 12 12/2008					N Algebra	10.00	10.00	
Crd Att: 30.000 Cmp: 30.000 Total GPA: 2.500					1430	P English 4	B-		5.000	O Science	10.00	5.00	5.00
Pajaro Valley High School Grd 10 12/2006					3210	P Biology	D+		5.000	-----Total Credits-----			
1162	Dev Reading 2	C+		R	3633	P Integ Sci III	B-		5.000	GPA Summary			
1230	P English 2	A		5.000	5054	ROP Comp Applic	C		5.000	Academic GPA:	2.553	Class rank is 202 of 350	
2413	P Algebra 1A/B (S/9)	F		R	7410	P Economics	B+		5.000	Total GPA:	2.667		
3610	P Integ Sci I	B-		5.000	9270	Directed Study	A-		5.000	CSU GPA:	2.679		
4610	N Adv PE	B		5.000	Crd Att: 30.000 Cmp: 30.000 Total GPA: 2.667								
7110	P World Civ	D+		5.000									
9270	Directed Study	B		5.000									
Crd Att: 35.000 Cmp: 25.000 Total GPA: 2.800													
Pajaro Valley High School Grd 10 6/2007													
1162	Dev Reading 2	B-		R									
1230	P English 2	A		5.000									
2413	P Algebra 1A/B (S/9)	F		R									
3610	P Integ Sci I	C		5.000									
4610	N Adv PE	A-		5.000									
7110	P World Civ	C+		5.000									
9270	Directed Study	A-		5.000									
Crd Att: 35.000 Cmp: 25.000 Total GPA: 3.200													
Pajaro Valley High School Grd 11 12/2007													
1330	P English 3	C		5.000									
2510	P Geometry	A		5.000									
4210	P Spanish 1 SS	D		5.000									
6010	P Art 1	B+		5.000									
7210	P US History	C		5.000									
9270	Directed Study	A		5.000									
Crd Att: 30.000 Cmp: 30.000 Total GPA: 2.667													
										Testing Information			
										Proficiency Tests			
										CA HSEE Math	Failed	03/18/09	
										CA HSEE ELA	Failed	03/17/09	

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)	04/06/90	06/04/90	08/09/90	09/16/91	03/20/95	-----
	DTP_DT/TD	04/06/90	06/04/90	08/09/90	09/16/91	03/20/95	-----
	MMR	06/21/91	03/20/95				
	Measles	-----	-----				
	Mumps	-----	-----				
	Rubella	-----	-----				
	TB Test	-----	-----				

Transcript is unofficial unless signed by a school official

School
 Official's Signature _____ Date: 05/11/09



**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 11/18/08

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*
Services for the Orthopedically Impaired	SELPA/RS, OI	Classroom and/or 1:1 consult with student and teachers	1 X/Monthly 30 mins total	1 year	Start: 11/18/2008 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) flexible setting, extra time, small group support as needed
- ☒ 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) use of calculator(math)/Q's. read (ELA) ☐ Grade Exempt (below grade 10)
- ☒ Accommodations (specify) flexible setting and time ☐ Passed both subsets of CAHSEE



California High School Exit Examination

Student and Parent Report

Student Name

Date of Birth:

Student ID:

Grade:

School: 0105858 - Pajaro Valley High

District: 69799 - Pajaro Valley Unified

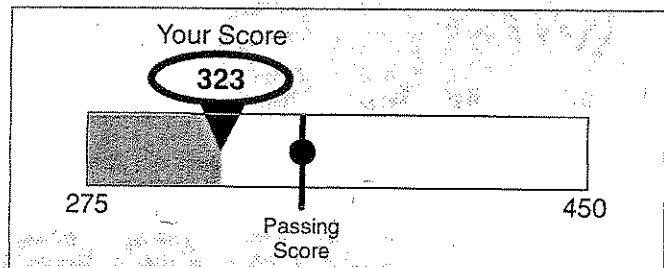
County: 44 - Santa Cruz

English-Language Arts

Test Date: 03/17/2009

Your Total Score	Score Required to Pass	Status
323	350	MODIFIED

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



Strands for English- Language Arts

	Number of Questions	Number Correct
READING		
Word Analysis	7	3
Reading Comprehension	18	9
Literary Response & Analysis	20	12
WRITING		
Writing Strategies	12	2
Writing Conventions	15	9

Writing Applications*

Essay

Your Score

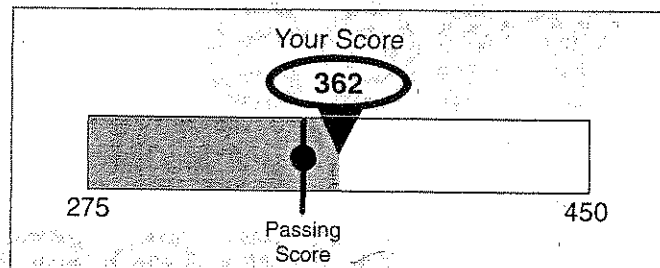
1.5

Mathematics

Test Date: 03/17/2009

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 Mathematics

	Number of Questions	Number Correct
Probability & Statistics	13	10
Number Sense	17	10
Algebra & Functions	20	11
Measurement & Geometry	18	12
Algebra I	12	6

* 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: 13.9

Date: May 20, 2009

Item: CAHSEE Passage Waiver
Math (North Zone 08-09-25)

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

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

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

Recommendation: Approve

Budget Considerations: None

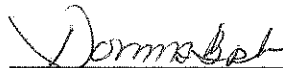
Funding Source:

Budgeted: Yes: ☐ No: ☐

Amount: \$

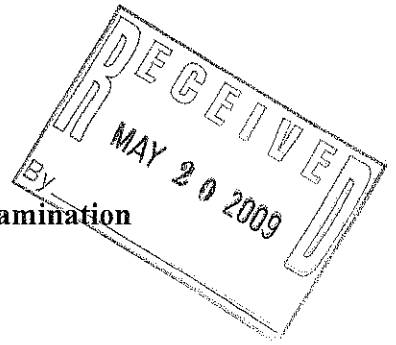
Prepared By: Dea Pretzer, Program Director Special Services

Superintendent's Signature:



PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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



Date: 5/19/2009

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: *B. J. Hunsaker - Emma* Date: 5/19/2009 *for C. O'Brien*

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: 5/19/2009

FOR SITE USE ONLY

Date Received by Principal: _____

Student Identification Number: _____

2. Has sufficient high school coursework either satisfactorily completed or in progress in the high school level curriculum sufficient to have attained the skills and knowledge otherwise needed to pass the CAHSEE. *(Attach transcripts showing coursework completed.)*
3. An individual score report showing that my child has received the equivalent of a passing score on the CAHSEE while using a modification that fundamentally alters what the high school examination measures as determined by the State 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

5/19/2009

Date

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

Signature of Student's Special Education Teacher

Date

Print Name of Student's Special Education Teacher

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

Signature of Student's Academic Counselor

Date

Printed Name of Student's Academic Counselor

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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. Student has an SLD that shows significant deficiencies in short term memory in the areas of mathematical calculations and problems involving applied math reasoning.
 - b. Describe any modification used on the ☐ English/language arts or ☒ math section of the exam (separate form must be filled out for each section): Calculator
 - c. State the rationale for applying the modification(s) used to achieve an equivalent passing score on the CAHSEE for this student. Student's current IEP specifically states that he may use calculators in the classroom setting and on exams. He has demonstrated that the use of calculators in his RS Algebra and ROP Construction class has made it possible for him to compensate successfully for this short term memory deficiencies.
 - d. Describe the modification(s) that the student regularly uses in the classroom and on other assessments. Student has used calculators as a modification to help him pass Alegbra requirements, ROP Construction and lower level RSP courses and assisted in the CAHSEE preparation tutorial.



**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 02/20/09

SUPPLEMENTARY/SPECIALIZED SUPPORT

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

☐ Supports for school personnel

☐ Specialized aids/materials/equipment (Assistive Technology)

☐ Program modifications

☒ None

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

* If a placement or service is ending, give reason

PARTICIPATION IN STATE AND DISTRICT-WIDE STANDARDIZED TESTING AND ASSESSMENT

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

- ☐ School Readiness (Preschool Only)
☐ DRDP-R ☐ DRDP Access Adaptations/Accommodations (specify) _____
- ☒ Language Arts: (Gr. 2-11) ☐ Grade Exempt ☒ CST OR ☐ CMA (Criteria Met) (Gr. 3 - 8)
☐ No accommodations or modifications ☒ Accommodations (specify below) ☐ Modifications (specify below)
Accommodations: flexible time and setting
Modifications: _____
- ☒ Math: (Gr. 2-11) ☐ Grade Exempt ☒ CST OR ☐ CMA (Criteria Met) (Gr. 3 - 7)
☐ No accommodations or modifications ☒ Accommodations (specify below) ☐ Modifications (specify below)
Accommodations: flexible time and setting
Modifications: _____
- ☒ Science (Gr. 5 & 8 Gr. 9-11) ☐ Grade Exempt ☒ CST OR ☐ CMA (Criteria Met) (Gr. 5 & 8)
☐ No accommodations or modifications ☒ Accommodations (specify below) ☐ Modifications (specify below)
Accommodations: flexible time and setting
Modifications: _____
- ☒ History/Social Science* ☐ Grade Exempt ☒ CST
☐ No accommodations or modifications ☒ Accommodations (specify below) ☐ Modifications (specify below)
Accommodations: flexible time and setting
Modifications: _____
- ☒ Writing (Gr. 4 & 7 only) ☐ Grade Exempt ☒ CST OR ☐ CMA (Criteria Met) (Gr. 4 & 7)
☐ No accommodations or modifications ☒ Accommodations (specify below) ☐ Modifications (specify below)
Accommodations: flexible time and setting
Modifications: _____
- ☐ Life Skills Curriculum: CAPA Level 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
Participation in CST/CMA not appropriate due to: _____
- ☒ Other State or District-Wide Assessment Accommodations/Modifications (specify) Flexible time and setting. Use of calculator.

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

PROMOTION STANDARDS

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

CALIFORNIA HIGH SCHOOL EXIT EXAMINATION (CAHSEE)

☐ No accommodations or modifications

☒ Modifications (specify) Calculator

☒ Accommodations (specify) Flexible time and setting

☐ Exempt due to eligibility for participation in CAPA

☐ Grade Exempt (below grade 10)

☐ Passed both subtests of the CAHSEE



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

Student _____

Date of Birth _____

IEP Meeting Date 02/20/09

INSTRUCTIONAL ACCOMMODATIONS

Area of Difficulty	Accommodation	Responsible Agency/Personnel	Start Date
Auditory Memory, Auditory Perception, Processing Speed	Calculator, Directions Read Aloud, Extra Time: Assignments/Tests (2.0), Provide with Notes, Take Tests in Alternate Setting	SELPA/ Gen. Ed. Teacher, RS	02/20/2009



California High School Exit Examination

Student and Parent Report

Student Name:

Date of Birth:

Student ID:

Grade:

School: 4430518 - Aptos High

District: 69799 - Pajaro Valley Unified

County: 44 - Santa Cruz

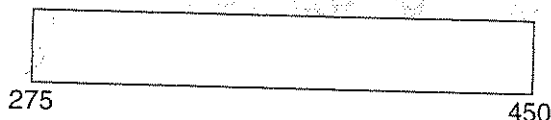
English-Language Arts

Test Date: 03/17/2009

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.

passed 358 11-6-07



Strands for English- Language Arts

READING

Number of Questions

Number Correct

Word Analysis

Reading Comprehension

Literary Response & Analysis

WRITING

Writing Strategies

Writing Conventions

Writing Applications*

Your Score

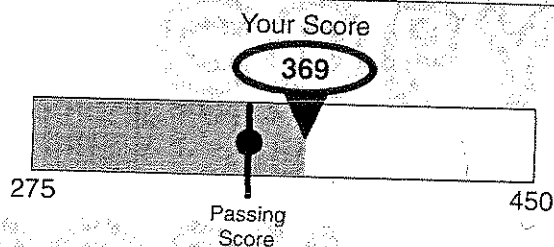
Essay

Mathematics

Test Date: 03/17/2009

Your Total Score	Score Required to Pass	Status
369	350	MODIFIED

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



Strands for Mathematics

	Number of Questions	Number Correct
Probability & Statistics	13	11
Number Sense	17	13
Algebra & Functions	20	18
Measurement & Geometry	18	9
Algebra I	12	2

* 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	Gender M
Birth Place	Date Of Birth	
Parent Guardian		

APTOS HIGH SCHOOL
"Home of the Mariners"

Enter Date: **01/14/03**
Leave Date:
Class Of: **2009**

School Name/Address
Aptos High School
100 Mariner Way
Aptos, CA 95003
Tel: 831-688-6565 Fax: 688-6430
Counselor: **Manion, Janice**

Crs ID	Course Title	Mark	Ab	Credit	Crs ID	Course Title	Mark	Ab	Credit	GPA Summary			
Aptos High School Grd 09 12/2005					Aptos High School Grd 11 6/2008					Academic GPA: 1.838 Class rank is 274 of 288			
912	Health and Human B	C-		5.000	3110	Integrated Sci N	D+		5.000	Total GPA: 1.833			
510	N Beginning P.E.	B-		5.000	6010 P	Art 1	D+		5.000	Credit Summary - General Education			
032	Intro to Computers	D		5.000	7210 P	U.S. History	F		R				
120	Beginning Wood	C+		5.000	8008	English 3 (R)	B-		5.000				
000	English 1 (R)	C		5.000	8240 P	Algebra 1 (R)	D-		5.000	Subject Area			
020	Math 1 (R)	C		5.000	8312	Learning Skl 3 (R)	B		5.000				
Crd Att: 30.000 Cmp: 30.000 Academic GPA: 1.800					Crd Att: 30.000 Cmp: 25.000 Academic GPA: 1.800					Req	Cmp	Def	
Aptos High School Grd 09 6/2006					Aptos High Summer Grd 11 7/2008					A	Algebra	10.00	10.00
912	Health and Human B	D		5.000	4550	N Advanced P.E.	B+		5.000	B	Applied Arts	5.00	5.00
510	N Beginning P.E.	C		5.000	Crd Att: 5.000 Cmp: 5.000 Academic GPA: 0.000					C	Biological Science	10.00	10.00
120	Beginning Wood	C		5.000	Aptos High Summer Grd 11 8/2008					D	Economics	5.00	5.00
410	Beginning Foods	D		5.000	7210 P	U.S. History	D		5.000	E	Electives	45.00	45.00
000	English 1 (R)	C		5.000	Crd Att: 5.000 Cmp: 5.000 Academic GPA: 1.000					F	English	40.00	35.00 5.00
020	Math 1 (R)	C		5.000	Aptos High School Grd 12 12/2008					G	Fine Art		0.00
Crd Att: 30.000 Cmp: 30.000 Academic GPA: 1.600					0104	ROP Const. Tech	C		5.000	H	Foreign Language / Fine	10.00	10.00
Aptos High School Grd 10 12/2006					5130	Advanced Wood	A		5.000	I	Health Education	5.00	0.00 5.00
010	Life Science	B		5.000	7410 P	Economics	P		5.000	J	Mathematics	20.00	20.00
550	N Advanced P.E.	D		5.000	8012	English 4 (R)	B		5.000	K	Other Science	10.00	10.00
120	Beginning Wood	D+		5.000	8316	Learning Skl 4 (R)	C+		5.000	L	Physical Education	20.00	20.00
708	World History Non-	P		5.000	Crd Att: 25.000 Cmp: 25.000 Academic GPA: 2.200					M	Physical Science	10.00	10.00
004	English 2 (R)	B-		5.000						N	Technology	5.00	5.00
020	Math 1 (R)	B		5.000						O	US Government	5.00	0.00 5.00
Crd Att: 30.000 Cmp: 30.000 Academic GPA: 2.000										P	US History	10.00	10.00
Aptos High School Grd 10 6/2007										Q	World History	10.00	10.00
010	Life Science	B		5.000						-----Total Credits-----			
550	N Advanced P.E.	F											
120	Beginning Wood	C		5.000									
708	World History Non-	P		5.000									
004	English 2 (R)	B-		5.000									
020	Math 1 (R)	C		5.000									
Crd Att: 30.000 Cmp: 25.000 Academic GPA: 2.000													
Aptos High School Grd 11 12/2007													
3110	Integrated Sci N	C	3	5.000									
5010 P	Art 1	C	5	5.000									
7210 P	U.S. History	P	3	5.000									
3008	English 3 (R)	C	3	5.000									
8240 P	Algebra 1 (R)	D+	3	5.000									
8312	Learning Skl 3 (R)	B	5	5.000									
Crd Att: 30.000 Cmp: 30.000 Academic GPA: 1.667													

H = Honors A = Advanced Placement C = UC Transferable College Course

H, A, C = Weighted Grade on 5.0 scale P = College Prep. Course

Comments: 9th community Service Complete 10th community Service Complete
--

Polio (OPV)	02/26/91	04/30/91	05/31/94	03/15/95	-----	-----
DTP or DT/DT	02/26/91	04/30/91	05/31/94	03/15/95	12/26/02	-----
MMR	05/31/94	09/04/96				
Measles						
Mumps						
Rubella						
TB Test	-----	-----				

Official Transcript Has Registrar Signature and WASC Seal.

Silvia Sanchez
Registrar Official Signature _____ Date: 05/20/09



Board Agenda Backup

Item No: 13.10

Date: May 27, 2009

Item: Aptos High School – Acceptance of “Notice of Completion” for the Replacement of a Water Storage Tank with a new 265,000 gallon one

Overview: Bids for this project were opened on June 17, 2009 at 2:00 pm. The Board awarded the bid on June 25, 2008 to CRW Industries, the apparent low bidder and entered into contract with an amount of \$452,624.00. The project had one change order in the amount of \$39,917.00 for a final contract amount of \$492,541.00.

Recommendation: It is recommended that the Board accept the Notice of Completion for this project and authorize District staff to File & Record it at the Santa Cruz County Recorder’s Office.

Budget Considerations:

Funding Source: Deferred Maintenance

Budgeted: Yes: ☒ No: ☐

Amount: \$492,541.00

Prepared By: 
Richard Mullikin, Interim Director of Construction

Superintendent’s Signature: 
Dorma Baker, Superintendent

RECORDING REQUESTED BY
[PAJARO VALLEY UNIFIED SCHOOL DISTRICT]

AND WHEN RECORDED MAIL TO:

PAJARO VALLEY UNIFIED SCHOOL DISTRICT
CONSTRUCTION DEPT.
294 GREEN VALLEY ROAD
WATSONVILLE, CALIFORNIA 95076

Complimentary Recording, Pursuant to Government Code 27383

SPACE ABOVE THIS LINE FOR RECORDERS USE

NOTICE of COMPLETION

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

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

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

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

The nature of the interest of estate of the owner is: In fee

(IF OTHER THAN FEE, STRIKE "IN FEE" AND INSERT, FOR EXAMPLE, "PURCHASE UNDER CONTRACT OF PURCHASE", OR "LESSEE")

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

NAMES:

ADDRESSES:

5. The full names and full addresses of the predecessors in interest of the undersigned, if the property was transferred subsequent to the commencement of the work or improvements herein referred to:

NAMES:

ADDRESSES:

6. A work of improvement on the property hereinafter described was completed on April 28, 2009. The work done was:
Replace (1) old Water Storage Tank with a new 265,000 gallon tank.

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

8. The property on which said work of improvements was completed is in the, County of Santa Cruz, State of CALIFORNIA, and is described as follows: Aptos High School

9. The Street address of said property is 100 Mariner Way, Aptos, CA 95003

APN# 041-291-46 & 041-291-138

(IF NO STREET ADDRESS HAS BEEN OFFICIALLY ASSIGNED, INSERT "NONE")

Dated: May 27, 2009

X Richard Mullikin,

(SIGNATURE OF OWNER OR CORPORATE OFFICER OF OWNER NAMED IN PARAGRAPH 2 OR HIS AGENT)

VERIFICATION

I, the undersigned, say : I am the Interim Director of Construction the declarant of the foregoing Notice of Completion
("PRESIDENT OF", "MANAGER OF", "PARTNER OF", "OWNER OF", ETC.)

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

Executed on May 27, 2009 at Watsonville, CA 95076
(CITY) (STATE) (ZIP)

DSA# N/A
File# N/A

X

(PERSONAL SIGNATURE OF THE INDIVIDUAL WHO IS SWEARING THAT THE CONTENTS OF THE NOTICE OF COMPLETION ARE TRUE)

REQUEST FOR CHANGE ORDER

PROJECT:
Aptos High School Water Tank Replacement
100 Mariner Way
Aptos, Ca 95003

CHANGE ORDER REQUEST NUMBER: 001

INITIATION DATE: 1/30/09

Contractor:
CRW Industries, Inc
1157 B Dell Ave
Campbell, Ca 95008

DSA APPL.NO.: N/A

ARCHITECT:
Fall Creek Engineers
PO Box 7894
Santa Cruz, Ca 95061

CONTRACT DATE: 6/16/08

You are directed to make the following changes in this Contract:

No.1: Increase in steel cost	\$0.00
No.2: Access road to fire Hydrant.....	\$3,368.00
No.3: Additional lengths of Helical Piers.....	\$13,388.00
No.4: Additional rebar required by engineer	\$1,487.00
No.5: Transfer system required by Santa Cruz County.....	\$21,674.00
Total	\$39,917.00

Not valid until signed by both the Owner and Architect. Signature of the Contractor indicates his agreement herewith, includes any adjustment in the Contract Sum or Contract Time.

The original (Contract Sum).....	\$452,624.00
Net change by previously authorized Change Order.....	\$0.00
The (Contract Sum) prior to this Change Order was.....	\$452,624.00
The (Contract Sum) will be <u>(increased)</u> (decreased) (unchanged) by this Change Order.....	\$39,917.00
The new (Contract Sum) will be.....	\$492,541.00

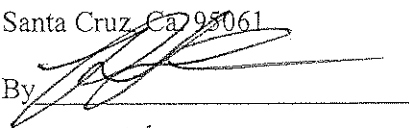
The Contract Time will be (increased) (decreased) (unchanged) by..... 0 Days

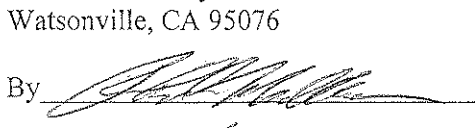
The Date of Substantial Completion as of the date of this Change Order therefore is:..... 2/4/09

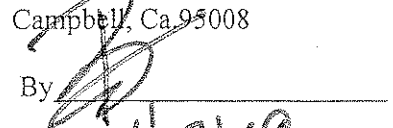
Architect:
Fall Creek Engineers
PO Box 7894
Santa Cruz, Ca 95061

Owner:
Pajaro Valley Unified School District
294 Green Valley Road
Watsonville, CA 95076

Contractor:
CRW Industries, Inc
1157 B Dell Ave
Campbell, Ca 95008

By 
Date 4-21-09

By 
Date 4/24/09

By 
Date 4-21-09

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

Board Agenda Back-up

Item # 13.11

DATE: May 27, 2009

ITEM: Migrant & Seasonal Head Start (MSHS) On-Going Cost-of-Living-Adjustment (C.O.L.A.) for 2009-2010

OVERVIEW: This is the first of three proposals.

The attached C.O.L.A. proposal represents a 3.06% on-going increase to the District/MSHS Program in its principal budget. Of the \$166,005 available to the Program for direct costs, 42% is for increased fringe benefits costs. The increased fringe benefit amount allows for two-thirds of the projected higher health insurance cost. The balance of the anticipated annualized employee health insurance increase is in a separate proposal [Please see included A.R.R.A. ("Stimulus") C.O.L.A. proposal].

The sum of \$59,236 (36%) is allocated to support increases in daily reimbursement rates for the Program's 72 contracted Family Child Care Home Providers. Lastly, \$36,618 (22%) is for personnel costs for 12 preschool teachers and 5 Site Supervisors to increase the daily work schedule for safer child supervision, as well as to restore 10 additional work days for 3 Coordinators from a previously-approved budget. The increase in certificated staff compensation and corresponding daily work schedules will align with Human Resources and bargaining unit processes.

RECOMMENDATION: Approve 2009-2010 Migrant & Seasonal Head Start Proposal for On-Going Cost-of-Living-Adjustment Funds

BUDGET CONSIDERATIONS

Funding Source:

U.S. Department of Health and Human Services via Grantee (Central California Migrant Head Start/Stanislaus County Office of Education)

Budgeted: Yes No

\$173,551 in additional annualized funds in Principal Budget, Program Account 23 for a revised sum of \$5,845,150 federal dollars (Principal Budget only)

Prepared by: Carole L. Clarke, Director, Migrant/Seasonal Head Start Program

Superintendent's Signature



Pajaro Valley Unified School District (PVUSD) – Migrant/Seasonal Head Start Program
Budget Narrative for Annualized Cost-of- Living Adjustment (COLA)
Grant #90-CM9788/12

On-going C.O.L.A. Amount to PVUSD \$173,551 - 3.06%

Indirect cost, average @ 4.27% 7,546

Amount available to MSHS Program \$166,005

The Pajaro Valley Unified School District, like many school districts in California, is suffering major financial setbacks. At this time, the District has provided lay-off notices to about 30% of its classified staff and about 20% of its certificated staff. Therefore, no across-the-board salary increases are planned but increased health insurance costs are being budgeted. The District is negotiating with its collective bargaining units to reduce and/or stabilize costs. The District has implemented cost-of-living increases for its employees in those years when more state funding was available. Often the Program has provided various salary schedule increases to its staff during lean Head Start funding years to meet District and/or collective bargaining unit requirements. The Program's annualized Cost-of-Living budget takes this picture into consideration.

6a Personnel - \$36,618

- 1) Increase from 205 to 215 work days annual work schedule for three Coordinator positions: Family Child Care Home Coordinator, Child Development Coordinator and Health & Disabilities Coordinator. This represents an on-going recommendation from several years ago to handle minimum work load requirements. One Coordinator position was eliminated a few years ago due to budget constraints but the work remains.
- 2) The California Department of Social Services Licensing department is implementing stricter interpretation of child supervision requirements throughout California. All Program preschool classrooms are open twelve (12) hours per day. The additional preschool classroom hours for the following certificated employees will allow for improved child supervision in the Program's extended service day:
 - a) Increase daily certificated contract for 5 Site Supervisor/Teachers* to add 1 hour of work per day (from 7 to 8 hours, excluding meal break) during classroom operating period* * and
 - b) Increase daily certificated contract for 12 preschool teachers to add ½ hour of work per day (from 7 to 7.5 hours, excluding meal break) during classroom operating period.**

*Site Supervisor/Teachers have specific floor time duties in two classrooms at each center.

** Employee compensation will align with Human Resources and bargaining unit processes.

6b Fringe Benefits - \$70,151

1) Increased employee health insurance costs - \$63,580

There is an estimated 12% increase in employee health-related insurance costs, which amounts to a total of \$96,588. Of the projected \$96,588 increase, two-thirds (\$63,580) is allocated in this C.O.L.A. budget and the one-third balance (\$33,008) is in the ARRA C.O.L.A. The MSHS Program is subject to fringe benefit costs established by the District and collective bargaining units.

2) Fringe benefits on increased personnel costs (6 a, items 1-2 above) - \$6,571

6f Contracts – \$ 59,236 for Reimbursement Rate Increase for 72 licensed Family Child Care Home (FCCH) Providers

- 1) Increase the preschool reimbursement rate from \$25 to \$26 per day for a maximum of 12 hours of daily service, five days per week during scheduled operating period.
- 2) Increase the infant/toddler reimbursement rate from \$30 to \$31 per day for a maximum of 12 hours of daily service, five days per week during scheduled operating period.

Based upon the State of California's regional market rates for Santa Cruz and Monterey Counties, the Program's reimbursement rate for Family Child Care Home Providers is low. It has been increasingly difficult to attract and retain Providers in the face of local market competition. Atypically, more than two-thirds of all Program children are served in licensed Family Child Care Homes. As this service delivery option represents a small fraction of Head Start children nationwide, Head Start funding guidances have not specifically addressed this special population. Based upon information received at the February 2009 NMSHS Conference, rate increases for FCCH Providers are included in this budget.

**Central California Migrant Head Start
Migrant Seasonal Head Start
Ongoing COLA Admin
March 1, 2009-February 28,2010**

Delegate Agency: Pajaro Unified School District

Budget: \$ 634,136

6a <i>Personnel</i>	Basic Amount	Admin Rate	<u>\$ 222,965</u>
Program Director	88,574	100%	88,574
Program Operations Coordinator	61,641	100%	61,641
Child Development Coordinator	59,796	30%	17,939
Site Supervisors	131,601	10%	13,160
Bilingual Office Assistant	27,466	15%	4,120
Data Entry Specialists	68,228	25%	17,057
Administrative Secretary II	28,810	25%	7,203
Administrative Secretary III	41,740	25%	10,435
Lead Custodian II	40,515	7%	2,836
6b <i>Fringe Benefits</i>			<u>\$ 141,489</u>
Social Security, Medicare	93,072	10.55%	9,819
Health, Dental, Vision Insurance	868,477	10.55%	91,624
Retirement	246,174	10.55%	25,971
SUI/LEC	87,326	10.55%	9,213
Workers Compensation	46,085	10.55%	4,862
6c <i>Travel (Out of County)</i>			<u>\$ 3,440</u>
National MSHS Conference, C.L.A.S.S. and other regional training opportunities (MSPB-TAC 12); may include up to two FCCH Forums	5,400	33%	1,800
California MSHS Training Conference	2,600	40%	1,040
Grantee Sponsored Meetings/trainings	1,500	40%	600
6d <i>Equipment (Over \$5000/Unit)</i>			<u>\$ -</u>
6e <i>Equipment (Under \$5000/Unit)</i>			<u>\$ 5,000</u>
Replacement office equipment	5,000	100%	5,000
6e <i>Supplies</i>			<u>\$ 3,600</u>
Office supplies (inc. duplication, paper, etc.)	24,000	15%	3,600
Computer supplies and licenses	8,000	15%	1,200
6f <i>Contracts</i>			<u>\$ -</u>
6g <i>Construction, Repairs/Renovations</i>			<u>\$ -</u>

**Central California Migrant Head Start
Migrant Seasonal Head Start
Ongoing COLA Admin
March 1, 2009-February 28,2010**

6h	Other			<u>\$ 18,275</u>
	Child accident liability insurance	6,000	5%	300
	Licensing Fees	2,400	5%	120
	Association Fees	1,500	100%	1,500
	Copier maintenance	10,000	30%	3,000
	Printing costs	5,000	10%	500
	Local travel/mileage reimbursement	13,419	10%	1,342
	Gas and Oil	5,000	5%	250
	Telephone costs	7,296	20%	1,459
	Ongoing building/playground maintenance	20,000	10%	2,000
	District office rent	71,035	10%	7,104
	Vehicle maintenance and repairs	14,000	5%	700
6j	Indirect cost		4.27% average	<u>\$ 239,367</u>
	March-June (5.3%) = 25% of total budget			73,252
	July-February (3.92%)= 75% of total budget			166,115

Administrative Rate Calculation:

Basic	\$ 5,845,150
T&TA	\$ 27,880
Non-Federal	\$ 1,468,258
Total Funding	<u>\$ 7,341,288</u>
Admin. Total	\$ 634,136
Divided by Total Funding	7,341,288
Admin. %	8.64%
Maximum Admin Rate Allowed	9.00%
Maximum Admin Budget Allowed	\$ 660,716

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

Board Agenda Back-up

Item #

13.12

DATE: May 27, 2009

ITEM: Migrant & Seasonal Head Start (MSHS) Cost-of-Living-Adjustment - A.R.R.A.
("Stimulus Package") Proposal for July 1, 2009 - June 30, 2010 (Only)

OVERVIEW: This is the second of three proposals.

The attached A.R.R.A. C.O.L.A. proposal represents a 1.84% increase to the District/MSHS Program in its principal budget for the period July 1, 2009 – June 30, 2010 only. The MSHS fiscal year is March 1 – February 28.

Of the \$99,645 available to the Program for direct costs, 38% is for increased fringe benefits costs. The increased fringe benefit amount allows for one-third of the projected higher health insurance cost. The balance of the anticipated annualized employee health insurance increase is in a separate proposal [Please see included "On-Going C.O.L.A." proposal].

Thirty-eight (38%) of the A.R.R.A. C.O.L.A. funds is set aside to support payments to 72 contracted Family Child Care Home Providers for a series of parent/Provider conferences and for qualifications-based enhancement (possession of California Child Development Permits, ECE degree, Accreditation, etc.). Remaining funds (24%) are for additional classroom substitute time and for anticipated reclassification of certain classified positions.

RECOMMENDATION: Approve 2009-2010 Migrant & Seasonal Head Start Proposal for A.R.R.A Cost-of-Living-Adjustment Funds ("Stimulus Package" funds)

BUDGET CONSIDERATIONS

Funding Source:

U.S. Department of Health and Human Services via Grantee (Central California Migrant Head Start/Stanslaus County Office of Education)

Budgeted: Yes No

\$104,357 in additional one-time A.R.R.A. C.O.L.A funds in Principal Budget, Program Account 23

Prepared by: Carole L. Clarke, Director, Migrant/Seasonal Head Start Program

Superintendent's Signature

Dorinda Bell

Pajaro Valley Unified School District (PVUSD) – Migrant/Seasonal Head Start Program
Budget Narrative for ARRA Cost-of- Living Adjustment (COLA) – 1.84%
Anticipated Award Period of July 1, 2009 – June 30, 2010
Grant #90-CM9788/12

ARRA C.O.L.A. Amount to PVUSD \$104,357

Indirect cost, average @ 4.27% 4,712

Amount available to MSHS Program \$ 99,645

6a Personnel - \$23,705

- 1) Allows for salary increase for anticipated reclassification of 6.5 classified staff at an average rate increase of 6% for a total of \$10,686
- 2) Substitutes - \$13,020
Allows for increased classroom substitute time (employee absences, supplemental hours if needed for children with special needs)

6b Fringe Benefits - \$38,309

- 1) Increased employee health insurance costs - \$33,009
There is an estimated 12% increase in employee health-related insurance costs, which amounts to a total of \$96,588. Of the projected \$96,588 increase, one-third (\$33,008) is in this ARRA C.O.L.A. budget and about two-thirds (\$63,580) is allocated to the annualized C.O.L.A. budget. The MSHS Program is subject to fringe benefit costs established by the District and collective bargaining units.
- 2) Fringe benefits on increased personnel costs (please see 6a, items 1-2) - \$5,301

6f Contracts – Family Child Care Home Providers - \$37,631

- 1) Allows for \$25,000 for parent/Provider conferences @ \$50 per enrolled child
- 2) Allows for \$12,631 for enhancement according to qualifications (California Child Development Permits, ECE degree, Accreditation, etc.)

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

Board Agenda Back-up

Item #

13.13

DATE: May 27, 2009

ITEM: Migrant & Seasonal Head Start (MSHS) Quality Improvement - A.R.R.A. ("Stimulus Package") Proposal for July 1, 2009 - September 30, 2010 (Only)

OVERVIEW: This is the third of three proposals.

The attached A.R.R.A. Quality Improvement proposal represents a one-time-only increase of 2.8% to the District/MSHS Program in its principal budget for the period July 1, 2009 – September 30, 2010 only. The MSHS fiscal year is March 1 – February 28.

The majority of these "one-time-only" funds are to improve the Freedom MSHS Center play yard during the off-season. The poured-in-place surfacing material is failing; drainage issues need to be corrected; improved ADA access is needed, etc. The Program will work with the Department of Social Services licensing analyst for planning and coordination so this yard will be ready for 2010 season opening.

RECOMMENDATION: Approve 2009-2010 Migrant & Seasonal Head Start Proposal for A.R.R.A Quality Improvement Funds ("Stimulus Package" funds)

BUDGET CONSIDERATIONS

Funding Source:

U.S. Department of Health and Human Services via Grantee (Central California Migrant Head Start/Stanislaus County Office of Education)

Budgeted: Yes No

\$159,884 in additional one-time-only A.R.R.A. Quality Improvement funds in Principal Budget, Program Account 23

Prepared by: Carole L. Clarke, Director, Migrant/Seasonal Head Start Program

Superintendent's Signature



Pajaro Valley Unified School District (PVUSD) – Migrant/Seasonal Head Start Program
Budget Narrative for ARRA Quality Improvement (Q.I.) – 2.8%
Anticipated Award Period of July 1, 2009 – September 30, 2010
Grant #90-CM9788/12

ARRA Q.I. Amount to PVUSD \$159,884

Indirect cost, average @ 4.27% 6,547

Amount available to MSHS Program \$153,337

6e Supplies - \$58,337

6f Other \$ 95,000

Freedom Center Playground

- located on the premises of the District's Freedom Elementary School site

The poured-in-place surfacing material is failing and has been noted as such by the Department of Social Services licensing analyst. A rough estimate is the demolition process will cost as much as \$40,000 to remove and haul away the failed surfaces. There are drainage issues which need to be resolved. Previously this center served infants/toddlers but now has two preschool classrooms. Improved ADA access is needed. This project will take place after the end of the 2009 season and will take into consideration the above-identified yard deficiencies.



Board Agenda Backup

Item No: 13.14

Date: May 27, 2009

Item: A RESOLUTION TO THE BOARD OF SUPERVISORS OF THE
COUNTY OF SANTA CRUZ TO PROVIDE TEMPORARY CASH
LOANS TO PAJARO VALLEY UNIFIED SCHOOL DISTRICT
08-09-40

Over view: The District's General Fund periodically runs a negative cash balance due to the timing of revenue from our various funding sources. In Fiscal year 08-09 the district entered into an agreement with the Santa Cruz County Treasurer.

We are submitting this resolution to again request the ability to temporarily borrow cash as needed from the Santa Cruz County Treasurer in 09-10.

Recommendation: Adoption of the resolution authorizing participation in the agreement with the Santa Cruz County Treasurer to do temporary borrowing as needed to meet the fiscal needs of the district.

Budget Considerations:

Funding Source:

Budgeted: Yes: NA No: ☐

Amount:

**Associate
Superintendent** Mary Hart

Superintendent's Signature:

Dorma Baker

**A RESOLUTION TO THE BOARD OF SUPERVISORS OF THE
COUNTY OF SANTA CRUZ
TO PROVIDE TEMPORARY CASH LOANS TO
PAJARO VALLEY UNIFIED SCHOOL DISTRICT**

WHEREAS, pursuant to Education Code section 42620, when a school district does not have sufficient money to its credit to meet current expenses of maintenance of the district, the board of supervisors of the county shall order, and the auditor and treasurer of the county shall make, a temporary transfer from any funds of the county not immediately needed to pay claims against them, to the school fund of the amount needed, not exceeding 85% of the amount of money which will accrue to the school district during the fiscal year.

WHEREAS, the Pajaro Valley Unified School District has requested temporary cash loan financing periodically during the year, in the amounts of \$7,000,000 to cover operating expenses for the 2009/10 fiscal year; and

WHEREAS, the Pajaro Valley Unified School District will receive funding during the course of the 2009/10 fiscal year from both the state and local property tax sources, and will rely on those funds to repay temporary cash borrowing if any;

Now, therefore, be it resolved, the Board of Education of the Pajaro Valley Unified School District requests temporary cash flow transfers as needed during the 2009/10 fiscal year to cover the district's current expenses of maintenance of the district, to be repaid by way of a transfer made by the County Treasurer of any monies accruing to the district before any other obligation of the district is paid from those monies.

Be it further resolved, that the loan or loans shall be subject to interest at the pooled treasury rate.

Passed and adopted by the Board of Trustees of the Pajaro Valley Unified School District, County of Santa Cruz, State of California, this 27 day of May, 2009, by the following vote:

Ayes: _____

Noes: _____

Abstain: _____

Absent: _____

Attest: _____

Secretary to the Board of Trustees

President, Board of Trustees



Board Agenda Backup

Item No: 13.15

Date: May 27, 2009

Item: Approve District preparation and submittal of applications for Qualified Zone Academy Bond awards.

Overview: The Qualified Zone Academy Bond (QZAB) program has become a vital component in the national funding strategy for public education. Administered by states, QZABs offer competitive awards to benefit specific program areas in qualified schools. Awarded funds can provide real, new program dollars at no cost to the district.

In addition to meeting free or reduced-lunch requirements, qualified school programs maintain partnerships with community organizations, local colleges, and businesses to develop education academies with career paths for students. A number of our District's site programs, including ROP and California Partnership Academies may be eligible to receive QZAB funding.

QZAB awards provide program relief in the following budget areas:

- Renovation and repair of buildings;
- Purchasing equipment and up-to-date technology;
- Curriculum development;
- Teacher Training.

Funding may be used as reimbursements or to relieve future costs in these spending categories for up to 5 years. Each qualified site program is eligible to receive funding in consecutive years.

QZABs are subject to the availability of annual Congressional allocations. While the QZAB program was reauthorized under the American Recovery and Reinvestment Act (ARRA), the program will expire in 2011. Reauthorization support was received from both the National School Boards Association and California's School Boards Association.

The California Department of Education (CDE) is currently receiving applications for remaining prior-year funds on a first-come, first-served basis. Applications for are due immediately and funds will be awarded on an expedited basis. ARRA funding will be made available in subsequent funding rounds through a competitive process.

With the Board's approval, the District will proceed in preparing and submitting applications for immediate funds. California Financial Services shall provide assistance in this process, in addition to devising spending strategies, financial management, and in facilitating match contributions toward QZAB funds.

BUDGET CONSIDERATIONS

Estimated Savings – up to \$1 million per funded program. Overall budget impact-potentially millions of dollars in immediate and extended program savings.

QZABs will be financed without impacting district funds. While the QZAB is a low-interest to zero percent financing mechanism, a portion of the awards shall be placed into an interest-bearing account, which will yield the full amount of the QZAB to be repaid at a 15 year maturity date. Interest-bearing accounts have been successfully utilized by a number of school districts to generate real program dollars by repaying obligations of the QZAB without impinging upon district funds.

Costs of issuance, including the retained assistance of California Financial Services, shall be financed by the QZAB and is an eligible expenditure under the QZAB program.

Recommendation: It is recommended that the Board approve the preparation and submittal of QZAB applications to provide relief to qualified programs.

Budget Considerations:

Funding Source: NA

Budgeted: Yes: ☐ No: ☐

Amount:

**Associate
Superintendent:** Mary Hart

Superintendent's Signature: Donna Bat



Board Agenda Backup

Item No: 13.16

Date: May 27, 2009

Item: Approval of the Carl D. Perkins Career Technical Education Application for 2009-2010, Career Technical Education Improvement Act of 2000

Overview: On November 12, 2008, the PVUSD Board of Education approved the District's new five-year Carl Perkins CTE Education Local Plan (2008-2012). In addition the District is required to now submit an application for funding for the 2009-10 school year. The plan outlines goals and outcomes on which we will focus for the 2009-10 school year and lists the sequences of courses we approved for submission back in November.

This new plan update is required for receipt of funding for this next year. The due date was May 15th and the deadline was met.

Recommendation: Staff recommends approval of the Career Technical Education Application for 2009-2010 funding. (Note: This Local Plan is for our secondary program. The Adult Education division submits a separate funding application for their program.)

Budget Considerations:

Funding Source: Carl D. Perkins Career Technical Education

Budgeted: Yes: ☒ No: ☐

Amount: \$142,308

Prepared By: Catherine Hatch, Assistant Superintendent

Superintendent's Signature:


Damm Bet

DUE DATE: May 15, 2009

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

LOCAL EDUCATIONAL AGENCY: (LEA) Pajaro Valley Unified School District		COUNTY-DISTRICT (CD) CODE: 44-69799
ADDRESS OF LEA: 294 Green Valley Road Watsonville, CA 95076		CHECK APPROPRIATE BOX: <input type="checkbox"/> Sec. 112 - State Institutions <input checked="" type="checkbox"/> Sec. 131 - Secondary <input type="checkbox"/> Sec. 132 - Adult/ROCP
NAME OF LEA SUPERINTENDENT OR CHIEF ADMINISTRATOR: Dorma Baker, Superintendent		
ALLOCATION AMOUNT: \$142,308		BOARD APPROVAL DATE: May 27, 2009
PERKINS COORDINATOR: Catherine Hatch TITLE: Assistant Superintendent	Telephone Number: 831-786-2100 Ext: 2125 FAX Number: 831-728-6255 Email Address: catherine_hatch@pvusd.net	
PERKINS COORDINATOR'S ADDRESS (If different from LEA address above): Leland Takemoto (new Perkins Coordinator as of 7/1/09) Leland_takemoto@pvusd.net		

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: Dorma Baker	TITLE, If not Superintendent:
SIGNATURE OF SUPERINTENDENT OR DESIGNEE: 	DATE: 5-14-09

CALIFORNIA DEPARTMENT OF EDUCATION USE ONLY	
REVIEWED AND APPROVED BY:	DATE:

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.

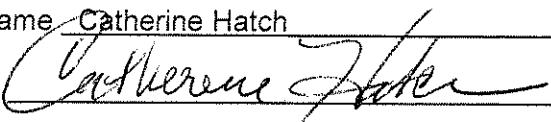
- California Department of Education General Assurances (CDE-100A)
- Drug Free Workplace Certification (CDE-100DF)
- U.S. Department of Education Debarment and Suspension (ED 80-0014)
- U.S. Department of Education Lobbying (ED80-0013)
- Perkins IV Assurances and Certifications (CDE 100)
- 2009-2010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

Title Assistant Superintendent

Signature



Date

4/20/09

California Department of Education (<http://www.cde.ca.gov/fg/fo/r5/ca08generalassur.asp>)
 Page Generated: 5/14/2009 10:58:14 AM

General Assurances

Consolidated Application Part I and II general legal assurances for fiscal year 2008-09.

General Assurances

1. Programs and services are and will be in compliance with Title VI and Title VII of the Civil Rights Act of 1964; the California Fair Employment Practices Act, Government Code §11135; and Chapter 4 (commencing with §30) of Division I of Title 5, California Code of Regulations (CCR).
2. Programs and services are and will be in compliance with Title IX (nondiscrimination on the basis of sex) of the Education Amendments of 1972. Each program or activity conducted by the LEA will be conducted in compliance with the provisions of Chapter 2, (commencing with §200), Prohibition of Discrimination on the Basis of Sex, of Part 1 of Division 1 of Title I of the Education Code, as well as all other applicable provisions of state law prohibiting discrimination on the basis of sex.
3. Programs and services are and will be in compliance with the affirmative action provisions of the Education Amendments of 1972.
4. Programs and services are and will be in compliance with the Age Discrimination Act of 1975.
5. Programs and services for individuals with disabilities are in compliance with the disability laws. (PL 105-17; 34 CFR 300, 303; and Section 504 of the Rehabilitation Act of 1973)
6. When federal funds are made available, they will be used to supplement the amount of state and local funds that would, in the absence of such federal funds, be made available for the uses specified in the state plan, and in no case supplant such state or local funds. (20 USC §6321(b)(1); PL 107-110 §1120A(b)(1))
7. All state and federal statutes, regulations, program plans, and applications appropriate to each program under which federal or state funds are made available through this application will be met by the applicant agency in its administration of each program.
8. Schools/site councils have developed and approved a Single Plan for Student Achievement for schools participating in programs funded through the consolidated application process, and any other school program they choose to include, and that school plans were developed with the review, certification, and advice of any applicable school advisory committees. (EC §64001)
9. The local educational agency (LEA) will use fiscal control and fund accounting procedures that will ensure proper disbursement for state and federal funds paid to that agency under each program. (CCR T5, §4202)
10. The LEA will make reports to the state agency or board and to the Secretary of Education as may reasonably be necessary to enable the state agency or board and the Secretary to perform their duties and will maintain such records and provide access to those records as the state agency or board or the Secretary deems necessary. Such records will include, but will not be limited to, records which fully disclose the amount and disposition by the recipient of those funds, the total cost of the activity for which the funds are used, the share of that cost provided from other sources, and such other records as will facilitate an effective audit. The recipient shall maintain such records for three years after the completion of the activities for which the funds are used. (34 CFR 76.722, 76.730, 76.731, 76.734, 76.760; 34 CFR 80.42)
11. The local governing board has adopted written procedures to ensure prompt response to complaints within 60 days, and has disseminated these procedures to students, employees, parents or guardians, district/school advisory committees, and interested parties. (CCR T5, §4600 et seq.)
12. The LEA declares that it neither uses nor will use federal funds for lobbying activities and hereby complies with the certification requirements of 34 CFR Part 82. (34 CFR Part 82)
13. The LEA has complied with the certification requirements under 34 CFR Part 85 regarding debarment, suspension and other requirements for a drug-free workplace. (34 CFR Part 85)
14. The LEA provides reasonable opportunity for public comment on the application and considers such comment. (20 USC §7846(a)(7); 20 USC, §1118(b)(4); PL 107-110, §1118(b)(4)).
15. The LEA will provide the certification on constitutionally protected prayer that is required by PL 107-110, §9524 and 20 USC §7904.
16. The LEA administers all funds and property related to programs funded through the Consolidated Application. (20 USC §6320(d)(1); PL 107-110, §1120(d)(1))
17. The LEA will adopt and use proper methods of administering each program including enforcement of any obligations imposed by law on agencies responsible for carrying out programs and correction of deficiencies in program operations identified through audits, monitoring or evaluation. (20 USC §7846 (a)(3)(B))
18. The LEA will participate in the Standardized Testing and Reporting program. (20 USC §6316(a)(1)(A-D); PL 107-110, §1116 (a)(1)(A-D); EC §60640, et seq.)
19. The LEA assures that classroom teachers who are being assisted by instructional assistants retain their responsibility for the instruction and supervision of the students in their charge. (EC §45344(a))
20. The LEA governing board has adopted a policy on parent involvement that is consistent with the purposes and goals of Education Code Section 11502. These include all of the following: (a) to engage parents positively in their children's education by helping parents to develop skills to use at home that support their children's academic efforts at school and their children's development as responsible future members of our society; (b) to inform parents that they can directly affect the success of their children's learning, by providing parents with techniques and strategies that they may utilize to improve their children's academic success and to assist their children in learning at home; (c) to build consistent and effective communication between the home and the school so that parents may know when and how to assist their children in support of classroom learning activities; (d) to train teachers and administrators to communicate effectively with parents; and (e) to integrate parent involvement programs, including compliance with this chapter, into the school's master plan for academic

accountability. (EC §§11502, 11504)

21. Results of an annual evaluation demonstrate that the LEA and each participating school are implementing Consolidated Programs that are not of low effectiveness, under criteria established by the local governing board. (CCR T5, §3942)
22. The program using consolidated programs funds does not isolate or segregate students on the basis of race, ethnicity, religion, sex, sexual orientation or socioeconomic status. (USC, Fourteenth Amendment; Calif. Constitution, art. 1, §7; Gov.C §§11135-11138; 42 USC §2000d; CCR T5, §3934)
23. Personnel, contracts, materials, supplies, and equipment purchased with Consolidated Program funds supplement the basic education program. (EC §§62002, 52034(l), 52035(e)(l), 54101; CCR T5, §§3944, 3946)
24. At least 85 percent of the funds for School Improvement Programs, Title I, Title VI and Economic Impact Aid (State Compensatory Education and programs for English learners) are spent for direct services to students. One hundred percent of Miller-Unruh apportionments are spent for the salary of specialist reading teachers. (EC §63001; CCR T5, §3944(a)(b))
25. State and federal categorical funds will be allocated to continuation schools in the same manner as to comprehensive schools, to the maximum extent permitted by state and federal laws and regulations. (EC §48438)
26. Programs and services are and will be in compliance with Section 8355 of the California Government Code and the Drug-Free Workplace Act of 1988, and implemented at 34 Code of Federal Regulations (CFR) Part 84, Subpart F, for grantees, as defined at 34 CFR Part 84, Sections 84.105 and 84.110.

[Back to Legal Assurances](#)

Questions: Valerie Fong | vfong@cde.ca.gov | 916-322-1457

Last Reviewed: Tuesday, June 24, 2008

California Department of Education (<http://www.cde.ca.gov/fg/fo/fm/drug.asp>)
 Page Generated: 5/14/2009 10:59:21 AM

Drug-Free Workplace

Certification regarding state and federal drug-free workplace requirements.

Note: Any entity, whether an agency or an individual, must complete, sign, and return this certification with its grant application to the California Department of Education.

Grantees Other Than Individuals

As required by Section 8355 of the *California Government Code* and the Drug-Free Workplace Act of 1988, and implemented at 34 *Code of Federal Regulations (CFR)* Part 84, Subpart F, for grantees, as defined at 34 *CFR* Part 84, Sections 84.105 and 84.110

- A. The applicant certifies that it will or will continue to provide a drug-free workplace by:
- Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition
 - Establishing an on-going drug-free awareness program to inform employees about:
 - The dangers of drug abuse in the workplace
 - The grantee's policy of maintaining a drug-free workplace
 - Any available drug counseling, rehabilitation, and employee assistance programs
 - The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace
 - Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a)
 - Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:
 - Abide by the terms of the statement
 - Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction
 - Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to every grant officer or other designee. Notice shall include the identification number(s) of each affected grant.
 - Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:
 - Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or
 - Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a federal, state, or local health, law enforcement, or other appropriate agency
 - Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).
- B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (street address, city, county, state, zip code)

~~Pajaro Valley Unified School District~~
 294 Green Valley Road, ~~Watsonville~~, CA 95076
Santa Cruz County

Check ☐ if there are workplaces on file that are not identified here.

Grantees Who Are Individuals

As required by Section 8355 of the *California Government Code* and the Drug-Free Workplace Act of 1988, and implemented at 34 *CFR* Part 84, Subpart F, for grantees, as defined at 34 *CFR* Part 84, Sections 84.105 and 84.110

- As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and
- If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction to every grant officer or designee, in writing, within 10 calendar days of the conviction. Notice shall include the

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

Signature: [Signature] Date: 5/13/09

Last Reviewed: Tuesday, February 24, 2009

California Department of Education (<http://www.cde.ca.gov/fg/fo/fm/debar.asp>)
Page Generated: 5/14/2009 11:00:04 AM

Debarment and Suspension

Certification regarding debarment, suspension, ineligibility and voluntary exclusion--lower tier covered transactions.

This certification is required by the U. S. Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 *Code of Federal Regulations* Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.110.

Instructions for Certification

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower tier participant shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled A Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions, without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may but is not required to, check the Nonprocurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

Certification

1. The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.
2. Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

Name of Applicant: Pajaro Valley Unifeid School Disrtrict

Name of Program: Carl Perkins

Printed Name and Title of Authorized Representative: Catherine Hatch, Assistant Superintendent

Signature: Catherine Hatch Date: 5-13-09

ED 80-0014 (Revised Sep-1990) - U. S. Department of Education

Questions: Funding Master Plan | fmp@cde.ca.gov | 916-323-1544

Last Reviewed: Tuesday, February 24, 2009

California Department of Education (<http://www.cde.ca.gov/fg/fo/fm/lobby.asp>)
Page Generated: 5/14/2009 11:01:31 AM

Lobbying

Certification regarding lobbying for federal grants in excess of \$100,000.

Applicants must review the requirements for certification regarding lobbying included in the regulations cited below before completing this form. Applicants must sign this form to comply with the certification requirements under 34 *Code of Federal Regulations (CFR)* Part 82, "New Restrictions on Lobbying." This certification is a material representation of fact upon which the Department of Education relies when it makes a grant or enters into a cooperative agreement.

As required by Section 1352, Title 31 of the *U.S. Code*, and implemented at 34 *CFR* Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 *CFR* Part 82, Sections 82.105 and 82.110, the applicant certifies that:

- a. No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;
- b. If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," (revised Jul-1997) in accordance with its instructions;
- c. The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

Name of Applicant: Pajaro Valley Unified School District

Name of Program: Carl Perkins

Printed Name and Title of Authorized Representative: Catherine Hatch, Assistant Superintendent

Signature:  Date: 5-13-09

ED 80-0013 (Revised Jun-2004) - U. S. Department of Education

Questions: Funding Master Plan | fmp@cde.ca.gov | 916-323-1544

Last Reviewed: Tuesday, February 24, 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 Ricardo Medina Title Deputy Superintendent
Signature *Ricardo Medina* Date April 27, 2009

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

Printed Name Elena Fajardo Title Director/ELL
Signature *Elena Fajardo* Date April 7, 2009

Disabled (Handicapped) (Special Education Coordinator/Administrator)

Printed Name Ray Houser Title Director/SELPA
Signature *Ray Houser* Date 4-7-09

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

Printed Name Dr. Albert Roman Title Assistant Superintendent
Signature *Dr. Albert Roman* Date 4/7/09

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

Printed Name Dr. Albert Roman Title Assistant Superintendent
Signature *Dr. Albert Roman* Date 4/7/09

Displaced Homemaker (Title IX Coordinator/Administrator)

[Required only on Section 132 (Adult) applications]

Printed Name NA Title _____
Signature _____ Date _____

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.	35.6%	22.3%	20.07% <input checked="" 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.	32.9%	20.9%	18.81% <input checked="" 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.	85.90%	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.	89.74%	85.0%	76.5% <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
4S1 Student Graduation Rate	Numerator: Number of 12 th grade CTE concentrators who, in the reporting year, were included as graduated in the states computation of its graduation rate. Denominator: Number of 12 th grade CTE concentrators.	NA	NA	NA
Data will be collected in 2010-11				

Core Indicator	Definition	LEA Level 2007/08	State Level 2007/08	90% or more of the State level
5S1 Secondary Placement	Numerator: Number of 12 th 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.	79.4%	75.0%	67.5%
	Denominator: Number of 12 th grade CTE concentrators.			<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
6S1 Non-traditional Participation	Numerator: Number of CTE participants from underrepresented gender groups enrolled in a program sequence that leads to employment in nontraditional fields.			
	Denominator: Number of all CTE participants enrolled in a program sequence that leads to the employment in nontraditional fields.	50.6%	Baseline	N/A
6S2 Non-traditional Completion	Numerator: Number of CTE concentrators from underrepresented gender groups who completed a program sequence that leads to employment in nontraditional fields.			
	Denominator: Number of all CTE concentrators from underrepresented gender groups enrolled in a program sequence that leads to the employment in nontraditional fields.	37.2%	Baseline	N/A

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*.

Example				
Core Indicator not meeting 90% level 6S1	Explanation: What are the reasons why the LEA did not meet the state established performance level for this core indicator? Example: Low numbers of female students enrolled in Automotive and Building Trades programs. 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	Planned activities: Describe the specific 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.	Funding Source to be used to cover expenses Example: Perkins IV	Amount of funding Example: \$200
Core Indicator	Explanation: <div style="text-align: center;">N/A</div>		Funding Source to be used to cover expenses	Amount of Funding
	Strategy to improve performance level	Planned activities		
Core Indicator	Explanation:		Funding Source to be used to cover expenses	Amount of funding
	Strategy to improve performance level	Planned activities		

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.

State funding (e.g., SB-70) resulting in the Santa Cruz County CTE Community Consortium (CTECC) has greatly benefitted CTE programs in the county, and is assisting all districts reach their goals. By bringing together the secondary schools and their superintendents from the 4 major districts, the County ROP and the Cabrillo Community College, there have been large increases in awareness, standardization and cooperation. The CTECC meets frequently to plan and work on common goals (e.g., create common advisory committees), professional development (e.g., bring in all CTE teachers to the 3 annual ROP professional development seminars), community events (e.g., the April 2009 CTE Industry and Educators' First Annual Summit Dinner), and articulation (e.g., assisting the middle and high schools using the Middle School Career Exploration Grant, and course articulation between high school and community college courses).

At the district level, the Perkins funding has allowed the district's schools to offer and support CTE courses, as well as expand them. New classes have been created in the last 3 years, and more importantly have been able to keep up with the standards of the industry when it comes to technology. Our photography, graphic design, web design, and business classes have been able to upgrade equipment and software so that teachers can keep up with what is currently happening in the workforce. Because of this, we have had students better prepared for continuing on into the community college, and into the industry.

One of the comprehensive high schools, Aptos HS, has taken steps to begin partnerships with Regional Occupational Program (ROP) and Cabrillo Community College to create a Health Careers Ladder. This partnership and career ladder is being designed to provide students with an articulated pathway through high school, ROP, and Community College courses that lead to careers in the Health fields. AHS is adding a new course to this sequence next year, Anatomy and Physiology. This course is being designed to compliment current ROP offerings and continue articulation to Cabrillo. There are plans to expand to local businesses within Santa Cruz County as part of this partnership, and AHS staff members met with the ROP to spend a day working with the county's largest hospital, Dominican Hospital, to discuss 2009-2010 courses and further connections within the local hospitals/health career venues. ROP Medical Occupations and Health Career teachers also met with AHS science teachers to work on curricular goals and course alignment for the new Anatomy and Physiology course. Finally, teachers networked with local workforce

representatives from Dominican Hospital to review and understand more varied and viable career pathways.

One of the alternative ed. programs has established the groundwork to articulate with Cabrillo College's Engineering Tech department to align its CAD and CAM course outlines with the college's courses, in order to have students receive college credit for those high school classes. These at-risk students will already have been enrolled in college and have a college transcript with units accumulated, once they leave their high school, thereby increasing the chances of them continuing their education.

For the 2008-2012 Local CTE Plan, input from the District, the school site staffs, community college members, and community advisors was put together as a joint effort to complete the plan. Because of this, the focus areas for Industry Sectors and course sequences supported by Perkins funding is now updated to reflect the changing educational standards and technological improvements not only in our local industries, but on a national level as well. The progress in improving the sequencing of courses really has benefited the schools as well as the students in providing courses that will train and educate our students to be more prepared for continuing their education beyond high school.

2. How has the district improved, enhanced, or expanded career technical education for students during 2008-09?

The CTECC has also helped expand and improve the opportunities for the district's students. The group's main goals are: 1) Establish Programs of Study in the following areas: Public Safety (Criminal Justice, Fire Technology), Industrial Tech (Construction and Energy Management, Engineering Technology, Welding), Health (Dental Hygiene, Medical Assisting, Nursing, Radiologic Technology), and Horticulture/Agriculture. The group's role here will be to complete the following: recommend sequences of high school, ROP, Cabrillo classes; articulate high school/ROP courses that provide students with advanced standing when they enter Cabrillo; name/list courses at Cabrillo that are appropriate for students to take while they are still in high school; and recommend sequence of courses at Cabrillo leading to certificate/degrees using local and regional labor market information. 2) Increase awareness of CTE programs and career opportunities within our schools, among our students' parents, and in our community. 3) Provide countywide, cross-segment, CTE professional development opportunities to instructors, counselors, administrators. 4) Develop capacity to report indicators of the success of our CTE system on an annual basis. Enroll all schools in Cal-PASS. 5) Seek external funding to develop the Santa Cruz County CTE system. Leverage our ability to create new models for cross-district/cross-segment/cross-sector collaboration to obtain funding.

The district has improved, enhanced and expanded career technical education for students in creating a better sequencing of courses offered at the sites – through collaboration with site staff, and providing counseling career awareness to special populations including EL, Special Education and non-traditional learning students. The offering of technical Alternative Education options and expanding the California Partnership Academies (CPA) at the high school level is an excellent example of this. Not only does it support students in earning the credits necessary for graduation, but it also supports Career Technical Education as well – with these courses as a cap stone to the CPAs and alternative education programs.

For the Agriculture, Environmental Science and Natural Resources (AESNR) academy at one of the comprehensive high schools, there are 17 academy stakeholders on the advisory committee which includes parents, students, alumni, school administration, post-secondary instructors, the lead academy teachers and community members from industry.

This group is dedicated solely to serve and support the AESNR academy. The advisory committee meets at least six times a year and guides the program through recommendations on curriculum, innovations in technology, industry trends, program planning, management, evaluation and operational review. The advisory assists with fundraising efforts and helps to secure scholarships from local businesses. They encourage a better understanding of the local ag industry, environmental science and natural resources among employers, students and the public. The advisory committee provides access to community and industry resources, services, guest speakers, field trips, mentors and internship opportunities. Its industry partners provide opportunities for students to have hands-on learning experiences in local businesses as part of their internship. For example, businesses provide part-time jobs related to students' career goals and mentor them in the industry sector. Community partners provide transportation for field trips to local businesses and motivational activities. Additionally, they assist students in developing career goals and expose them to behind the scenes industry operations that cannot be duplicated in the classroom. The success of the program depends on the support of the advisory committee and its community partners.

The AESNR has in place a common planning period once a week to provide time to examine student achievement data, plan program modifications, plan interventions for at-risk students, develop thematic curriculum, review program needs and designate funds for program improvement, field trips and other academy-related needs as appropriate. DataDirector (the district's testing-data analysis program) and eSchoolPlus (the district's student information system) are used to create portfolios for every student enrolled in the academy and facilitate communication between all key stakeholders. The AESNR team agreed to share the lead position between two people to better balance the direction and operation of the academy. These teachers have an additional planning period to coordinate academy activities. They are responsible for ensuring all identified activities take place. They are primarily responsible for connecting with the greater community for job placement and shadowing. They work closely with the Mentor/Internship Coordinator, who is responsible for organizing the mentor/internship program. A designated full-time CTE/Career counselor and a support staff member will be assigned to ensure appropriate student enrollment and support. Parents are actively involved in student projects, fundraisers, competitions, and FFA and County Fair activities, and serve as representatives on the Advisory Committee. The AESNR hosts an annual parent orientation event and a culminating awards and recognition ceremony annually.

Finally, the successful completion of the capstone CTE courses provides a Certificate of Completion with a listing of occupational skills mastered and an articulated 2+2 agreement with Cabrillo Community College. Extensive contacts exist with regional Cabrillo/UC/CSU schools of Agriculture, Natural Science and Environmental Studies for articulation and career ladders.

3. Identify at least three specific outcomes from the local CTE Plan on which the district will focus in 2009-2010.

Of the goals and expected outcomes listed in 2008-12 Local Plan, the three focus areas for 2009 will be:

- a. Establish a structure for site level CTE "advisors" at five secondary schools. The goal is to improve communication and capacity for staff development programs across district and with our County wide CTE Collaborative.

- b. Provide professional development to CTE staff in continuing to integrate high level academic standards into the CTE curriculum. The desired outcomes would be increased proficiency levels in Math and English Language Arts, increased passing rate on CAHSEE, increased graduation rates, and increased industry needed skills in reading, writing and mathematics.
- c. Determine and disseminate criteria for future key focus areas for Industry Sectors and course sequences to be supported by Perkins funding. The outcome would allow the district to provide a more focused and concentrated allocation of resources to bring state of the art CTE programming to district students. Data and statistics from our local CTE Collaborative will provide pertinent and up to date information as to which local career industries are most in need of well trained employees over the next five to ten years.

4. How will Perkins IV funds support the implementation of the identified outcomes in 2009-2010?

- a. We will work with site teams beginning in the fall to determine the process for selecting site level representatives that will widely represent the industry sectors offered for students at their school site. Each site would be asked to work across the departments to offer a stipend per person (for a total of five district wide) for participation in this process. These five representatives would then be able to participate in our Countywide CTE Collaborative and be part of the advisory team to the district as we review our existing programs and look to potentially revising our offerings to come more in line with updated local industry needs, salaries and employment statistics.
- b. The District is currently in the process of updating its work on determining with broad based groups the key power standards on which we will focus over the next few years. Once these have been finalized (fall 2009) there will be a process of staff development "roll-out" to all teachers in the District. We would offer specific opportunities for all CTE teachers to participate in these trainings and time in which to "re-integrate" these standards into their pathway curriculum. Perkins funding would be used to support the staff development time and also the standards integration work. (I.e.; substitutes costs and potential release time)
- c. The Countrywide Collaborative, of which we are a partner, will provide opportunities for teachers and industry leaders to come together during the 09-10 school year to share current and up to date information on the most relevant, and needed job market options and trends for our students. Using this information we would bring a team together, following their exposure to the data and local information, to determine which of our existing career sequences are the most aligned with local need and which might be either strengthened or removed. This work would require substitute time and potential after hours pay for staff to fully participate. We will work with each site to determine the process for allocating funds from Perkins to this process.

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
Agriculture & Natural Resources	Agricultural Mechanics	WHS	\$6419	p.36
Agriculture & Natural Resources	Agriscience	WHS	\$9769	p. 37
Transportation	Auto Technology	WHS	\$8094	p. 38
Finance & Business	Business Careers	WHS, AHS, PVHS, AVCI RHS	\$26,745	p. 39-40
Tech/Computer	Computer Design/Repair	PVHS	\$6419	p. 41
Manufacturing & Product Development	Computer Technology	WHS, AHS, PVHS, AVCI RHS	\$27,070	p. 42
Building Trades	Construction Technology	AHS, RHS	\$14,438	p. 43
Arts & Communication	Digital Media Design	AVCI, WHS, PVHS	\$3719	p. 44-45
Medical/Tech	Medical Occupations	WHS, AHS	\$5020	p. 46
Engineering & Design	Engineering Design/Technology	AHS, WHS, PVHS, AVCI	\$7530	p. 47
Manufacturing & Product Development	Machining and Forming	WHS	\$8094	p. 48
Education, Child Development & Family Wellness	Child Care	WHS	\$3744	p. 49
Home, Health & Recreation	Health Careers	AHS, PVHS	\$6138	p. 50
Home, Health & Recreation	Culinary Arts	WHS	\$3744	p. 51

Watsonville High School -WHS
Aptos High School - AHS

Academic Vocational Charter Institute- AVCI
Renaissance High School - RHS

Pajaro Valley High School -PVHS

Section VI
Program Year 2009-2010
BUDGET AND EXPENDITURE SCHEDULE

Local Educational Agency (LEA): Pajaro Valley Unified School District CD Code: 44-69799

Authorized Signature: 

Total Allocation: \$142,308
Indirect Cost Rate (percent): 3.92%

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

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
Percentage of grant expenditures allowed	At least 85% of the grant must be spent in these areas								
1000 Certified Salaries		3500							3,500
2000 Classified Salaries						500			500
3000 Employee Benefits		427				133			560
4000 Books/ Supplies	90,813	1,200	5,000			12,867			109,880
5000 Services/ Operating	7,000	7,500	6,500			1,500			22,500
6000 Capital Outlay									
7000 Indirect Costs								5,368	5,368
Total	97,813	12,627	11,500			15,000		5,368	142,308

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: Provide on going staff development and planning time for instructors needed to maintain high level of course work and to better enable them to provide post secondary links for students as they do their career planning. Release staff to attend workshops, advise and support the student leadership clubs, and meet with other local education committees.	\$3,500
	Subtotal for 1000 category	
2000	Classified Salaries: Assist with the on going research, evaluation and data development needed to maintain high level of course work and assist student career planning.	\$500
	Subtotal for 2000 category	
3000	Benefits <ul style="list-style-type: none"> ▪ Certificated allocation: STRS (.0825), Medicare (.0145), Unemployment (.003), Workers Comp (.0229) ▪ Classified allocation: PERS (.164), OASDI (.062), Medicare (.0145), Unemployment (.003), Workers Comp (.0229) 	\$560
	Subtotal for 3000 category	
4000	Books and Supplies: Update software and equipment to meet current standards, provide instructional materials aligned with state standards and provide supportive instructional materials for programs.	\$109,880
	Subtotal for 4000 category	
5000	Services and other operating expenditures: Equipment Repair	\$2,500
	Travel and Conferences	\$20,00
	Subtotal for 5000 category	
6000	Capital Outlay (list items below) NONE	\$0
	Subtotal for 6000 category	
7000	Indirect @ % (minus capital outlay): 3.92% for 2009-2010	\$5,368
	GRAND TOTAL	\$142,308

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

(Please see attached)

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
- A 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.

Section V11: 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 just 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 under represented in the teacher profession;**

The PVUSD Human Resources Department works continuously with schools to improve and streamline the processes for successful recruitment and hiring of teachers, counselors and CTE staff that reflect the diverse student population we serve. Each year we work to increase the number of bilingual and bicultural (Spanish speaking) candidates that are hired. They also work closely with the New Teacher Project out of the University of California, Santa Cruz to recruit and retain highly qualified teachers and support staff that mirrors our community. Priority is given to candidates who are bilingual in Spanish as they move through the hiring process. BCLAD credentialed teachers are given priority whenever possible.

In the past two year the district added 11 new counseling positions and many of these hires are bilingual.

Additional systems and processes are in place to continuously monitor and improve our system. The new electronic system for applications on line makes it easier to review every application that is submitted for consideration. A prior system of hard copy applications was less efficient. Individual staffing meetings occur in the spring with every principal and Assistant Superintendent to review openings needed for the following year. The principals provide information as to needs. Human Resources than posts openings on line with EDJOIN, and applicant screening begins. Preference is given to applicants with strong industry experience new to the teaching profession and or strong teaching experience in general.

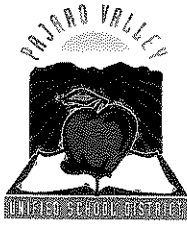
The transition to teaching from business and industry:

Eight times a year the Human Resources staff participates in recruitment fairs at colleges and universities as well as to the Santa Cruz County Wide Jobs Fair. In addition the District has had direct contact with staff at the CDE regarding the Governors Initiative to hire teachers who are retired from industry and are interested in coming into the secondary teaching ranks.

Examples of recent hires include a new Career Coordinator at one of our high schools who came to us from ROP. This year we also recruited and hired two retired professionals from the field of engineering who teach mathematics and physics respectively at one of our newer high schools.

At the recent County CTE Collaborative Summit teams of local industry workers worked side by side with site level teachers, administrators and District level staff to discuss industry needs and cross over options for recruiting teachers. This effort will be an ongoing focus on the Collaborative and will serve as an additional venue for recruitment efforts. One of the newest teachers in the room is a gentleman from a local business who is now teaching computers studies here in town. We are excited about the prospects this partnership will continue to unfold. Site level CTE Advisory groups are also an ongoing source for finding and recruiting members of the business and industry community as potential teachers.

PAJARO VALLEY UNIFIED SCHOOL DISTRICT



Board Agenda Backup

Item No: 13.17

Date: 5/27/09

Item: Watsonville High School Art History Travel Club European Tour 09

Overview: Out of country travel for WHS students to study abroad with a focus on European paintings, sculpture and architecture in France and England.

I have 11 students, one art teacher, a parent and myself which makes a total of 14 participants who have signed up for our trip to Europe this year. We plan to go to Paris and visit the Louvre, travel to the Loire Valley, Versailles and continue by train to London to visit the British Museum and the Baroque Cathedral of St. Paul. This trip is for 12 days and we plan to depart on June 22nd. Through this global learning opportunity students gain cultural sensitivity and an international perspective to apply to their studies. This newfound confidence will stay with them throughout their academic, professional and personal lives.

Recommendation:

Budget Considerations:

Funding Source: N/A

Budgeted: Yes: ☐ No: ☐

Amount: \$

Prepared By: Alice Carr, Teacher, WHS

Superintendent's Signature:

Donna Ball

April 24, 2009,

Dear Pajaro Valley Unified School District Board of Trustees,

This is a letter to request *out of country travel* for PVUSD students to study abroad with a focus on European culture, paintings, sculpture and architecture.

I am the Visual and Performing Arts Department Chair as well as the Arts Academy coordinator at Watsonville High School. I have been at WHS for 14 years and I teach Painting and Drawing classes and this is my 5th year teaching Advanced Placement Art History. AP Art History is a rigorous college level class where students have the opportunity to receive college credit for their work. For the past couple of years the students have shown an interest in traveling to see and learn about some of the artwork they study in class.

I have 10 students, one art teacher, a parent and myself which makes a total of 13 participants who have signed up for our trip to Europe this year. We plan to see Paris, the Louvre, travel to the Loire Valley, Versailles and continue by train to London to visit the British Museum and the Baroque Cathedral of St. Paul. This trip is for 12 days and we plan to depart on June 22nd.

This trip has again been arranged thru EF Educational Tours. The company is well-established, licensed, and bonded. They are the only professional travel organization to be WASC accredited. Upon completion of course work students can receive high school credit for this educational experience. The units they earn on their transcripts can also provide a competitive edge when applying to college.

Our group is called the *Art History Travel Club*. We meet every Wednesday at lunch. This is the second year students have been fundraising for their educational tours. The club's 08 trip to Italy and Greece was wonderfully successful and inspirational.

Last year I established the AHTC club with the desire to enable students to establish global connections and to see artistic, cultural, educational, as well as career opportunities beyond their Watsonville boundaries. I want to inspire this next generation by breaking down barriers of language, culture and geography. Participants in this club are able to share experiences and present their new knowledge about foreign cultures, artwork and experiences to others through several different venues.

Traveling abroad opens the eyes to a whole new world and the students learn so much. It is truly the opportunity of a lifetime. I appreciate your support and am available anytime if you have further questions.

Sincerely,

Alice B. Carr
Watsonville High School (cell 566-7021)

Watsonville High School

TO: Teachers Planning a Field Trip
RE: FIELD TRIP REQUEST/REPORT

Planning the Trip:

- Step 1: Complete this Field Trip Request/Report.
Step 2: Complete the Field Trip Authorization Form.
Step 3: Submit both form mention above to Marisa in the Main Office for principal's signature.
Step 4: All forms will be forward to the South Zone Assistant Superintendent Office.

*Field Trip Report form must be submitted to the South Zone Assistant Superintendent
10 school days prior to field trip date.*

FIELD TRIP REPORT

Today's Date: 4/28/09

Date of Trip: 6/22-7/3/09

Grade Level: 10-12

Destination: PARIS/LONDON

of Students: 11

Is a Sub needed for this trip? [] yes ☒ no

If yes, how many _____

If yes on Sub, please see marisa to make arrangements

Is a bus needed for this trip [] yes ☒ no [] Charter or [] DO Yellow Bus

Charge to Account # N/A

Account Name: N/A

Teacher(s) in charge of trip: Alice B Carr

X Principal's Signature [Signature]

Today's Date: 4/28/09

Asst. Superintendent's Signature _____

Today's Date: _____

Please check specific District/School goals (s) dealing with improving student achievement this field trip addresses:

- ☒ Engage and sustain the trust, involvement and responsibility of all parents and community to provide collaborative programs which result in high levels of success for all students
- ☒ Attract, hire, develop and retain an excellent professional staff throughout the district
- ☒ Provide academic challenges for all students. Support and maintain programs that are successful and help build new opportunities so we keep all students engaged in their learning
- ☒ Maintain a balanced budget while effectively maximizing all resources to fulfill educational priorities
- ☐ Ensure that all schools provide a safe, healthy and positive school environment for students and staff
- ☒ Provide a consistent and strategic program to achieve the goal of English acquisition, as measured by a transition from Limited English Proficient (LEP) to Fluent English Proficient (FEP) in 1-6 years from entry into the English Learner program with a sense of urgency, to assure that students have the opportunity to be academically successful.

School Goal: STANDARDS

How does this field trip adhere to the district academic standards and your school goals?

The international field trip is designed to inspire the next generation of global citizens by breaking down barriers of language, culture and geography. This travel organization is WASC accredited so students can receive high school credit. This trips learning activities are aligned with the California State Standards for the Arts. Targets 3.3 Diversity of the Visual arts, 4.5 Making informed judgments/ Art criticism in writing and speaking about works of art.

Pajaro Valley Unified School District

FIELD TRIP AUTHORIZATION FORM

To be completed by teacher or advisor for any student group leaving campus.
Must be submitted to Risk Management at least TEN school days prior to trip.

(1) WATSONVILLE (2) 10-12 (3) 11 (4) 4500
School Grade(s) # of Students # Miles-1 Way
(5) Paris / LONDON (6) ART HISTORY / CULTURAL
Destination Purpose of Trip
(7) 6/22/09 - 7/3/09 (8) GL# N/A
Date(s) of Trip Account #

DEPARTURE: RETURN:
(9) - All Flight Information will be submitted (10) Time Place (11) - Time Place

(13) Alice Carr (14) AIR / CAR / TRAIN
Adult in Charge Method of Transportation

(15) If private cars are used, is volunteer driver information on file? Yes No

(16) Signed Guardian permission slips on file? Yes No

(17) Will students be away over night? Yes No

(18) Out of State/Country Yes No (Contact Risk Management if Yes)

(19) If (17) is yes, please give name, address and phone of location where staying:

Hotels in Paris + LONDON / NAMES submitted after
booking to risk management

Telephone: _____

(20) Will special equipment (bikes, tools, etc.,) be used by students? Yes No
If yes, what equipment? _____

(21) Are prerequisites required (training, physical exams, waivers, etc.,)? Yes No
If yes, describe Passports / Insurance forms

(22) Is there a requirement that district insurance cover any "outside" property or individual?
Yes No (Such as a certificate of insurance/hold harmless agreement, Contact Risk Manager)

(23) Number of Chaperones 3 Attach list of names is REQUIRED.

(24) Has additional insurance been obtained? Yes No

Alice B Carr
Signature: Teacher/Person in Charge Date

Mary S
Signature: Principal Date

Signature: Assistant Superintendent Date

REMINDER:

Trips that include Swimming, Wading or possible water safety risks:

Lifeguards 1 per 25 students;

Chaperone Ratio: see Regulation #6153

Board Agenda Back-up**ITEM #** 13.18**DATE:** May 27, 2009**ITEM:** Approval of Contract for Custodial Supplies/Blanket BID #JL040809-02 for the District Warehouse/Stores.**OVERVIEW:**

This bid establishes blanket order prices for the purchase of custodial for the year beginning July 1, 2009 through June 30, 2010. Awards are recommended to the lowest responsible bidder meeting terms, conditions, and specifications on each item. Prices are firm for one (1) year. Purchase orders will be created on an as-needed basis.

Six bids were received and opened at 3:00 p.m. on May 8, 2009.

Pioneer Chemical	American Supply
Clean Source	Champion Chemical
Mid Valley Supply	Century Sanitary Supply

RECOMMENDATION:

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

Central Sanitary Supply	\$3331.68
Clean Source	\$105,440.52
Pioneer Chemical	\$13670.62
Mid Valley Supply	\$33,281.41

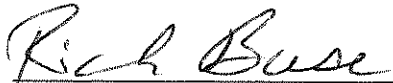
The dollar amounts are the estimated purchases for July 1, 2009 through June 30, 2010.

BUDGET CONSIDERATIONS:

Funding Source: General Fund: Stores Revolving Fund

Budgeted: Yes ☒ No ☐

Amount: Total Estimated \$ 155,724.23 (Revolving Warehouse Account for Sales to Schools.)

PREPARED BY**ASSOCIATE SUPERINTENDENT****SUPERINTENDENT SIGNATURE:**

Board Agenda Back-up

ITEM # 13.19

DATE: May 27, 2009

ITEM: Approval of Contract for Athletic Supplies/Blanket BID #JL040809-03 for the District Warehouse/Stores.

OVERVIEW:

This bid establishes blanket order prices for the purchase of athletic supplies for the year beginning July 1, 2009 through June 30, 2010. Awards are recommended to the lowest responsible bidder meeting terms, conditions, and specifications on each item. Prices are firm for one (1) year. Purchase orders will be created on an as-needed basis.

Ten bids were received and opened at 3:00 p.m. on May 8, 2009.

Athletic Supply of Calif.	Cannon Sports Inc.	Sport Supply Group	Sportime
Gopher Sports	Toledo PE	Baden Sport	S & S Worldwide
Flaghouse	GLS Sports		

RECOMMENDATION:

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

Athletic Supply of Calif.	\$2730.48
Baden Sport	\$8223.60
Cannon Sports Inc.	\$6992.19
Sport Supply Group	\$6864.54

The dollar amounts are the estimated purchases for July 1, 2009 through June 30, 2010.

BUDGET CONSIDERATIONS:

Funding Source: General Fund: Stores Revolving Fund

Budgeted: Yes ☒ No ☐

Amount: Total \$24,762.91 (Revolving Warehouse Account for Sales to Schools.)

PREPARED BY

Rich Buse

ASSOCIATE SUPERINTENDENT

SUPERINTENDENT SIGNATURE:

Dorinda Buse

Board Agenda Back-up

ITEM # 13.20

DATE: May 27, 2009

ITEM: Approval of Contract for Health Supplies/Blanket Bid # JL040809-04, for the District Warehouse/Stores.

OVERVIEW:

This bid establishes blanket order prices for the purchase of health supplies for the year beginning July 1, 2009 through June 30, 2010. Awards are recommended to the lowest responsible bidder meeting terms, conditions, and specifications on each item. Prices are firm for one (1) year. Purchase orders will be created on an as-needed basis.

Seven bids were received and opened at 3:00 p.m. on May 8, 2009.

Henry Schein	Costco Wholesale	School Health Corp
United Health Supplies	Moore Medical LLC	Alpha Scientific Medical
William V MacGill & Co		

RECOMMENDATION:

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

Alpha Scientific Medical	\$4245.10
Henry Schein	\$676.71
Moore Medical, LLC	\$8445.76
United Health Supplies	\$7160.08
William MacGill & Co.	\$220.80

The dollar amounts are the estimated purchases for July 1, 2009 through June 30, 2010

BUDGET CONSIDERATIONS:

Funding Source: General Fund: Stores Revolving Fund

Budgeted: Yes ☒ No ☐

Amount: Total \$20,748.45 (Revolving Warehouse Account for Sales to Schools.)

PREPARED BY

Rich Buse

ASSOCIATE SUPERINTENDENT

SUPERINTENDENT SIGNATURE:

Donna Buse



PAJARO VALLEY UNIFIED SCHOOL DISTRICT

Board Agenda Backup

Item No: 13.21

Date: May 27, 2009

Item: Acceptance of Notice of Completion for Bradley Elementary, Calabasas Elementary, and Freedom Elementary School- Install Relocatable Classroom at each school site.

Overview: The project consisted of installation of (1) 36' x 40' Portable Classroom at each school site, Bradley, Calabasas and Freedom School. Which was all one project and all work was done by Modtect, Inc. Pajaro Valley Unified School District would like to close-out project file with certification thru DSA, DSA #01-100906.

Recommendation: Acceptance of the Notice of Completion for the project and authorize District Staff to file Notice of Completion with the Santa Cruz County Recorder.

Budget Considerations:

Funding Source: Developer Fees

Budgeted: Yes: ☒ No: ☐

Amount: \$ 81,000.00

Prepared By:

Richard Mullikin, Interim Director of Construction

Superintendent's Signature:

Dorma Baker, Superintendent

RECORDING REQUESTED BY
PAJARO VALLEY UNIFIED SCHOOL DISTRICT]

AND WHEN RECORDED MAIL TO:

[NAME P.V.U.S.D.
STREET CONSTRUCTION DEPARTMENT
ADDRESS 294 GREEN VALLEY ROAD
CITY, STATE WATSONVILLE, CALIFORNIA 95076
& [ZIP CODE

Complimentary Recording, Pursuant Government Code 27383

SPACE ABOVE THIS LINE FOR RECORDERS USE

NOTICE OF COMPLETION

Notice pursuant to Civil Code Section 3093, must be filed within 10 days after completion. (See reverse for Complete requirements.)
Notice is hereby given that:

1. The undersigned is owner or corporate officer of the owner of the interest or estate stated below in the property hereinafter described:
2. The full name of the owner is Pajaro Valley Unified School District
3. The full address of the owner is 294 Green Valley Road, Watsonville, California 95076

The nature of the interest or estate of the owner is: In fee NA

(IF OTHER THAN FEE, STRIKE "IN FEE" AND INSERT, FOR EXAMPLE, "PURCHASED UNDER CONTRACT OF PURCHASE", OR "LESSEE")

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

N/A

5. The full names and full addresses of the predecessors in interest of the undersigned, if the property was transferred subsequent to the commencement of the work or improvements herein referred to:

NAMES ADDRESSES

N/A

6. A work of improvement on the property hereinafter described was completed on April 30, 2009. The work done was: Install one 36' x 40' portable classroom at each school site.

7. The name of the contractor, if any, for such work of improvement was Modtect, Inc.

8. The property on which said work of improvement was completed is in the City of Watsonville, CA County of Santa Cruz, State of CA, and is described as follows: Bradley Elementary School APN#108-171-07, Calabasas E.S. APN#109-171-07, Freedom E.S. APN# 115-191-02 DSA #01-100906

9. The Street address of said property is 321 Corralitos Road, Watsonville, CA, 95076; 202 Calabasas Road, Watsonville; 25 holly Drive, Freedom, CA 95019

(IF NO STREET ADDRESS HAS BEEN OFFICIALLY ASSIGNED, INSERT "NONE".)

Dated: May 28, 2009

X

(SIGNATURE OF OWNER OR CORPORATE OFFICER OF OWNER NAMED IN PARAGRAPH 2 OR HIS AGENT)

VERIFICATION

I, the undersigned, say: I am the Director of Construction the declarant of the foregoing Notice of Completion;
(PRESIDENT OF, "MANAGER OF", "PARTNER OF", "OWNER OF", ETC.)

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

Executed on May 28, 2009 at Watsonville, CA 95076
(City) (State) (Zip)

X

(PERSONAL SIGNATURE OF THE INDIVIDUAL WHO IS SWEARING THAT THE CONTENTS OF THE NOTICE OF COMPLETION ARE TRUE.)

PAJARO VALLEY UNIFIED SCHOOL DISTRICT



Board Agenda Backup

Item No: 13.22

Date: May 27, 2009

Item: Acceptance of Notice of Completion for Watsonville High School-
Install Two Story Relocatable Classroom and Two Restroom Units.

Overview: The project consisted of the installation of a two story relocatable classroom and restrooms; work was done by Modtect Inc. Pajaro Valley Unified School District would like to close-out project file with certification thru DSA, DSA #102674.

Recommendation: Acceptance of the Notice of Completion for the project and authorize District staff to file Notice of Completion with the Santa Cruz County Recorder.

Budget Considerations:

Funding Source: Developer Fees


Budgeted: Yes: ☒ No: ☐

Amount: \$ 1,508,918.00

Prepared By:


Richard Mullikin, Interim Director of Construction

Superintendent's Signature:


Dorma Baker, Superintendent

RECORDING REQUESTED BY
PAJARO VALLEY UNIFIED SCHOOL DISTRICT]

AND WHEN RECORDED MAIL TO:

[NAME P.V.U.S.D.
STREET CONSTRUCTION DEPARTMENT
ADDRESS 294 GREEN VALLEY ROAD
CITY, STATE WATSONVILLE, CALIFORNIA 95076
& [ZIP CODE

Complimentary Recording, Pursuant Government Code 27383

SPACE ABOVE THIS LINE FOR RECORDERS USE

NOTICE OF COMPLETION

Notice pursuant to Civil Code Section 3093, must be filed within 10 days after completion. (See reverse for Complete requirements.)
Notice is hereby given that:

1. The undersigned is owner or corporate officer of the owner of the interest or estate stated below in the property hereinafter described:
2. The full name of the owner is Pajaro Valley Unified School District
3. The full address of the owner is 294 Green Valley Road, Watsonville, California 95076

The nature of the interest or estate of the owner is: In fee NA

(IF OTHER THAN FEE, STRIKE "IN FEE" AND INSERT, FOR EXAMPLE, "PURCHASED UNDER CONTRACT OF PURCHASE", OR "LESSEE")

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

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

6. A work of improvement on the property hereinafter described was completed on April 30, 2009. The work done was: Installed Two Story Relocatable Classroom and two Restroom units

7. The name of the contractor, if any, for such work of improvement was Modtect Inc

8. The property on which said work of improvement was completed is in the City of Watsonville, CA County of Santa Cruz, State of CA, and is described as follows: Watsonville High School DSA #102674 APN#017-131-08

9. The Street address of said property is 250 East Beach Street, Watsonville, CA, 95076
(IF NO STREET ADDRESS HAS BEEN OFFICIALLY ASSIGNED, INSERT "NONE".)

Dated: May 28, 2009 X
(SIGNATURE OF OWNER OR CORPORATE OFFICER OF OWNER NAMED IN PARAGRAPH 2 OR HIS AGENT)

VERIFICATION

I, the undersigned, say: I am the Director of Construction the declarant of the foregoing Notice of Completion;
(PRESIDENT OF, "MANAGER OF", "PARTNER OF", "OWNER OF", ETC.)

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

Executed on May 28, 2009 at Watsonville, CA 95076
(City) (State) (Zip)

X

(PERSONAL SIGNATURE OF THE INDIVIDUAL WHO IS SWEARING THAT THE CONTENTS OF THE NOTICE OF COMPLETION ARE TRUE.)



Board Agenda Backup

Item No: 15.3

Date: May 27, 2009

Item: Approval of the Third Interim Report and "discussion" on the State May Revise and Federal Stimulus funding affect on the district

Overview: The district filed a self certified negative report for second interim. The Santa Cruz County Office of Education confirmed the Negative Certification in its letter to the Board dated April 17, 2009. Due to the districts negative certification the district is required to prepare, approve and submit a 3rd Interim budget/cash flow report to the Santa Cruz County Office of Education. The third interim report requirements must reflect our estimated 08-09 ending fund balances for all funds as well as cash flow statements for all funds through June 30, 2009. These documents are attached for your review.

Background: At 2nd Interim the district's ending balances due to the affect of our State's financial crisis reflected an unappropriated ending fund balance of negative \$2.16 million for fiscal year 08-09, negative \$13.25million for fiscal year 09-10 and negative \$27.6 million for fiscal year 10-11.

The Board reviewed the possible reductions during a budget study sessions and was supplied updates. The board voted to implement a Fiscal Stability Plan which identified specific areas for reduction at the March 5, 2009 board meeting. This plan has been submitted to the County Office of Education and the district has received confirmation from the County that they accept the proposal and will continue to monitor the district as proposed in subsequent communications.

The items submitted in the Fiscal Stability Report will be built into the Estimated actual and 3 year projections that are to be presented at the June 24, 2009 board meeting.

In addition to the Third Interim Budget report presented we will "discuss" the State's budget after the election, its affect on the district and the Federal Stimulus funding.

Recommendation: Approve the Third Interim report for submission to the County Office of Education.

Budget Considerations:

Funding Source: NA

Budgeted: Yes: ☐ No: ☐

Amount:

Prepared by:

Helen Bellonzi

Associate Superintendent:

Mary Hart

Superintendent's Signature:

Dorm Bak

GENERAL FUND SUMMARY

FISCAL YEAR 2008-2009

08-09 Budget at 3rd Interim

Includes 5.66% Cola with 9.685% Deficit on General and no COLA on State Categorical with 15.38% Deficit, 12% HW increase. Step and Column, adjusted ADA for Ceiba Prep Acad

	General Unrestr	Lottery	TOTAL UNRESTRICTED	Transportation	Special Ed	Special Proj.	Restricted Maintenance	Community Day School	Lottery Restricted	TOTAL REST	Total General
	01-10	01-15		01-21	01-22	01-24	01-26	01-27	01-28		
INCOME											
Revenue Limit	93,363,809		93,363,809		2,517,094			262,553		2,779,647	96,143,456
Federal Sources			0			25,761,867				25,761,867	25,761,867
Other State Revenues	8,888,563	2,138,647	11,027,210	3,217,452	11,765,942	21,032,758		216,513	245,612	36,478,277	47,505,487
Other Local Revenues	1,281,928		1,281,928	78,856	34,436	2,061,718	0			2,175,010	3,456,938
TOTAL REVENUES	103,534,300	2,138,647	105,672,947	3,296,308	14,317,472	48,856,343	0	479,066	245,612	67,194,801	172,867,748
EXPENDITURES											
Certificated Salaries	48,019,591	284,410	48,304,001		8,619,383	16,526,593		282,367		25,428,343	73,732,344
Classified Salaries	11,971,731	113,671	12,085,402	3,227,013	3,708,608	7,278,506	1,455,019	96,472		15,765,618	27,851,020
Employee Benefits	24,877,246	86,931	24,964,177	2,388,977	6,270,579	8,686,397	962,875	141,547		18,430,375	43,394,552
Books and Supplies	599,532	465,233	1,064,765	849,449	157,125	4,124,035	519,536	9,122	69,516	5,728,783	6,793,548
Services, Other Operating	8,201,731	772,248	8,973,979	(131,147)	3,541,458	8,692,597	1,057,520	57,492	75,383	13,293,303	22,267,282
Capitol Outlay	116,381	0	116,381	0		625,739	18,104	0	0	643,843	760,224
Other Outgo	47,245		47,245			0				47,245	47,245
Direct Support/Indirect Costs	(3,668,112)		(3,668,112)		1,181,039	1,631,741	229,602	0		3,042,382	(625,730)
Other Uses	424,154		424,154	90,058			181,939	0		271,997	696,151
TOTAL EXPENDITURES	90,589,499	1,722,493	92,311,992	6,404,350	23,478,192	47,565,608	4,424,595	587,000	144,899	82,604,644	174,916,636
INTERFUND TRANSFERS											
Transfers In	526,801		526,801	0	0	0	0	0	0	0	526,801
Transfers Out	(274,745)	0	(274,745)	0	0	0	(266,465)	0	0	(266,465)	(541,210)
Other Financing Sources	0	0	0	0	0	0	0	0	0	0	0
Contributions	(15,984,381)	0	(15,984,381)	3,108,042	9,160,720	(635,300)	4,242,986	107,934	0	15,984,382	1
TOTAL TRANSFERS	(15,732,325)	0	(15,732,325)	3,108,042	9,160,720	(635,300)	3,976,521	107,934	0	15,717,917	(14,408)
Net Incr(Decr) in Fund Balance	(2,787,524)	416,154	(2,371,370)	0	0	655,435	(448,074)	0	100,713	308,074	(2,063,296)
FUND BALANCE											
Beginning Fund Balance	7,381,943	709,799	8,091,742	0	0	7,517,173	448,074	(0)	596,212	8,561,459	16,653,200
Components of Fund Balance:											
Audit Adjustment			0							0	0
Revolving Cash	55,000	0	55,000	0	0	0	0	0	0	0	55,000
Stores	246,541	0	246,541	0	0	0	0	0	0	0	246,541
3% Required Reserve	5,263,735	0	5,263,735	0	0	0	0	0	0	0	5,263,735
Reserved for COPS Repayment	0	0	0	0	0	0	0	0	0	0	0
Cash w/Fiscal Agent			0	0	0	0	0	0	0	0	0
Restricted Fund Balance	155,096	0	155,096	0	0	0	(0)	0	0	8,869,533	9,024,628
Unappropriated Fund Balance	(1,425,953)	1,125,953	(300,000)	0	0	8,172,608	0	0	696,925	8,869,533	0
Ending Fund Balance	4,594,419	1,125,953	5,720,372	0	0	8,172,608	(0)	(0)	696,925	8,869,533	14,589,904

ENDING CASH (A + E)

Pajaro Valley 2008-2009

Cash Flow Summary All Funds Other Than Fund 1

Actuals as of April 09

Mth	Desc	9	11	12	13	14	21	25	35	67	71	73	Total
	Beg cash	1017513	1009439	435616	294858	4800544	7459884	1213548	535507	8743244	457200	2048405	28,015,758
	Income	381752	24013	714306	4021	9335	16600	23451	2700	119095	479	54255	1,350,006
	Expense	128571	88867	516539	35226	1215	26881	11477	0	1591353	205919	0	2,606,046
	Asset chg	19927	-138291	-626327	-65306	-27090	-593953	-42278	-5294	-634925	0	-202873	-2,316,412
Jul	Ending cash	1290620	806294	7056	198347	4781574	6855650	1183244	532913	6636062	251760	1899787	24,443,307
	Income	541414	25899	765369	30090	9065	16075	90687	1256	91071	216428	9557	1,796,911
	Expense	635346	160381	997167	520217	41554	100000	463312	9270	2380938	250000	0	5,558,184
	Asset chg	111637	22821	1087429	675749	0	0	0	65	322659	0	0	2,220,361
Aug	Ending cash	1308325	694632	862688	383970	4749084	6771725	810619	524964	4668854	218188	1909344	22,902,394
	Income	263846	14435	1189188	83199	8500	15560	47617	1256	244427	240164	9359	2,117,551
	Expense	695142	198186	1173254	687442	30084	73000	51351	65	3215397	286000	0	6,409,920
	Asset chg	443774	56026	290451	404634	0	0	0	0	3150	0	0	1,198,035
Sep	Ending cash	1320802	566908	1169071	184360	4727501	6714285	806885	526156	1701035	172353	1918703	19,808,060
	Income	619878	1167113	644473	805937	4225	14100	88189	1076	10610993	242993	46814	14,245,791
	Expense	793429	305965	1089671	702516	55101	450000	125491	0	2543012	400000	2993	6,468,177
	Asset chg	-240325	-95199	-524227	-199443	0	0	0	0	1990623	0	0	931,429
Oct	Ending cash	906927	1332858	199646	88338	4676625	6278385	769583	527232	11759638	15346	1962524	28,517,102
	Income	408619	264657	21598	99662	8245	11660	64759	1000	3207915	244525	8315	4,340,955
	Expense	687049	370157	930195	697709	28778	90000	78266	1458	2254954	259871	0	5,398,438
	Asset chg	40801	56	107152	0	0	0	0	0	0	0	0	148,009
Nov	Ending cash	669298	1227414	-601800	-509709	4656092	6200045	756076	526774	12712599	0	1970839	27,607,628
	Income	671815	250223	137320	696562	7500	9500	23788	990	1825460	137028	8978	3,769,162
	Expense	135219	241715	354236	698722	197219	330051	315114	0	2086585	135945	0	4,494,806
	Asset chg	134	101621	825000	900000	0	0	0	0	0	0	0	1,826,756
Dec	Ending cash	1206029	1337542	6284	388132	4466373	5879494	464750	527764	12451474	1083	1979817	28,708,740
	Income	2916387	574920	2363571	1000388	273575	7300	27190	900	5016410	450040	12387	12,643,069
	Expense	1183938	385663	473059	522807	94734	315207	52240	0	3428728	421664	0	6,878,040
	Asset chg	84365	0	0	9	0	0	0	-65	0	0	-5700	78,610
Jan	Ending cash	3022843	1526799	1896796	865722	4645214	5571587	439700	528599	14039156	29459	1986504	34,552,379
	Income	402740	204717	34539	986765	7704	5600	33772	886	3150447	244066	7012	5,078,248
	Expense	637755	260748	374132	391272	85519	495208	59856	0	2541078	210031	0	5,055,598
	Asset chg	0	83264	-1325996	-983009	522	0	0	0	2000000	0	-6150	-231,370
Feb	Ending cash	2787828	1554033	231207	478206	4567921	5081979	413616	529485	16648525	63494	1987366	34,343,659
	Income	198467	69753	411113	136601	718839	4980	44163	0	2745585	244269	7163	4,580,934
	Expense	675438	286915	500215	634940	86323	250000	37301	5040	3074534	264058	0	5,814,766
	Asset chg	9	8	217	-9	0	0	0	0	0	0	0	225
Mar	Ending cash	2310867	1336879	142322	-20143	5200436	4836959	420478	524445	16319576	43705	1994529	33,110,052
	Income	547410	251991	852889	1152522	6359	4300	42000	234	3219507	243008	28790	6,349,009
	Expense	672849	411189	655994	657832	40384	35000	10735	420	3656417	237801	0	6,378,622
	Asset chg	99	92435	1700	0	0	0	0	0	0	0	-4350	89,883
Apr	Ending cash	2185526	1270115	340917	474546	5166411	4806259	451742	524259	15882667	48912	2018969	33,170,322
	Income	641940	126352	842759	1164044	5000	4300	33942	233	2310608	650692	7163	5,787,034
	Expense	659590	306097	136859	639811	175346	63874	34738	0	3108343	243169	-47602	5,320,224
	Asset chg	-969	-25	18641	-48	0	0	-14850	0	0	0	-46500	-43,751
May	Ending cash	2166906	1090345	1065458	998732	4996065	4746685	436097	524492	15084932	456435	2027234	33,593,381
	Income	1486084	311701	828021	727570	-3650	25274	105831	2850	362169	571450	-53206	4,364,094
	Expense	2711350	1043176	1592765	750763	42171	339647	40103	-421	3070092	300000	88609	9,978,255
	Asset chg	-23000	-27442	67616	-500929	0	0	33000	2500	346130	0	230100	127,975
Jun	Ending cash	918640	331429	368331	474609	4950244	4432312	534825	530262	12723139	727885	2115519	28,107,195
	FY Totals												
	Begin Cash	1017513	1009439	435616	294858	4800544	7459884	1213548	535507	8743244	457200	2048405	28,015,758
	Income	9080352	3285775	8805146	6887360	1054696	135249	625388	13381	32903688	3485142	146587	66,422,763
	Expense	9615676	4059060	8794087	6939256	878428	2568867	1279983	15832	32951430	3214457	44000	70,361,077
	Asset chg	436452	95275	-78344	231648	-26569	-593953	-24129	-2794	4027638	0	-35473	4,029,750
	Ending cash	918640	331429	368331	474609	4950244	4432312	534825	530262	12723139	727885	2115519	28,107,195

Pajaro Valley Unified School District

GENERAL FUND SUMMARY

FISCAL YEAR 2008-2009

08-09 Budget at 3rd Interim

Includes 5.66% Cola with 9.685% Deficit on General and no COLA on State Categorical with 15.38% Deficit. 12% HW increase, Step and Column, adjusted ADA for Ceiba Prep Acad

	Charter School	Adult Education	Child Dev	Food Serv	Def Maint	General Oblig Bond	Capitol Fac	State Sch Bldg	Tax Override	Self Ins	Retiree Benefit	Trust Scholarship
	09-84	11-80	12-81	13-82	14-83	21-95	25-85	35-92	53-90	67-87	71-88	73-89
INCOME												
Revenue Limit	7,312,025											
Federal Sources	0	217,738	5,431,274	5,125,029								
Other State Revenues	1,562,637	2,780,577	3,070,265	560,311	712,804			0				
Other Local Revenues	32,104	186,299	303,606	1,202,020	75,428	135,249	625,388	13,381	0	32,903,688	3,485,142	146,587
TOTAL REVENUES	8,906,766	3,184,614	8,805,145	6,887,360	788,232	135,249	625,388	13,381	0	32,903,688	3,485,142	146,587
EXPENDITURES												
Certificated Salaries	4,497,500	1,650,931	2,137,143	1,191								
Classified Salaries	628,669	533,254	1,534,250	1,849,131						110,555		
Employee Benefits	1,880,755	767,305	2,063,124	1,951,826						64,640		
Books and Supplies	364,761	143,238	676,443	3,103,769	42,067	6,881		0				0
Services, Other Operating Expend	2,209,231	184,845	1,890,820	(11,660)	836,361	(19,534)	493,523	1,406		32,749,434	3,214,457	44,000
Capitol Outlay	6,237		54,144		0	2,581,521	786,460	14,425				
Other Outgo		142,567	438,163	45,000								
Direct Support/Indirect Costs	28,521	136,918										
Other Uses												
TOTAL EXPENDITURES	9,615,674	3,559,058	8,794,087	6,939,257	878,428	2,568,868	1,279,983	15,831	0	32,924,629	3,214,457	44,000
INTERFUND TRANSFERS												
Transfers In	173,585	101,160	0	0	266,465							
Transfers Out	0	(500,000)	0	0	0	0	0	0		(26,801)	0	0
Other Financing Sources	0	0	0	0	0	0	0	0	0	0	0	0
Contributions	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL TRANSFERS	173,585	(398,840)	0	0	266,465	0	0	0	0	(26,801)	0	0
Net Incr(Decr) in Fund Balance	(535,323)	(773,284)	11,058	(51,897)	176,269	(2,433,619)	(654,595)	(2,450)	0	(47,742)	270,685	102,587
FUND BALANCE												
Beginning Fund Balance	1,892,749	1,275,464	320,340	312,741	4,773,456	6,865,929	1,156,271	530,213	31,045	5,947,290	2,357,200	1,802,732
Components of Fund Balance:												
Audit Adjustment	0	0	0	0	0	0	0	0	0	0	0	0
Revolving Cash	0	0	0	210,333	0	0	0	0	0	0	0	0
Stores	0	0	0	0	0	0	0	0	0	0	0	0
3% Required Reserve	0	0	0	0	0	0	0	0	0	0	0	0
Reserved for COPS Repayment	0	0	0	0	0	0	0	0	0	0	0	0
Cash w/Fiscal Agent	0	0	0	0	0	0	0	0	0	0	1,900,000	0
Restricted Fund Balance	0	0	0	0	0	0	0	0	0	0	0	0
Unappropriated Fund Balance	1,357,426	502,180	331,398	50,511	4,949,725	4,432,310	501,676	527,763	31,045	5,899,548	727,885	1,905,319
Ending Fund Balance	1,357,426	502,180	331,398	260,844	4,949,725	4,432,310	501,676	527,763	31,045	5,899,548	2,627,885	1,905,319

PAJARO VALLEY UNIFIED SCHOOL DISTRICT



Board Agenda Backup

Item No: 16.1

Date: May 27, 2009

Item: District Office Restructuring

Overview: As a result of the financial crisis and budget reductions, it has been necessary to reduce district office management and support positions. These reductions have come about by consolidating positions and duties and/or eliminating positions. None of the mandates have been reduced, and in most instances, specific job responsibilities or duties have not or cannot be reduced. This "restructuring" of district office management positions will mean fewer people, taking on considerably more responsibility.

Recommendation:

Budget Considerations: N/A

Funding Source:

Budgeted: Yes: ☐ No: ☐

Amount: \$

Prepared By: Dorma Baker, Superintendent

Superintendent's Signature: _____